



**Sawston**  
Village College

**SEND Information Report**  
**Academic year 2020/21**

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## **1. Introduction**

The SEND Code of Practice makes it clear that additional intervention and support cannot compensate for a lack of Quality First Teaching. At Sawston Village College we aim to provide high quality teaching, which is appropriately differentiated and adapted to meet each pupil's individual needs. This is the first step in responding to any possible Special Educational Needs.

Our SEND Information Report forms part of the Cambridgeshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND.

This document has been designed to advise families with children who present with Special Educational Needs, Disabilities and or are vulnerable on the provision available at Sawston Village College. It should guide families when deciding if Sawston Village College is the right educational setting for their child.

This SEND information report should be read in conjunction with the SVC SEND policy and also the Local Offer which is a resource developed by Cambridgeshire County Council to signpost services, support and provision for children and young people with SEND and their families in the local area.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

## **2. What is the Local Offer?**

This is a resource developed by Cambridgeshire Local Authority to signpost services and provision for young people with SEND in the local area. Please click on the link below to find out more.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The local offer will include information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.

### **3. What are special educational needs and disabilities? What kinds of special educational needs might pupils at Sawston Village College have?**

At different times in their school career, a child or young person may have a special educational need. The May 2015 Code of Practice defines Special Educational Need (SEN) as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age;

or (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children are deemed to have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if:

- their learning and development occurs at a very slow rate;
- their attainment is at a level that is significantly below age-related expectations and there is evidence of an increasing gap”.

*Section 312 Education Act 1996*

“A person has a disability...if he/she has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.”

*Section 1(1) SEND Act 2001*

If a learner is identified as having SEN, Sawston Village College will make provision which is “additional to” or “different from” that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

It is important to note that not every pupil making slower progress has SEND. Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning. Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils for whom English is an additional language may also be identified as SEN if their needs meet the criteria above.

SEND is categorised in four broad areas of need and support:

- **Cognition and Learning:** which includes moderate and severe learning needs including global learning delay and specific learning needs, including Dyslexia, Dyspraxia and Dyscalculia
- **Communication and Interaction:** which includes speech language and communication needs, Autism Spectrum conditions
- **Social, Emotional and Mental Health:** which includes difficulties with poor mental health and wellbeing including anxiety and depression, difficulties with regulating and managing emotions, disorders such as ADD, ADHD or Attachment Disorder
- **Sensory and Physical:** which includes physical disability, vision, hearing or multisensory impairment

There are many SEND terms that are abbreviated which can lead to confusion. This link to the most used SEND terms might be useful when discussing your child's SEND.

[Glossary of SEND Terms](#)

#### **4. Who is involved with supporting students with SEND at Sawston Village College? Who are the best people to talk to about my child's difficulties with learning, SEND?**

If you have any concerns about your child's progress your first point of contact should always be your child's mentor or class teacher. Teaching staff are responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need in lessons. Teachers have access to personalised teaching and learning strategies for your child if they are already identified as SEND through the Student Information Sheets. All Teachers are responsible in ensuring the school's SEND Policy is followed in their classroom and are responsible for the progress of their pupils, including those identified as having SEND. However, if progress continues to be limited, a referral will be made to our SEND team for further investigation and allocation of support.

The Special Educational Needs and Disabilities Coordinator (SENDCO) is responsible for overseeing the provision for SEND;

Contact details are: Mrs Natalie Morris (NASENCo) SENDCO [nmorris@sawstonvc.org](mailto:nmorris@sawstonvc.org)

Mrs Amanda Page - Deputy SENDCO [apage@sawstonvc.org](mailto:apage@sawstonvc.org)

The SENDCO is also responsible for Access Arrangements for exams and assessments.

We have a team of 13 Teaching Assistants, including 2 HLTAs with a range of roles and responsibilities to support identified SEND pupils at SVC. An overview of their roles can be found by clicking on the link below;

[Sawston Village College SEND department structure](#)

The SEND team work closely with Heads of House/Year Leads to ensure pastoral care and SEND support is carefully coordinated. Heads of House/Year Leads have the responsibility of the pastoral care of the pupils in their year group.

The Director of Inclusion and Welfare, Ms Sam Abbs, is responsible for line managing the SEND team and Quality Assurance of SEND provision. Her contact details are [sabbs@sawstonvc.org](mailto:sabbs@sawstonvc.org)

The link governor for SEND is Rachel Kerr.

## 5. What provision is available for pupils with SEND at SVC?

Area of Need	Provision
<p><b>General Support</b></p> <p><b>Wave 1 of the graduated approach of SEND support</b></p>	<p><b>Quality First Teaching:</b> High Quality Teaching provides a consistent and challenging learning environment with suitable differentiation and personalisation according to all students' needs and as such is the most important aspect of our provision.</p> <p><b>CPD training on SEND for Teaching Staff and Teaching Assistants.</b> Staff undertake continued professional development in relation to SEND. The SENCO and Deputy SENCO work collaboratively with pastoral and teaching staff to advise on effective management of SEND within the classroom. In addition to this, the SENCO and Deputy SENCO liaise and share training opportunities with other SENCOs to share good practice and fresh ideas within partnership schools.</p> <p><b>The SEND Handbook:</b> Provides teaching and support staff with useful resources and information on SEND which they can adapt and use within teaching and learning.</p> <p><b>Teaching Assistants:</b> work alongside teachers in some classes to provide additional support within lessons and during intervention sessions. Level 2, 3 and HLTA Teaching Assistants specialise in specific areas of SEND and can offer advice and support to Teaching staff and pupils within their area of expertise. Teaching Assistants will continually monitor and review the progress of pupils in their care and share this with SEND team and teachers</p> <p><b>Extra-curricular Clubs and the Student Centre:</b> held at lunchtimes and after school provide pupils with opportunities to develop interests and socialise with their peers within a supervised and supportive environment. Supervised spaces are available for students to do homework or quiet activities.</p>
<p><b>Students with SEND may access the following provision as part of Waves 2 &amp; 3 of the graduated approach. Provision varies and is based on individual/group needs.</b></p>	
<p><b>Communication and Interaction</b></p>	<p>Targeted programs to improve communication and interaction skills including:</p> <ul style="list-style-type: none"> <li>● Foundation Learning (KS4) ASDAN units.</li> <li>● Lego based therapy</li> <li>● Social stories</li> <li>● Team building/ social skills groups</li> <li>● Lilac mentoring</li> <li>● Targeted support through external speech and language therapist</li> <li>● Links with Romsey Mill Aspire group.</li> <li>● Mentoring with level 3 EAL TA</li> <li>● Home/school communication books.</li> </ul>

<p><b>Cognition and Learning</b></p>	<p>For pupils who have difficulties with learning, particularly with literacy can access the following:</p> <ul style="list-style-type: none"> <li>● HLTA Literacy Coordinator and Literacy lead</li> <li>● Core literacy groups</li> <li>● SOUNDS training</li> <li>● Paired reading</li> <li>● Homework and study/revision clubs with TA support.</li> <li>● Small group and 1:1 mentoring is provided for some pupils across a range of subjects, including numeracy</li> <li>● Exam concessions</li> <li>● Assistive technology, including electronic reading pens.</li> <li>● Laptop loans.</li> <li>● Toe-by-toe 1:1 reading programme for identified pupils.</li> <li>● Read&amp;Write app on all school accounts.</li> <li>● Annual Reviews are provided for pupils with Education Health Care plans. The meetings will review progress against EHC outcomes across the curriculum</li> <li>● Access to Specialist Teaching Team through the local offer to support identified individual pupils; this could include assessments and work with the Educational Psychologist or Specialist Teachers.</li> <li>● Foundation Learning is provided for some pupils who would benefit from developing key life and learning skills rather than studying GCSE only.</li> <li>● Alternative Curriculum and Work Experience placements for a very few pupils an individualised curriculum and placements with outside agencies and companies</li> <li>● Ability setting and small groups in some subjects.</li> </ul>
<p><b>Social Emotional Mental Health</b></p>	<ul style="list-style-type: none"> <li>● Pastoral Support through mentors and Year Leads</li> <li>● HLTA lead for SEMH</li> <li>● Zones of Regulation</li> <li>● Anger management</li> <li>● Lego-based therapy</li> <li>● Team building groups</li> <li>● Time out cards</li> <li>● The Dog Mentor programme</li> <li>● Mental Health first aid trained staff</li> <li>● Home/College communication book</li> <li>● Additional transition visits</li> </ul> <p>Referrals are also made to access more specialist mental health support, including: Kooth, Centre 33 counselling, Blue Smile, CHUMS, EHWB, School Nurse and Child and Adolescent Mental Health (CAMHS) teams.</p>
<p><b>Sensory and Physical</b></p>	<ul style="list-style-type: none"> <li>● Close liaison with multi-disciplinary teams including:</li> </ul>



needs	<ul style="list-style-type: none"> <li>● Physiotherapy</li> <li>● Occupational therapy</li> <li>● Adaptation of teaching resources where needed, including the use of ICT and accessible equipment</li> <li>● Practical Assistants</li> <li>● Physiotherapy sessions</li> <li>● Accessible school site</li> <li>● Quiet room</li> <li>● Transport</li> <li>● Sensory Support Service Advisory Teachers</li>   <li>● In class support</li> </ul>
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## **6. How are students with SEND identified? How does SVC know if a pupil needs extra help?**

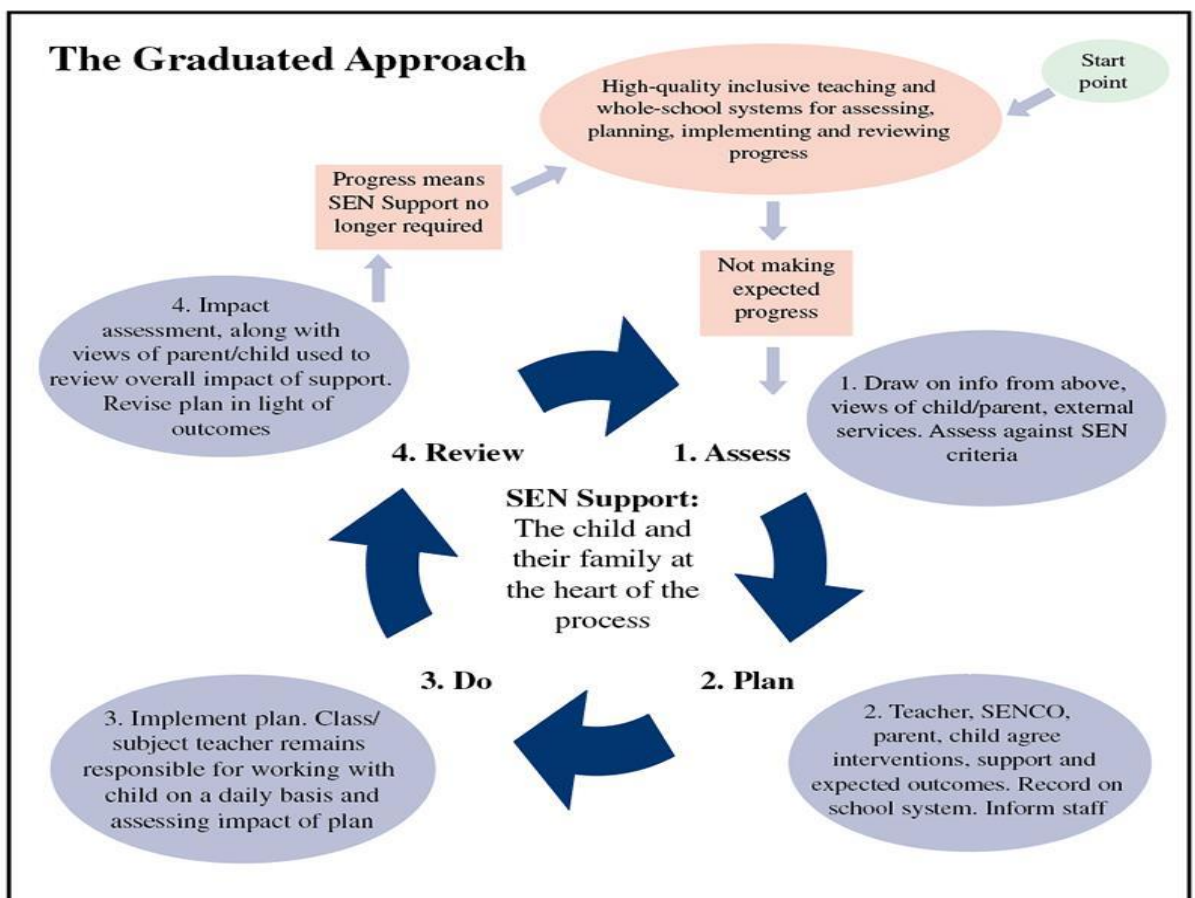
- Information is shared from the primary school or previous school placement. Visits to primary schools during year 6 are completed by both Deputy SENDCo and SENDCo, Year 5, for those pupils with an Education Health Care Plan. If given an invitation, the SENDCo and Deputy SENDCo will attend year 6 annual reviews and transition planning meetings.
  
- All Year 7 students are screened for reading comprehension, inference, accuracy and spelling ability to highlight those to work in core literacy or take part in literacy booster sessions.
  
- Progress based on data collections is regularly reviewed and monitored by subject teachers and leaders, SLT, SENDCO and the pastoral team to monitor pupils who may require additional support. Progress checks are shared with pupils and parents/carers every term. Where pupils with SEND are not making the level of progress expected, the Head of House and SENDCO will liaise regarding arranging a meeting to be set up if necessary to discuss this with you in more detail.
  
- The subject teacher will raise concerns with their head of faculty in the first instance if there is a lack of progress, poor assessment scores or a change in behaviour. An initial 2 cycles of subject focused Assess, Plan, Do and Review is carried out. If concerns remain, a referral is made to the SENDCO for further assessments and observations.
  
- Parent referrals to SENDCO through the pupil's mentor. The SENDCO is available at all parent consultation evenings, holds parent coffee mornings on a termly basis to discuss concerns or review progress.
  
- Referral from an outside agency.

- A History of Need is maintained for assessments. This provides evidence for the exams officer should further assessment for exam consideration be required.

## 7. What will the College do if they think my child has SEND?

If your child is identified as not making progress, the College may set up a meeting to discuss this with you in more detail and to;

- Listen to any concerns you and your child may have to ensure your views are at the heart of any decisions made.
- Plan any additional support your child may need and review the impact of any additional support put in place as part of the graduated approach to support.
- Discuss with you any referrals to outside professionals to support your child



***“This SEN support should take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what support the pupil in making good progress and securing good outcomes. This is known as the graduated approach.” SEND CoP***

## **8. How will I know the College will support my child? How are College resources allocated and matched to the student's SEND?**

- The College budget includes money for supporting children with SEND. The provision of additional support is made as appropriate from the College's budget.
- Students with an Educational Health Care Plan (EHCP) receive central funding from the Educational Funding Agency (EFA) with Local Authority (LA) top up money to supplement that provided by the College.
- Deployment of resources for SEND is made in consultation with parents/carers, the Principal, College Governors, SENDCO and teaching staff on the basis of needs in the College.
- The Provision Map includes all the support provided within the College and is reviewed regularly and changes made as necessary to ensure that the needs of all students are met proactively and resources deployed effectively

## **9. How will my child and I know that my child is making progress?**

- Regular classroom feedback provided for pupils is informative and includes next steps for progression.
- Written feedback is regularly provided for pupils that is helpful and includes next steps for progression.
- Progress checks are completed each term and shared with pupils and parent/carers.
- A subject parents information evening is offered annually and the SENDCO is available at these to discuss progress.
- SEND coffee mornings are held termly with a specific year group to discuss and review progress and support.
- An Annual Review will be held for students with an Educational Health Care Plan (EHCP).
- Regular book scrutinies and lesson observations are undertaken by SLT, to ensure that the needs of all students are met through outstanding quality of teaching and learning.
- Parents are encouraged to contact the SENDCO, mentor or Head of House with any concerns. In addition, if there is a concern about progress, parents might like to contact the subject teacher. It is helpful if the SENDCO is also made aware.

## **10. How will the College support my child and how will the curriculum be matched to support my child's needs?**

### **All Students access:**

- Excellent classroom teaching (Quality First Teaching) that includes differentiated approaches by subject specialist teachers.
- Teaching that is informed by assessment, planning and review.
- High expectations for each student in their class regardless of SEND.
- Multi-sensory teaching to enable each student to participate in all lesson activities.
- Relevant student information provided for all teaching and support staff.
- Homework Clubs are available for all students.

**Some students** are identified by the subject specialist teacher, specialist teachers of SEND and/or parent/carers as needing some additional specialist support (described as School Support (SS) in the Special Educational Needs Code of Practice 2014) may access:

- Additional in-class support usually provided by a Teaching Assistant.
- Specific group work delivered by either an HLTA (Higher Level Teaching Assistant) Level 3 Teaching Assistant Subject or SEND specific specialist and/or other trained adults.
- Specialist targeted interventions delivered by either a HLTA, Level 3 Teaching Assistant Subject or SEND specific specialist.
- Specific strategies that may have been suggested by the SEND Department and/or professionals.
- Access to specialist professionals, for example, Speech and Language Therapists, physiotherapist. This will help the College to understand your child's particular needs better and therefore support them more effectively.

**A few students** may require, or have an Educational Health Care Plan (EHCP). This support is available for those students whose special educational needs are severe, complex and lifelong. These students experience specific barriers to learning and require specialist support.

- College (or you) can request that the Local Authority to carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the College to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a an Education Health Care Plan (EHCP). If this is not the case, they will ask the College to continue with the current level of support and also set up a meeting in the College so that a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the funding for resources to support your child and how the support should be used, and what strategies must be put in place. It will also have long- and short-term outcomes for your child.

## **The Student Centre**

Enhanced learning takes place in the Student Centre which is located in the Edinburgh Wing. All pupils are welcome, particularly those who want a quiet and supportive environment at lunch or break. Activities and clubs are offered every lunch time including games club, lego club and homework club.

In addition, the Student Centre is the learning base for the Foundation Learning course at KS4. It also supports literacy booster lessons and additional specialist interventions for small groups or 1:1.

The high quality educational provision at Sawston Village College supports inclusion, independence and meaningful progression for all students, including Enhanced Resource students. Every student has access to a full range of assessment and accreditation opportunities taking into account their individual needs.

## **11. How will my child be included in extra-curricular activities and trips?**

The College endeavours to ensure that trips are accessible for all students wherever possible. If appropriate additional adult support will be made available to ensure that your child is fully included.

Risk assessments are carried out to ensure that Health and Safety requirements are fully met.

Where possible travel will be fully accessible to all students.

All students are able to participate in a wide range of extra-curricular clubs and activities

## **12. What support will there be for students' overall well-being?**

Some students may require additional support to ensure that social, emotional and mental health, (SEMH) are appropriately developed and nurtured. These needs can be shown in different ways, including anxiousness, behavioural difficulties and being uncommunicative. All pupils are in mentor Groups and Houses that provide the opportunity to explore Personal, Social, Health and Economic Education curriculum that supports this development. There are many extra-curricular clubs that your child may participate in.

In addition, the Head of House provides additional support for pupils with social, emotional and mental health supported by the SEND team and the Inclusion manager. The Inclusion support at Sawston Village College provides wrap around care for our pupils through the coordinated work of the SEND team, the Pastoral team led by Heads of House, the Inclusion team based in Compass House and our external partners in particular District Teams and CAMHS. We have in house Mental Health Champions in order to build on school structures to promote health and well-being of all members of the community and three members of the pastoral and SEND team who have had mental health first aid training. The SEND department have an HLTA SEMH lead who provides specialist knowledge and support to targeted pupils.

The College has access to specialist services, including Centre 33. If your child needs support additional to that explained in the College Provision Map, we would invite you to complete the EHA process in order to access further specialist provision.

## **13. What specialist services and expertise are available at the College?**

Specialist services available are through identified provision from the EHCP or through an accepted referral normally following an assessment or EHA (Early Help Assessment)

- Educational Psychologist
- Sensory support service
- Teacher for the deaf - Hearing Service
- Mobility Service
- Occupational Therapist
- Physiotherapist
- Speech and Language Therapist

- Visual Impairment Service
- Centre 33
- Romsey Mill
- Young People's Worker

#### **14. What training do the staff who support SEND receive?**

Every teacher is a teacher of every student. It is part of the SENDCO's role to support subject teachers to assess, plan, monitor and review the progress of students with SEND.

- Training and support is provided for all teachers and teaching assistants to ensure excellent differentiated classroom practice (quality first teaching).
- A programme of Continuous Professional Development is planned for teachers and Teaching Assistants to ensure staff develop a wide knowledge and experience
- Training and support is provided for all teachers and teaching assistants that is specific to the individual needs of the students, for example, Visual Impairment training
- The SENCO attends termly network briefings and is supported to attend conferences as appropriate
- The SENDCO has Qualified Teaching Status (QTS) and holds the Postgraduate SENDCO Award.

#### **15. How is the College environment accessible for students with SEND?**

The college is fully compliant with the Equality Act (2010) requirements.

Pupils are able to access all curriculum areas.

- Adjustable tables and specialist seating is available and provided as appropriate.
- Timetables can be adjusted to allow all lessons to be on the lower floor.
- There are toilet facilities with disabled access in the College.
- Outside areas of the College environment are accessible to all students regardless of SEND.
- Extra-curricular activities and trips are accessible for students with SEND.
- Collaborative working with Occupational Therapists and Sensory Services as required on a case-by-case basis.

#### **16. How are parents/carers, including young people encouraged to discuss and contribute to policies and practices relating to SEND and get involved with school life?**

We are an open school and department where we believe in and encourage collaboration with, listening to and developing effective partnerships with parents/carers and their child. Parents/carers know and understand their children best.

We are keen to involve students and parents/carers to participate in the development, application, and review of policies relating to SEND in various ways including;

- Parent/Carer participation groups (PINPOINT, SENDIAS)
- Parent/Carer drop in (coffee morning)
- Academic Reviews
- Annual Reviews
- Parent questionnaires (SEND and whole school)

Parents are also encouraged to volunteer to be a member of the Governing Body. In addition, pupils are encouraged to belong to a forum. Pupils with SEND are involved in pupil panels.

## **17. Who can I contact for further advice?**

- SEND Department:
  - Ms S Abbs, Director of Inclusion and Welfare [sabbs@sawstonvc.org](mailto:sabbs@sawstonvc.org)
  - Mrs N Morris, SENDCO [nmorris@sawstonvc.org](mailto:nmorris@sawstonvc.org)
  - Mrs A Page, Deputy SENDCO [apage@sawstonvc.org](mailto:apage@sawstonvc.org)
- Principal, Mr J Russell
- Year Leads or Heads of House
- Your child's mentor
- Subject Specialist teachers
- Local Authority
- SEND Information Advice and Support Service (SENDIASS); formerly Parent Partnership Service - <https://www.cambslearntogether.co.uk/pupil-and-family-support/send-information-advice-and-support-service/>
- Pinpoint - [www.pinpoint-cambs.org.uk](http://www.pinpoint-cambs.org.uk)
- IPSEA Independent Provider of Special Education Advice <https://www.ipsea.org.uk/>

## **18. How will the College prepare my child for transition from Primary to College?**

- Comprehensive transition process, please click [here](#) for further details about our primary transition process to ensure pupils and parent/carers are fully supported
- Visits to feeder primary schools to meet the student
- Speak to primary school teachers/TAs
- Induction days at the College
- Extra transition visits with TA support
- Pastoral support
- For mid-year admission, and where appropriate, the Year Lead and SENDCo will seek advice and guidance as to potential barriers to learning and additional needs. The SENDCo will ensure that full information has been gathered from the previous school, that the information has been communicated to teachers and that support is put in place from the outset.

## **19. How will the College prepare my child for transition to Post 16?**

- SEND Department liaise with Sixth Forms and Post 16 Centres as required and as is appropriate
- Taster days in Sixth Form/Post 16 for Year 10 as part of whole school offer and additional visits within the Foundation Learning curriculum
- Preparation for adulthood to form part of EHCP annual reviews and outcomes
- Vocational Profiles completed for some pupils
- Links with the 14-25 Additional Needs Team, SEND Services.
- Sixth Form Evenings
- Open Day at Sixth Form and post 16 colleges
- Career and IAG advice
- PSHE lessons in Year 10 and 11 to help prepare and support for post 16
- Links to business and industry
- Work Experience
- ASDAN Foundation Learning Units focused on Careers and Experiencing Work
- Sharing Advice from the "Moving On" Document
- Extended Work Experience dependent upon plan and need

## **20. How are pupils supported in preparing for adulthood and independent living?**

All pupils have the opportunity for work experience in year 10 and cover topics relating to key life skills for adulthood in planned PSHE days throughout the academic year. Some pupils are offered additional work experience as part of an alternative education plan.

Foundation Learners at Key Stage 4 cover topics that prepare pupils for adulthood such as budgeting and interview skills.

From year 9, pupils with EHCPs are offered individualised support in preparing for adulthood and outcomes are agreed and reviewed at annual reviews.

## **21. What are the procedures for making a complaint?**

Please contact the SENDCO, Mrs N Morris: [nmorris@sawstonvc.org](mailto:nmorris@sawstonvc.org) or follow the whole school complaints policy as detailed on the school website.

## **References**

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014

SCHEDULE 1: Information to be included in the SEN information report. This can be found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, January 2015 and available for download at

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)