



# Riddlesdown Collegiate SEND Offer & SEND Information report 2020 - 2021

## Arrangements to Meet the Needs of Students with Special Educational Needs and Disabilities

All Croydon schools are committed to and adopt a similar approach to meeting the needs of all students including those with special educational needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life.

At Riddlesdown Collegiate, we are committed to ensuring that students with Special Educational Needs and/or Disability (SEND) receive quality education, based upon equality of opportunity, access and outcomes. The enhancement of self-esteem, confidence and independence are key aspects of each student's development. Access to a broad, balanced and appropriate curriculum is essential if students with SEND are to achieve their potential academically, emotionally and socially. As an Academy, we enjoy the freedom to make the very best provision for your child and as a Collegiate we work collaboratively to develop the very best practice and provision in every aspect of our work. Our aim at all times is to develop quality partnerships with families, ensure outstanding learning and progress for our students and effective preparation leading to success for all members of our community. Students joining Riddlesdown Collegiate are placed into one of Aquila, Orion, Pegasus or Phoenix Colleges, joining a small school of four hundred learners.

## What support do we offer?

The school will use its best endeavours to ensure the necessary provision is made for any student with SEND, identification is carried out early and that the appropriate provision is made for students with SEND in line with the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND September 2014 (SEND Information Report 2014). In doing so, we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEN.

If you are parents/ carers of current students or prospective students, our SEND team would be happy to engage in dialogue to support your child achieve even greater progress, recognise and celebrate achievements and implement, where appropriate further support or intervention to further enhance their school experience. The SEND Team at Riddlesdown Collegiate acknowledge the importance of collaborative work between the student, home and school, recognising that students who are active partners, supported by parents/ carers who are involved in decision making and reviewing provision often achieve the strongest outcomes. Contact details for the SEND Team can be found below.

**Contextual information – 2020 - 2021**

Riddlesdown Collegiate has 45 students (Yr.7 – Yr.13) with an EHCP (Education, Health and Care Plan), and 142 students (Yr.7 – Yr.14) who are supported through the SEND Support Category.

The table below shows the breakdown of SEND Support Category and EHCP students per year group; this is based on 328 students in Years 7, 8, 9, 326 students in Year 10, 325 students in Year 11, and 367 students in College VI (Years 12,13,14).

<b>Year Group</b>	<b>SEND Support Category</b>	<b>EHCP</b>	<b>Total EHCP and SEND Support in year</b>
7	23	7	30
8	24	14	38
9	22	5	27
10	33	9	42
11	27	8	35
12	11	2	13
13/14	2	0	2

The table below shows the breakdown of each of the areas of SEN Need and the percentage of EHCP and SEND Support in relation to the total students on roll (2002).

Primary EHCP Need	Number of students	% of EHCP in relation to students on roll	Primary SEND Support Category	Number of students	% of SEND Support in relation to students on roll
Autism Spectrum Disorder	15		Diagnosed Autism Spectrum Disorder	16	
Speech, Language, Communication	7		Speech, Language, Communication	24	
Social, Emotional, Mental Health	8		Social, Emotional, Mental Health	28	
Physical Disability	6		Physical Disability	4	
Moderate Learning Difficulty	4		Moderate Learning Difficulty	6	
Hearing Impairment	1		Hearing Impairment	4	
Specific Learning Difficulty	3		Specific Learning Difficulty	50	
Vision Impairment	1		Visual Impairment	2	
Other			Other	8	
<b>Total</b>	<b>45/ 2002</b>		<b>2.2%</b>	<b>Total</b>	

EHCP students represent 2.2% of the student population at Riddlesdown Collegiate, compared to 2.1% in Croydon Non-Specialist Secondary Schools and 1.7% Non-Specialist Secondary Schools nationally **(as of January 2019)**.

SEND Support students represent 7.0% of the student population at Riddlesdown Collegiate, compared to 11.6% in Croydon Non-Specialist Secondary Schools and 11.1% Non-Specialist Secondary Schools nationally **(as of January 2019)**.

Numbers of EHCP are above National and Croydon averages compared to non-EHCP students. SEND Support students are below the Croydon and National averages.

**Roles and responsibilities:**  
Who should I contact to discuss the concerns or needs of my child?

<p><b>Form Tutor / Teacher</b></p>	<p><b>Purpose of Post</b></p> <p>To teach a full timetable across the age and ability range of the College, delivering agreed Schemes of Work and contributing fully to the subject area and College.</p> <p><b>Reporting to:</b> Head of College</p> <p><b><u>Principal Accountabilities</u></b></p> <p><b>CURRICULAR LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>• To teach an agreed timetable.</li> <li>• To prepare and deliver effective lessons, ensuring regular assessment informs all aspects of planning.</li> <li>• To contribute fully to collaborative development and improvement within the subject area, College and Collegiate.</li> </ul> <p><b>PASTORAL LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>• To be a form tutor within the College, monitoring and supporting the academic and social development of members of a Tutor Group.</li> <li>• To undertake duties at the direction of the College Head.</li> </ul>
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<p><b>College Inclusion Coordinators (CICs)</b></p> <p>Mrs G Driver –Aquila</p> <p>Mrs K Harvey– Orion</p> <p>Mrs N Jeeves – Pegasus</p> <p>Mrs A Baxter– Phoenix</p> <p>Mr N Foney/ Mr T Holway – College VI</p>	<p><b>Purpose of the Post</b></p> <p>To co-ordinate, analyse data, track and monitor the provision for SEN, EAL and PPG students within the College.</p> <p><b>Reporting to:</b> Line Manager: Deputy Head of College Professional Lead: Assistant Principal: Inclusion</p> <p><b><u>Principal Accountabilities</u></b></p> <ul style="list-style-type: none"> <li>• To provide, with your College SLT, leadership, advice and support on the identification and appropriate intervention for groups of students</li> <li>• To have an oversight of schemes of work and assessment materials, including examinations, to ensure they meet the needs of individual students.</li> <li>• To co-ordinate the preparation and dissemination of provision maps with staff and parents, as appropriate</li> <li>• To hold educational reviews for all students with EHCPs (Educational Health Care Plans)</li> <li>• To provide appropriate care, support and guidance for all SEN / PPG students including care of students with physical disabilities</li> </ul>
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	<ul style="list-style-type: none"> <li>• To liaise with parents, carers and relevant outside agencies as often as appropriate and necessary</li> <li>• To oversee the mentoring provision and intervention for all PPG students identified within the College</li> <li>• To provide line management to the HLTA responsible for the mentoring provision and LSAs</li> <li>• To analyse data, to review progress and provide necessary intervention using the support from the College team and Assistant Principals Teaching and Learning</li> <li>• To ensure that Learning Support Assistants are deployed within the college and wider collegiate to maximum effect when supporting students</li> <li>• To support Directors of Learning in sharing of good practice when teaching different groups of students. To lead on appropriate teaching and learning CPD within the College</li> </ul> <p>The College Inclusion Coordinators can be contacted by email on:</p> <table border="0"> <tr> <td><a href="mailto:Katherine.harvey@riddlesdown.org">Katherine.harvey@riddlesdown.org</a> -</td> <td>Orion College</td> </tr> <tr> <td><a href="mailto:Gemma.driver@riddlesdown.org">Gemma.driver@riddlesdown.org</a> -</td> <td>Aquila College</td> </tr> <tr> <td><a href="mailto:Nicol.jeeves@riddlesdown.org">Nicol.jeeves@riddlesdown.org</a> –</td> <td>Pegasus College</td> </tr> <tr> <td><a href="mailto:Ann.baxter@riddlesdown.org">Ann.baxter@riddlesdown.org</a> –</td> <td>Phoenix College</td> </tr> <tr> <td><a href="mailto:Nicholas.foney@riddlesdown.org">Nicholas.foney@riddlesdown.org</a> –</td> <td>College VI</td> </tr> </table>	<a href="mailto:Katherine.harvey@riddlesdown.org">Katherine.harvey@riddlesdown.org</a> -	Orion College	<a href="mailto:Gemma.driver@riddlesdown.org">Gemma.driver@riddlesdown.org</a> -	Aquila College	<a href="mailto:Nicol.jeeves@riddlesdown.org">Nicol.jeeves@riddlesdown.org</a> –	Pegasus College	<a href="mailto:Ann.baxter@riddlesdown.org">Ann.baxter@riddlesdown.org</a> –	Phoenix College	<a href="mailto:Nicholas.foney@riddlesdown.org">Nicholas.foney@riddlesdown.org</a> –	College VI
<a href="mailto:Katherine.harvey@riddlesdown.org">Katherine.harvey@riddlesdown.org</a> -	Orion College										
<a href="mailto:Gemma.driver@riddlesdown.org">Gemma.driver@riddlesdown.org</a> -	Aquila College										
<a href="mailto:Nicol.jeeves@riddlesdown.org">Nicol.jeeves@riddlesdown.org</a> –	Pegasus College										
<a href="mailto:Ann.baxter@riddlesdown.org">Ann.baxter@riddlesdown.org</a> –	Phoenix College										
<a href="mailto:Nicholas.foney@riddlesdown.org">Nicholas.foney@riddlesdown.org</a> –	College VI										

<p><b>Collegiate SENCO</b></p> <p>Mr T Holway</p>	<p><b>Purpose of the Post</b></p> <ul style="list-style-type: none"> <li>• To act as the Collegiate SENCo and support the Assistant Principal: Inclusion in providing outstanding leadership of inclusion in order to secure high quality teaching, the effective deployment of resources, successful learning and improved standards of achievement of SEN, disadvantaged and vulnerable students.</li> </ul> <p><b>Reporting to:</b> Assistant Principal: Inclusion</p> <p><b><u>Principal Accountabilities</u></b></p> <ul style="list-style-type: none"> <li>• To act as the Collegiate SENCo.</li> <li>• To maintain an up-to-date knowledge of national and local initiatives and statutory changes which may impact on policy and practice.</li> <li>• To disseminate procedural information, such as recommendations from the SEN Code of Practice and the Collegiate SEN policy.</li> <li>• To consider the appropriateness of and, where necessary, prepare Education and Health Care Plans (EHCPs) for students in need of additional support.</li> <li>• To lead reviews of EHCPs and ensure that they are effective in delivering appropriate support for individual students, liaising with College Inclusion Co-ordinators, as necessary.</li> <li>• To liaise with Colleges, feeder schools and external agencies, including EWO, Educational Psychologist and alternative education providers, as necessary.</li> </ul>
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	<ul style="list-style-type: none"> <li>• To assess students for examination concessions and co-ordinate any special arrangements in conjunction with the Examinations Officer.</li> <li>• To support colleagues to develop their understanding of the different types of SEN and effective strategies for SEN teaching.</li> <li>• To act as the Designated Safeguarding Lead (DSL).</li> <li>• To be responsible for ensuring all safeguarding protocols and necessary training for all staff have been undertaken.</li> <li>• To respond to and resolve any safeguarding concerns or queries.</li> </ul> <p>The Collegiate SENCO can be contacted by email on:</p> <p><a href="mailto:Tom.holway@riddlesdown.org">Tom.holway@riddlesdown.org</a></p>
<p><b>Assistant Principal Inclusion</b></p> <p>Mrs F Langan</p>	<p><b>Purpose of the Post</b></p> <ul style="list-style-type: none"> <li>• To provide outstanding leadership of inclusion in order to secure high quality teaching, the effective deployment of resources, successful learning and improved standards of achievement of SEN, disadvantaged and vulnerable students.</li> <li>• To contribute to the work of the Collegiate Leadership Group in raising achievement and standards for all.</li> </ul> <p><b>Reporting to:</b> Principal</p> <p><b><u>Principal Accountabilities</u></b></p> <p><b>Strategic Leadership</b></p> <ul style="list-style-type: none"> <li>• To provide strategic leadership in the area of inclusion in order to remove barriers to learning and to ensure effective support for students with additional needs.</li> <li>• To develop, implement, monitor and evaluate a Collegiate Action Plan for all additional needs which delivers Collegiate priorities, improves the learning experience and raises standards for SEN, disadvantaged and vulnerable students.</li> <li>• To lead the work of the Mackay College in co-ordinating all inclusion services and providing additional support for students beyond their “Home” College, where necessary.</li> <li>• To liaise with Colleges, feeder schools and other external agencies, including EWO, Educational Psychologist and alternative education providers.</li> <li>• To provide regular information to the Board of Governors on the evaluation of the effectiveness of provision for students with additional needs to inform decision making and policy review.</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To provide professional leadership to all staff within the wider inclusion team.</li> <li>• To lead performance management processes through line management (including the Collegiate SENCo and College Inclusion Co-ordinators) and plan the deployment of support staff.</li> <li>• To identify their training needs and deliver/co-ordinate/organise professional development appropriate to this need.</li> </ul>

	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• To monitor progress of all vulnerable learners and to direct intervention to ensure good or better progress.</li> <li>• To act as the Deputy Designated Safeguarding Lead (Deputy DSL).</li> <li>• To ensure that SEN support enables high quality learning across the Collegiate.</li> <li>• To ensure effective systems of communication, including feedback about students' learning, to inform future planning.</li> <li>• To lead on the KS2-3 transition process, overseeing all aspects of secondary transfer and Year 7 induction.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• To deploy capitation to deliver the highest quality of teaching and learning and achieve value for money in all aspects of inclusion work.</li> <li>• To be accountable for the provision of resources for all students with an Education and Health Care Plan and for the spending of the additional resources provided for disadvantaged students.</li> </ul>
<p><b>Principal</b></p> <p>Mr S Dey</p>	<p><b>Purpose of the Post:</b></p> <ul style="list-style-type: none"> <li>• Under the direction of TCT (the Trust), in partnership with the Local Governing Body (LGB), with oversight of the work of the staff and students, to lead the development of Riddlesdown Collegiate</li> <li>• To deliver high quality teaching and learning, excellent personal and social development of students, and outstanding outcomes</li> <li>• To implement the Trust's Scheme of Delegation</li> </ul> <p><b>Accountable to:</b> The CEO and the LGB</p> <p><b><u>Key areas of responsibility:</u></b></p> <p>To carry out the duties of a Principal as required by the Trust and as part of the Executive Leadership Group of the Trust.</p> <p><b>1. Leading the Senior Leadership Team</b></p> <ul style="list-style-type: none"> <li>• communicating vision and direction and ensuring that the Collegiate's aims are implemented through the Collegiate structure</li> <li>• developing the aims and objectives of Trust policies, managing the resources, monitoring progress and ensuring consistency throughout the Collegiate</li> <li>• anticipating future developments in education and ensuring that the Senior Leadership Team is kept fully informed of national policies and proposals</li> <li>• monitoring, evaluating and improving teaching and learning, thus raising standards of achievement</li> <li>• developing systems of care to support the personal development of all students, ensuring equal opportunities are available to all</li> <li>• developing and monitoring the Collegiate's behaviour policy, promoting common high standards of courtesy and conduct and dealing with major disciplinary problems, including exclusions</li> </ul> <p><b>2. Whole School development planning</b></p>

- working with and being accountable to the CEO and the Trust in the preparation of policy and planning
- taking responsibility for the production of the Collegiate Development Plan
- understanding the MAT context in which the Collegiate operates and making sure that the organisation is actively contributing to the wider MAT

### **3. Staffing planning and staffing structure**

- recruitment, selection and retention of teaching and support staff
- appointment of staff in accordance with the Trust's policies, the delegated budget and the terms and conditions of the current Trust contract
- managing the efficient and effective deployment of staff
- creating and maintaining good working relationships with the staff
- promoting staff development through induction, in-service training and continuing professional development
- implementing the Trust Appraisal Policy
- monitoring staff performance, including that of senior staff, and taking remedial or disciplinary action where appropriate

### **4. Curriculum and timetable planning**

- maintaining a comprehensive knowledge and understanding of current trends and developments in curriculum and assessment, and briefing the LGB
- taking overall responsibility on behalf of the LGB for the Collegiate's curriculum policy and for the quality of teaching and learning
- with the staff determining, implementing and reviewing the curriculum, ensuring breadth, balance and relevance to all pupils whatever their abilities, aptitudes and needs

### **5. Financial planning and resource management**

- taking overall responsibility with the LGB for the Collegiate's delegated resources
- within the remit set down by Trust in the *Financial Handbook and Procedures* and the *Scheme of Delegation*, to manage funding, including preparing and monitoring the budget, matching the needs of the staffing and curriculum to the budget; at all times operating within the requirements of the Academies Financial Handbook
- overseeing the teaching and learning facilities of the Collegiate

### **6. Provision of professional advice to the LGB**

- keeping abreast of current trends and developments in education and assessment, including legislation and briefing the LGB
- providing the LGB with a written report of the Collegiate's activities each half-term
- assuring the LGB of value for money from Trust support and services

### **7. The Trust in the Community**

- acting as the public face of the Collegiate
- promoting good public relations through communication with parents and the local community
- promoting the interests of the Collegiate in the wider community

	<ul style="list-style-type: none"> <li>• promoting the work of the Trust</li> <li>• establishing and developing effective links and liaison with other academies within the Trust.</li> </ul>
<b>SEN Governor</b>  Mrs Cathryn Marsden	<b>Purpose of the Post:</b> <ul style="list-style-type: none"> <li>• To make recommendations to the Local Governing Body on staffing and other resources needed to meet the needs of SEN students and other vulnerable learners.</li> <li>• To monitor standards achieved by SEN and other vulnerable groups of students</li> <li>• To monitor the impact of the SEN provision on the achievement and attainment of students</li> </ul> <b>Accountable to:</b> The CEO and the LGB

**SEN Support – Assessment, Planning and Review**

*How will the school decide if my child needs extra help? How can I find out about how well my child is doing?*

**Identifying and assessing the needs of students with SEND**

SEND students at Riddlesdown Collegiate are identified as either students with EHCP, these students have gone through statutory assessment at a Local Authority level, having been identified as students who need further support beyond what the school can implement without additional support. Or students who are supported through the SEND Support Category, these are students who have an identified difficulty but difficulties that can be supported within the schools notional SEND resources and therefore don't require additional support from the Local Authority.

Students are often identified prior to joining Riddlesdown Collegiate as part of the robust transition process in place or through collaborative planning with the Local Authority. For some students, their additional needs present themselves later into their placement at Riddlesdown Collegiate. Students in this instance will have been identified by teaching or support staff and flagged up to the SEND Team; this will begin a period of assessment. This period of assessment could include; cognitive assessments, observations, consultations with school staff and external agencies, culminating in potential requests for statutory assessment if it is felt the students' needs are complex and require support beyond what is reasonably available. Prior to this assessment process taking place, parents and carers are consulted along with discussions with the student to ascertain their perceived area of difficulty.

If parents/carers are concerned about needs that have not been identified, please make contact with the College Inclusion Coordinator or Collegiate SENCO.

**Planning the appropriate provision to support progress**

Following the identification of an additional need, planning is carried out to identify appropriate provisions. In most instances, the needs of students can be met through quality first teaching and focussed support from the class teacher or support staff. Where external services are involved additional planning is carried out to ensure identified recommendations or outcomes are supported in being achieved. During this planning phase, parents/carers and students are involved in

identifying the provision, this is recorded in the students' individual 'SEND Support Plan'. These are made available to parents/cares, students and all staff to ensure everyone is aware of the provision in place to support students. In line with the SEN Code of Practice, these are reviewed on a termly basis, or if it felt the student is not making expected levels of progress.

### **Assessing and reviewing student progress (involving the student and parents/ carers/ SEND team)**

Meetings are held each term to look at the progress of all students with SEND; these meetings are held collaboratively between the CICs and the Collegiate SENCO, along with input from the students' subject teachers. Where there are concerns that a student is not making good progress, further assessments will take place and, as required, there will be discussions with key staff to plan for additional support to be put in place and the outcomes expected from this intervention. You will be invited to contribute to these discussions; these may take place through face to face discussions, email and telephone conversations. If appropriate your child will be involved too. These discussions will be led by the College Inclusion Coordinator in collaboration with the Collegiate SENCO.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support; the provision for additional support will be coordinated by the College Inclusion Coordinator in collaboration with the Collegiate SENCO.

Additional provision, appropriate and focussed targeting and action points to help your child overcome any difficulties will be carefully recorded by the Collegiate in their personal 'SEND Support Plan'. This will take into account your child's strengths as well as areas of difficulty. Their personal 'SEND Support Plan' will be reviewed termly and you will be invited to contribute to developing and reviewing your child's provision. The review sessions will be chaired by the College Inclusion Coordinator. Through these review sessions, we will identify ways in which you can help to support your child at home.

Your child's Personal SEND Support Plan will illustrate the following:

- Outcomes identified for the academic year.
- Additional notes that are useful for staff to be aware of.
- Strategies to support learning.
- Students' views; including how they would like to be supported.
- A record of intervention in place, including frequency and which area of need is being supported.
- A review of the progress towards the identified outcomes based on working towards, emerging, developing and secure criteria.

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent and in collaboration with the Collegiate SENCO. In the first instance, please contact the College Inclusion Coordinator should you want to explore further provision outside of Riddlesdown Collegiate.

If, despite the increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources a request for an Education Health Care Plan may be requested. This request for statutory assessment will only be made in collaboration with

parents and will be coordinated by the Collegiate SENCO. The Collegiate SENCO will explain this process and how to find out more information about it. Requests for statutory assessment will be made in the best interests of the student.

### **Tests and Examinations: Access Arrangements for KS4 and KS5 students**

For some students, additional arrangements and adjustments can be made to enable them to fully access statutory tests and external examinations. This might include, but is not exhaustive; additional time, rest breaks, use of a reader or use of a scribe. The College Inclusion Coordination in collaboration with the Collegiate SENCO will talk to you if they feel that your child would benefit from these additional arrangements. All requests and subsequent assessments for access arrangements are carried internally by our Collegiate SENCO who holds a Level 7 PG Certificate in SpLD; CCET Level A, AAC- CPT3A qualification, and are carried out in accordance to the rules and regulations stated by the Joint Council for Qualifications. Our Examinations Officer and Head of Centre are made aware and keep logs of all students who have approved access arrangements. Access arrangements are reviewed every 2 years, upon which, further applications for access arrangements will need to be made. Students who are considered for access arrangements are those with SEND or temporary injuries that require reasonable adjustment to be made to assessments and examinations in order for them to show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessments. Reasonable adjustment is made to a student's provision/access arrangement in line with the demands of the Equality Act 2010, in that if the student did not receive reasonable adjustment the SEND/injured student would be at a substantial disadvantage in comparison to non-SEND/injured students.

Students' who have access arrangements in place, are those who have a substantial or long-lasting impairment and their reasonable adjustment reflects their 'normal way of working' throughout their school experience. Students much fulfil the criteria of both need and 'normal way of working' to be eligible for access arrangements.

For more information about access arrangements, please contact the Collegiate SENCO or your child's College Inclusion Coordinator.

### **Provision for students with SEND (SEND Support and EHCP)**

*How do we support our students with SEND and what is available*

### **Provision for SEND Support students**

Students who are classified as SEND Support have a termly SEND Support Plan that identifies the students' areas of need and records the provision in place to support them. In most instances, this level of support can be met within the classroom by quality first teaching or through targeted intervention delivered by a member of the Riddlesdown Collegiate SEND Team, in some instances external support services will be referred to for more specialist intervention. This will be further recorded on the students individual SEND Support Plan. Wave 2 provisions are illustrated on the following pages.

### **Provision for EHCP students**

Students who are classified as EHCP have a termly SEND Support Plan that identifies the students' areas of need and records the provision in place to support them. This level of support will be met within the classroom by quality first teaching; targeted intervention delivered by a member of the Riddlesdown Collegiate

SEND Team, and external support services providing specialist intervention. This will be further recorded on the students individual SEND Support Plan. Wave 3 provisions are illustrated on the following pages. For all EHCP students, an annual review will take place to review the progress made by the student. This annual review will include contributions from all services involved in supporting the student and will inform the Local Authority of the progress made towards the identified statutory outcomes.

### **Provision to support students with social, emotional, mental health and development needs**

The provision made available to support students with SEMH (Social, emotional, mental health) and those with developmental needs are recorded below. In addition to those recorded provisions, we work closely with educational professionals such as the Education Psychology Service and CAMHS to support both targeted intervention for vulnerable students but also to support the continuing professional development of staff who work alongside the students with this area of need.

### **Provisions available (these are deployed where appropriate)**

Riddlesdown Collegiate is committed to meeting the four areas of special need and disability as outlined in the new Code of Practice for SEND

- Communication and interaction
- Cognition and learning
- Social, mental, and emotional health
- Sensory and/or physical

In order to address the key areas of the SEND Code of practice, the following provisions are made available to support students, each table illustrates what is made available for each wave of SEN (Wave 2 applies to students who are classified as SEND Support, Wave 3 applies to students who are classified as EHCP).

Should a student requires a level of support that is illustrated below, a consultation will take place to explore how this can be delivered.

## Riddlesdown Collegiate Provision Mapping

	Wave 1- Universal support	Wave 2 - SEND Support - in addition to wave 1	Wave 3 - EHCP Support- in addition to wave 1 & 2
<b>Social, Emotional, Mental Health</b>	<p>Termly review meetings with parents/carers/ professionals</p> <p>Referral to School Counsellor – weekly for 6 weeks</p> <p>Weekly 15 minute mentoring session with a LSA</p> <p>Pastoral support team – Tutor &amp; Senior Tutor support</p> <p>Signposting to external support services such as OTR and CDI.</p> <p>Effective classroom differentiation and support</p> <p>Peer mentoring programme</p>	<p>Termly review meetings with parents/carers/ professionals</p> <p>Weekly 25 minute mentoring with SEMH Coordinator per week</p> <p>Access arrangements for examinations (internally assessed)</p> <p>Referral to School Counsellor – weekly for 6 weeks</p> <p>Referral to Education Psychology Service for advice and guidance</p>	<p>Termly review meetings with parents/carers/ professionals</p> <p>Referral to Specialist CAMHS</p> <p>Referral to School Counsellor – weekly for 6 weeks</p> <p>Ongoing advice and guidance from the Education Psychology Service</p> <p>Reasonable adjustment made to timetables</p> <p>LSA support in class with accessing the curriculum</p> <p>Access arrangements for examinations (internally assessed)</p>
<b>Cognition and Learning</b>	<p>Termly review meetings with parents/carers/ professionals</p> <p>Supported reading activities, through paired reading or Lexia Programme</p> <p>Effective classroom differentiation and support</p> <p>Adjustment to seating plan</p> <p>Support with spelling and phonics development</p> <p>Touch typing support</p> <p>Use of a computer or tablet in lessons to support with handwriting</p>	<p>Termly review meetings with parents/carers/ professionals</p> <p>Termly HLTA Literacy/ Numeracy intervention</p> <p>Referral to Education Psychology Service for advice and guidance</p> <p>Access to supported homework clubs after school</p> <p>Access arrangements for examinations (internally assessed)</p>	<p>Termly review meetings with parents/carers/ professionals</p> <p>LSA support in class with accessing the curriculum</p> <p>Termly HLTA Literacy/ Numeracy intervention</p> <p>Access arrangements for examinations (internally assessed)</p> <p>Ongoing advice and guidance from the Education Psychology Service</p> <p>Access to supported homework clubs after school</p> <p>Reasonable adjustment made to timetables</p>
<b>Physical Needs</b>	<p>Termly review meetings with parents/carers/ professionals</p> <p>Reasonable adjustment made to the physical environment</p> <p>Adjustment to seating plan</p> <p>Effective classroom differentiation and support</p> <p>Use of a computer or tablet in lessons to support with handwriting</p>	<p>Termly review meetings with parents/carers/ professionals</p> <p>Occupational Therapy involvement and strategy implementation</p> <p>Reasonable adjustment made to the physical environment</p> <p>Differentiated PE curriculum and access disability sport</p> <p>Referral to Education Psychology Service for advice and guidance</p> <p>Access arrangements for examinations (internally assessed)</p> <p>Use of posture packs and adapted equipment, as directed by the OT</p>	<p>Termly review meetings with parents/carers/ professionals</p> <p>Occupational Therapy involvement and strategy implementation</p> <p>Reasonable adjustment made to the physical environment</p> <p>Differentiated PE curriculum and access disability sport</p> <p>Ongoing advice and guidance from the Education Psychology Service</p> <p>Reasonable adjustment made to timetables</p> <p>LSA support in class with accessing the curriculum</p> <p>Access arrangements for examinations (internally assessed)</p> <p>Intimate care and welfare support, as directed by medical professionals</p>
<b>Speech Language and Communication Needs</b>	<p>Termly review meetings with parents/carers/ professionals</p> <p>Break time and lunch time access to the MacKay College for social skills</p> <p>Effective classroom differentiation and support</p>	<p>Termly review meetings with parents/carers/ professionals</p> <p>Fortnightly 25 minutes input from the ELKLAN SALT LSA</p> <p>Referral to the Link SALT Therapist</p> <p>Referral to Education Psychology Service for advice and guidance</p>	<p>Termly review meetings with parents/carers/ professionals</p> <p>SALT input as directed by the EHCP and SALT assessment report</p> <p>Ongoing advice and guidance from the Education Psychology Service</p> <p>LSA support in class with accessing the curriculum</p>

## Curriculum and Teaching Methods (including groupings and interventions)

*How will teaching be adapted to meet the needs of my child? Our approach to teaching students with SEN.*

Our teachers are skilled and supported to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual students' needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. College Inclusion Coordinators work closely with the teaching staff in each of the Colleges to ensure students who have additional needs are fully supported in their lessons. Successful strategies that are experienced in delivering the curriculum to students with additional needs are shared amongst the teaching staff. Information of a confidential nature is held securely by the Collegiate SENCO.

Across the student's timetable, most classes are set by ability and a small number of classes are mixed ability to provide flexibility and maximised learning opportunities for all.

Learning Support Assistants, Learning Mentors and Higher-Level Teaching Assistants are used flexibly to help groups and individual students, with a long-term goal of encouraging and developing independent learning skills. The provision of Learning Support Assistants, Learning Mentors and Higher-Level Teaching is coordinated by the College Inclusion Coordinator in collaboration with the Collegiate SENCO. The Collegiate SENCO and Higher-Level Teaching Assistants for Literacy and Numeracy coordinate additional provision within their subject area, including: paired reading, Ruth Miskin literacy programme and Maths booster sessions. These sessions may operate from the MacKay College, or take place within timetabled mainstream lessons.

If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their Personalised SEND Support Plan. If your child has an Education, Health and Care Plan for their SEND then additional information regarding the support beyond the classroom will be included within the Annual Review, alongside their Personalised SEND Support Plan.

Students with SEND are included fully within lessons at Riddlesdown Collegiate and where appropriate, the additional support takes place within timetabled lessons. The Riddlesdown Curriculum provides students with a broad and balanced education. Its aim is to provide students with the knowledge and skills which provide the foundation from which they can continue learning throughout their lives. This is achieved through both timetabled lessons and planned activities, which both help to prepare students for employment and will enable them to make a positive contribution to society. The curriculum is delivered through a two-week cycle of sixty lessons each lasting fifty minutes (some lessons may be doubles in practical subjects) and students are set by ability in the majority of subjects. There is some flexibility in setting between different subjects.

Riddlesdown Collegiate is a set of **small schools**, under the overall direction of the Principal. The Chief Executive works in partnership with the Principal, overseeing the work of the Principal but not involved in the day-to-day running of the Collegiate. The purpose of the "small school model" is to create "human scale education", with every student belonging to a College of only 410 learners, a similar size to many primary schools. This provides the **educational benefits of a small school**, alongside the financial and resource benefits of being a large organisation, including space and excellent facilities. As a result of each team of staff working predominantly with just 410 students, the care and guidance we can provide is much more focused on the individual and their needs.

Riddlesdown Collegiate holds the **highest expectations for traditional and exemplary standards** with regard to behaviour, uniform, homework and academic progress – delivered through modern and highly effective teaching methods. These expectations are underpinned by our VALUES and our commitment to developing the skills and qualities required for success later in life: *"Learners of today, leaders of tomorrow."*

The curriculum develops the knowledge and skills needed to study to the highest levels, to gain access to the best universities and to be successful in high quality employment. OFSTED described the curriculum as “exceptional” – it is broad and rich, and students achieve well across all subjects. The core of English and Maths are particularly strong subjects, but students make good progress across the curriculum, including the Sciences, where large numbers follow through to A Level and University, and the arts subjects through the Creative and Performing Arts College (CPA).

In addition, our **focus on academic progress and achievement** is complemented by **personal and social development** through curricular and extra-curricular work. For example, **Sport, Music and Drama are unsurpassed** in the area. Our wider CPA programme is outstanding with major Concerts and Productions every year, and over 50 sports teams representing the Collegiate in local, regional and national competitions. This provision is massively enhanced by the superb facilities of The @RC, The Astro and the refurbishment of netball and tennis facilities.

We have an **extensive extra-curricular programme**. Students take part in many trips and activities within the UK and abroad; 1 ski trip each year, sports tours, annual Classics visit to Italy or Greece, language exchanges, World Challenge, Activity Weekends. Most significantly, our Duke of Edinburgh programme is one of the largest in the UK. We believe that great learning takes place both inside and outside of the classroom.

Our **facilities are very good** and constantly improving. Science labs are modern, we have almost 1000 PCs for student use in addition to two Mac suites and the wider facilities in the CPA College – The @RC Theatre, the dance studio, the Sports Hall, gym and fitness centre, The @RC Gallery, as well as outdoor facilities including our resurfaced, flood-lit netball and tennis courts and The Astro.

All students in Year 7 study the full national curriculum. Students begin to study French (Aquila & Phoenix) or Spanish (Orion & Pegasus) in Year 7; the vast majority of students should expect to take a language to GCSE. Most students also study Latin in Year 7 with the opportunity to continue this to GCSE and A Level. In particular, the **Excellence Curriculum** delivered in Year 7 helps students to make a flying start to secondary school, building on their prior learning and developing the learning skills and habits that will be required for further success in the years to come.

The curriculum at Key Stage 4 allows students to continue with traditional GCSE courses (e.g. separate Sciences, languages, history, geography, Latin, economics) or to combine them with vocational opportunities should they wish (e.g. health and social care, business, sport). The majority of our students follow the first of these routes.

College VI students choose from over 20 A Level courses. Students are expected at 16 to transfer from their College to College VI; our post sixteen provision is large, successful and constantly improving and developing, making **College VI the place to be for A Level success**.

Students with Special Educational Needs and Disabilities participate in all areas of the curriculum; we do not have a separate SEND department in the Collegiate. Each College has a College Inclusion Coordinator who monitors and supports the progress of SEND students. The MacKay College provides additional support to a wide range of students – it is not just the SEN base.

**“RIDDLEDOWN COLLEGIATE IS AN OUTSTANDING SCHOOL, WHERE EXCELLENT TEACHING, SUPERB ATTITUDES TO LEARNING AND FIRST RATE FACILITIES AND RESOURCES LEAD TO THE GREATEST ACHIEVEMENTS AND SUCCESS FOR OUR STUDENTS AND OUR COMMUNITY”.**

**Ofsted 2016**

### **What reasonable adjustment and curriculum adaptations can be made**

Students who attend Riddlesdown Collegiate are expected to take part in all elements of the mainstream curriculum made available to them. In some instances, it is appropriate for reasonable adjustment to be made to support students with accessing the curriculum. These adjustments are developed in partnership with the students/ teacher/ parents and carers to ensure they are personalised and effective in supporting the identified need. Reasonable adjustment could include adjustments to the students expected workload, support with managing homework deadlines, accessing the school canteen prior to lunch period, in some instances adjustments are made to curriculum content and subject attendance. Further adjustments can be made to support students with examination access arrangements as recorded above.

### **What further learning opportunities are made available for students with SEND**

Students with SEND are supported with preparing for transition from KS3 to KS4, from KS4 to KS5 and in preparing for adulthood. Learning opportunities to support students develop independence are explored through the termly review and identified in their personal SEND Support Plan. In some instances, it is appropriate to seek additional support from the Croydon Early Help Team or Children’s Services to ensure students are provided with such opportunities outside of school. In all instances, a consultation with a member of the SEND Team will take place to review and explore what support is needed.

## **Access**

*What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?*

### **Supporting SEND students engage in all the activities of the school**

Riddlesdown Collegiate has been made access friendly to ensure students with mobility difficulties have access to areas of the school site. Students are encouraged to make the most of our differentiated PE curriculum and benefit from increased levels of support where areas of the curriculum have been identified in a students’ SEND Support Plan as needing additional support; for example, PE lessons or lessons with increased requirements to demonstrate creative attributes such as Music and Drama. Inclusion is at the heart of everything that happens at Riddlesdown Collegiate and all students are encouraged and supported to take part in the complete and broad curriculum made available to them. Should a student with SEND require additional support to access all areas of the curriculum then this will be reviewed termly and included within their SEND Support Plan.

### **Riddlesdown Collegiate accessibility plan**

We have an accessibility plan and SEND Policy in place to ensure that students with SEN and Disability can take part in all aspects of Collegiate life. The Collegiate's accessibility plan is updated annually and can be viewed on the school website. Depending on your child's specific needs, a more personalised access plan or medical plan may be drawn up in consultation with you, if necessary. This will be reviewed and updated on a regular basis.

### **Staffing Expertise**

*How skilled are staff in meeting the needs of my child?*

An on-going programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEND, and Riddlesdown Collegiate works closely with the Local Authority in developing staff understanding of SEND. Staff training is a regular feature of the Collegiate week, as part of the directed 'Collegiate Development Time'; staff undertake a range of training opportunities, and such sessions may focus on 'marking and feedback', 'Questioning and developing numeracy in the classroom. In addition to our 'Collegiate Development Time' there is a rolling programme of lesson observations aimed at providing advice for teachers on supporting SEND and to encourage the development of leaders. Every permanent teaching position within the school is filled with high quality teachers. The mix of experienced and younger staff is very good and helps us to keep right up to date with all of the latest advances in teaching and learning. The Principal, who has been at Riddlesdown for more than 12 years and who took the Collegiate through its most recent outstanding OFSTED inspection, leads a very experienced and successful team. *"Riddlesdown Collegiate is led and managed extremely well. Leaders put pupils' progress and welfare at the centre of all that they do"*. The Collegiate has a large and talented team of Support Staff who ensure that teachers are able to focus fully on teaching and learning issues.

The Collegiate SENCO and Assistant Principal Inclusion actively engage in a range of professional development opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND. They attend the Local Authority network forum to support the importance of sharing and developing best practice. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for students who have the most complex needs.

We have staff with specialised expertise and qualifications including:

- The Collegiate SENCO holds a Level 7 PG Certificate in SpLD; CCET Level A, AAC- CPT3A qualification, allowing for internal psychometric assessment to be undertaken to seek JCQ access arrangements. The Collegiate SENCO also holds the NASENCO qualification.
- The Collegiate SENCO and Assistant Principal Inclusion are both qualified safeguarding professionals, having attended designated Local Authority safeguarding training every 2 years.
- Subject based Higher Level Teaching Assistants focussing on Literacy and Numeracy
- Welfare Assistants who provide intimate care and work alongside NHS nursing staff, Physiotherapists and Occupational Therapists for students with complex medical and physical needs
- School Counsellor from the 'Croydon Drop In' service.
- The MacKay College facility that provides out of classroom focussed literacy, numeracy and curriculum support where necessary.
- A supportive and inclusive College structure where SEN is supported in every lesson through 'quality first teaching'
- College based Learning Support Assistants and Higher-Level Teaching Assistants to support SEN transition and develop independence and support class teachers meet the needs of students with SEN.

## Evaluating our effectiveness

*How do we evaluate our effectiveness to ensure provision is effective in supporting progress*

Progress towards outcomes for each student with SEND illustrates the effectiveness of the provision made available. For some students the use of performance measures such as A8 and P8 are used to illustrate effectiveness, for others, the progress made over time to meet outcomes and support them preparing for adulthood and gain independence is more appropriate. Student progress forms a fundamental element of all reviews, either the termly SEND Support Plan review or the EHCP annual review. Where concerns are raised about the level of progress made, discussions are held within the SEND Team and home College Team to explore what further interventions are required to support progress being made. Academic data is collected on all students following the completion of data drops, which is further shared with parents/carers through the 'quick report' process, these are used, alongside staff observations and feedback to identify SMART outcomes for the next term.

## External partnerships

*What support from outside does the school use to help my child?*

The Collegiate works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	What they offer?
<b>Croydon Council – Local Offer</b> (for Croydon residents who attend Riddlesdown Collegiate)	Croydon's Local Offer of information on services for children and young people with special needs and their families can be access through the council website, or through the web link below. The information covers early years up to age 25 and includes education, health and social care as well as travel, leisure, preparing for adulthood and independent living. <a href="https://www.croydon.gov.uk/education/special-educational-needs/sencroydon/sen-croydon">https://www.croydon.gov.uk/education/special-educational-needs/sencroydon/sen-croydon</a> .  As a Croydon School, we work closely with the Croydon SEND Team to ensure students and families are fully supported in accessing the support and services need to promote progress towards successful outcomes.
<b>Surrey Council – Local Offer</b> (for Surrey residents who attend Riddlesdown Collegiate)	Surrey's Local Offer of information on services for children and young people with special needs and their families can be access through the council website, or through the web link below. The information covers early years up to age 25 and includes education, health and social care as well as travel, leisure, preparing for adulthood and independent living. <a href="https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page">https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</a>  As a school from a neighbouring borough, we work closely with Surrey SEND Team to ensure students and families are fully supported in accessing the support and services need to promote progress towards successful outcomes.

<p><b>Educational Psychology Service</b></p> <p>Our attached Educational Psychologist is:</p> <p><b>Dr Katie Ellis (Croydon Council)</b></p> <p><b>Dr Kate Ross-Lonergan (Croydon Council)</b></p>	<p>The Educational Psychology Service (EPS) provides a core consultative service to all maintained schools, academies and pupil referral units. It is a statutory service in relation to the Special Educational Needs system and in particular to the provision of psychological advice and attendance at annual/transition reviews. The EPS is actively engaging with the local authority to further define its role in relation to the current wide-ranging SEN reforms. Croydon EPS consists of a highly qualified and experienced group of psychologists whose aim is to apply psychology to help to meet local needs and to improve outcomes for vulnerable children and young people.</p>
<p><b>Speech and Language Therapy</b></p> <p>Children's Speech and Language Therapy</p> <p>Sanderstead Clinic 40 Rectory Park South Croydon Surrey CR2 9JN</p> <p>Telephone: <b>020 8714 2594</b></p>	<p>The children's speech and language therapy service work in the community with children who have speech, language, communication and/or eating and drinking difficulties. The service is available for children from birth to 18 years who have a Croydon GP and/or who attend a Croydon maintained school. The service is structured into 3 clinical work streams – Pre-school, Mainstream and Special Needs, each lead by a team manager who is a specialist in the clinical field. Staff work from local clinics and children are seen in a variety of locations which may include clinic, home, school or nursery.</p>
<p><b>CAMHS (Child and Adolescent Mental Health Service).</b></p>	<p>CAMHS offer diagnostic assessment and therapeutic intervention to children and adolescents who have a serious mental health disorder or psychological difficulties, and to their families.</p> <p>Provide assessment and treatment where the disturbance of functioning may result in physical and mental harm to the child, especially if without therapeutic input there might be deterioration in the child's mental health or in achieving optimum developmental potential</p> <p>Offer an urgent and non-urgent specialist service.</p>
<p><b>Croydon Drop In Service</b></p> <p>Tel: 0208 680 0404</p>	<p>Croydon Drop In provides an advisory service to the young people of Croydon. Croydon Drop In also provide Counselling – free confidential service, advice and guidance, advice and advocacy and Outreach Health Education Work. The Croydon Drop In also provides our school counselling service on a weekly basis for students of all ages.</p>
<p><b>Family Lives Parent Partnership Service:</b></p> <p>Tel: 020 3131 3150</p>	<p>The Parent Partnership Service provides independent information and advice and guidance for parents /carers of children and young people with SEND.</p>

<b>Virtual School for Children who are Looked After</b> <a href="mailto:virtualschool@croydon.gov.uk">virtualschool@croydon.gov.uk</a>	This service oversees and monitors provision for children who are in care of the Local Authority
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The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for students with SEN (<http://www.croydon.gov.uk/education/special-educational-needs/>).

**Transition**

*How will the school help my child to move to a new class/year group or to a different school?*

Children and young people with SEND can become particularly anxious about ‘moving on’ so we seek to support successful transition by:

**When moving to another school from Riddlesdown Collegiate:**

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible

**When moving between classes and Key Stages at Riddlesdown Collegiate**

If necessary, an information sharing meeting will take place with the receiving teacher, the College Inclusion Coordinator will ensure all strategies to support learning are shared amongst teaching and support staff.

**When moving to Riddlesdown Collegiate from a Primary School:**

Our College Inclusion Coordinators and Higher-Level Teaching Assistant for Transition will make contact with the Year 6 leader or SENCO once a school has been named to start planning for transition. Multi-agency meetings maybe arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.

Your involvement in this process will be critical to supporting a successful move.

**Other arrangements to support inclusion of pupil with additional need and engagement with their families:**

We undertake additional planning and risk assessments to ensure that students with SEND can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips. This area of work is often supported by medical professionals who are able to advise and support Riddlesdown Collegiate develop a robust and effective strategy.

## How Riddlesdown Collegiate monitors its SEND provision

### Assessing and tracking our students

- The Data Lead compiles data sheets following each of the assessment periods; these inform the SEND Team during panel meetings of areas of underachievement to allow for suitable interventions to be explored.
- SEND and DS provision features on the observation and performance management process to ensure teaching staff are aware of the importance of meeting their needs through quality first teaching.
- The SEND Team carry out regular learning walks to review the day to day provision that is carried out within the classroom.
- The Collegiate Senior Leadership Team are aware of the need for rapid and sustained progress amongst the SEN and DS learners.
- All staff are provided with expected rates of progress through the effective use of data tracking sheets and through the Collegiate professional development
- The Board of Directors are provided with reports on the standards achieved by both SEN and DS students throughout the year.

### Identifying the right provision for all of our students

- Teaching staff follow structured S.O.Ws and have set challenging yet achievable targets for students based on baseline data received from KS2, transition testing and any further psychometric testing that a student may undertake.
- Following each reporting schedule the Collegiate SENCO/ Assistant Principal Inclusion and CICs carry out comprehensive data analysis to identify any underachievement.
- Teachers inform Student Progress Meetings through the use of round robin reporting to the Collegiate SENCO and CICs in the lead up to the review meeting.
- Students, parents and carers are fully involved in the developing of student provision maps through termly reviews.
- For students who require additional support from services outside of Riddlesdown Collegiate, such as CAMHS, EPS or SALT, parents/guardians are consulted

### Developing and delivering quality provision

- The Collegiate SENCO and CICs use a range of evidence to evaluate and develop the impact of the quality of provisions including: Pupil voice, data analysis, work scrutiny, observations, teacher feedback, parent / carer feedback, Quality Assurance Reviews
- The Collegiate SENCO and CICs carry out 3 Student Progress Meetings a year with students, teachers, parents and carers to review the provision and progress. Individual provision maps are amended accordingly.
- Regular reviews with staff and panel meetings amongst the SEN Team help to recognise underachievement.
- SEND Panel meetings discuss directions and interventions to close the gap amongst learners and reduce underachievement.
- SEND Team work with outside agencies to ensure intervention programmes are cutting edge and effective in their delivery.

### Developing our workforce

- The Collegiate SENCO has completed the NASENCO qualification holds a Level 7 PG Certificate in SpLD; CCET Level A, AAC- CPT3A qualification, allowing for internal psychometric assessment to be undertaken to seek JCQ access arrangements, and provides professional direction and supervision to the CICs.
- The Collegiate employs the services of a qualified Education Psychologist and School Counsellor who work on a referral basis made by the Collegiate SENCO.
- The Collegiate has a team of 6 HLTAs, 21 LSAs and 4 non-teaching College Inclusion Coordinators (CIC)
- The Collegiate is a member of Croydon LA SEND Network Forum and work with the Octavo Partnership to provide additional external training opportunities.
- CICs regularly review the provision made to students adopting the graduated response to SEND provision as set out in the 2014 SEND Code of Practice.

### Knowing the vulnerabilities of all our students

- Within the Collegiate framework all students who are DS, SEND, EAL, CLA or those subject to a CP Plan are considered to be vulnerable learners.
- The Collegiate SENCO and CICs work closely with professionals within the Local Authority to ensure recommendations and strategies are shared and implemented.
- The SEND Team along with the Pastoral Teams in each College work together to identify vulnerabilities and implement strategies and interventions to reduce vulnerabilities.
- All students go through a process where progress is tracked and may be flagged as underachievement.
- All staff undergo CP training that raises issues of vulnerability, each College has a CP led who works with the Collegiate SENCO and CICs to recognise patterns of vulnerability and underachievement.

### Monitoring and evaluating impact and analysing data

- Through the use of an SEND Team panel meeting and Collegiate Development time opportunities to explore areas of success and achievement amongst learners are utilised.
- Potential areas of similarity amongst learners and the barriers that they face are explored and reported on during meeting time amongst Senior and Middle leaders and subject specialist staff.
- Following public examination subject teachers, SEND team and senior College staff report on the standards achieved by the DS and SEN students, following the reporting process, action points are created to close the gap. All students are set targets that are challenging and achievable, following the review of their progress and standards the SEN Team meet to review what further intervention needs to be put into place to ensure achievement.
- Further reviews based on whole class achievement are explored by SLT and other senior staff members with appropriate amendments made to student provision or curriculums.