

Sawston Village College SEND Information Report 2024-2025



Sawston
Village College

1. Introduction

The purpose of the SEND Information report is to inform parents and carers about:

- how we support young people who present with Special Educational Needs, Disabilities and/or are vulnerable;
- the provision available at Sawston Village College;
- how we work in close partnership with parents/carers and young people.

2. What kind of school is Sawston Village College? What is our vision and what do we think is important at Sawston Village College?

SVC is an inclusive mainstream secondary school for 11-16 year olds. At Sawston Village College we value the abilities and achievements of all pupils and we are committed to providing for each pupil the best possible learning environment. We make every effort to achieve an inclusive environment that does not discriminate against any pupil, regardless of disability or special educational need. We aim to maximise pupil achievement and promote independence and lifelong learning skills.

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 inclusive and ambitious for all pupils, appropriately adapted to meet each pupil's individual needs. We aim to empower our staff and pupils to be collaborative, ambitious and reflective, driven by values and evidence-based approaches that inspire passion for learning and ensure progress for all pupils including SEND and those disadvantaged. This is the first step in responding to any possible Special Educational Needs. We are committed to Inclusive Classrooms, which is one of the key objectives in our College Improvement Plan and which drives our CPDL model, Teaching and Learning practice and research, and informs our decision-making.

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 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.

3. What is the Local Offer?

The Children and Families Act places a duty on every Local Authority to publish a Local Offer, setting out in one place information on the provision they expect to be available in their area for children and young people (from 0-25 years) who have SEN and Disabilities (SEND).

It is a 'front door' to information on the SEND provision from the Local Authority, Health, Schools and settings and the voluntary sector.

The Local Offer has two main purposes:

- to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND, their parents/carers, and disabled young people and those with SEND and service providers in the development and review of provision.

The local offer includes information on services across education, health and social care and from birth to 25; how to access specialist support; how decisions are made including eligibility criteria for accessing services where appropriate; and how to complain or appeal.

Please click on the link below to find out more.

[SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](https://www.cambridgeshire.gov.uk/SEND-Information-Hub-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.

4. How can I access independent help and support?

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential; information:

[SENDIASS](#)

IPSEA offers independent special educational advice for parents:

[IPSEA](#)

Spectrum is a multi-award winning, parent-led charity. They provide events, sessions and support for families of children with Autism, additional needs, learning difficulties and disabilities:

[Spectrum](#)

5. What are special educational needs and disabilities?

"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

6. What kinds of special educational needs might pupils at Sawston Village College have?

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 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](#)

7. 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.

Mentors meet your child each morning and support their pastoral needs in liaison with Year Leads. Mentors can pass on information to class teachers, Year Leads, Subject Leads, SLT, Teaching Assistants and the SENDCo. If there is a concern across a number of areas then the mentor is likely the best person to contact.

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. If there is a concern about progress, understanding or access in a particular subject then the teacher is likely the best person to contact.

Teachers have access to personalised teaching and learning strategies for your child if they are already identified as SEND through the Pupil Passports. The pupil passport contains the strengths and possible challenges an individual pupil may have in lessons, so that teachers can plan the best possible approaches for an individual. The pupil passport is reviewed

regularly and links directly to the pupils Assess, Plan, Do, Review which allows all staff working with the pupil to plan and review targets and approaches for that pupil as part of the graduated approach.

All Teachers are responsible for 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

Mrs Amanda Page - Deputy SENDCO apage@sawstonvc.org

Ms Sharonne Horlock - EHCP Officer shorlock@sawstonvc.org

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

We have a team of 20 Teaching Assistants, including 3 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 works closely with Year Leads to ensure pastoral care and SEND support is carefully coordinated. Year Leads have the responsibility of the pastoral care of the pupils in their year group.

The Principal is responsible for line managing the SEND team and Quality Assurance of SEND provision and can be contacted through his PA or via reception.

The Local Governing Body Link Governor for SEND is Isabel Thomas.

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


At Sawston Village College we are focused on inclusive practices in every classroom and all pupils, including those with SEND, are included in every aspect of College life. Staff are trained on Inclusive practices based on evidence-based research and practice that remove barriers to learning. (SEND Code of Practice 1.26 -1.38)

Below, is the infographic shared with all teaching staff and which forms the basis of our teaching and learning approaches, CPDL programme and quality assurance model. The table explains the range of interventions and opportunities available to SEND pupils.


Principles of an Inclusive Classroom

Sequencing Concepts & Modelling


Present new materials using small steps



Provide models




Provide scaffolds for difficult tasks




Questioning

Plan to ask more considered questions and develop pupils' responses



Check for understanding from all pupils



Classroom Essentials

Setting an inclusive tone:


- Know your pupils: seating plans; pupil names; pupil data
- Greet pupils at the door
- Silent, engaged listening
- No hands up and wait time as default
- Partnership with TAs
- Calm dismissal

Resources for all:

- Dyslexic-friendly font (e.g. Calibri, Convergence)
- All text: avoid italics, underlining and unnecessary capitalisation
- Presentation slides: black text on cream background, 18+ font size.
- Text on handouts: consider line numbers, minimum line spacing of 1.15 and ensure 12-14 font size
- Ensure reading routines, pupils' reading fluency and reading ages are considered
- Mini-whiteboards and visualisers in every classroom


Stages of Practice

Guide pupil practice




*I do,
we do,
you do*

Embed independent practice




Ensure appropriate challenge and support for all




Reviewing Material

Access prior learning



Incorporate retrieval practice



Area of Need	Provision
<p>Ordinarily Available Provision</p> <p>Wave 1 of the graduated approach of SEND support</p>	<p>Quality First Teaching: High Quality Teaching provides a consistent and challenging learning environment with suitable differentiation and personalisation according to all pupils' needs and as such is the most important aspect of our provision.</p> <p>CPDL training on SEND for Teaching Staff and Teaching Assistants. Staff undertake continued professional development in relation to SEND. The SENDCo and Deputy SENDCo work collaboratively with pastoral and teaching staff to advise on effective management of SEND within the classroom. In addition to this the SENDCo and Deputy SENDCo liaise and share training opportunities with other SENDCos to share good practice and fresh ideas within partnership schools. Teaching and support staff have access to online CPD modules related to SEND via the National College, NASEN and MindEd, with SEND Champions having access to Premier SEND Support Packages.</p> <p>The Student Centre SEND Information Shared Drive: Provides teaching and support staff with useful resources and information on SEND which they can adapt and use within teaching and learning.</p> <p>Edukey Provision Map: Provides teaching and support staff with individualised learning plans and pupil passports for pupils identified as having SEND.</p> <p>Teaching Assistants: 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</p>

	<p>the SEND team and teachers</p> <p>Extra-curricular Clubs and the Student Centre: 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>Access Arrangements such as extra time or a reader to those that qualify. The SEND team work in collaboration with the Exams Office and pastoral teams to ensure pupils have the correct arrangements during their examinations.</p>
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Pupils with SEND may access targeted support and provision as part of the graduated approach. Provision varies and is based on individual/group needs.

<p>Communication and Interaction</p>	<p>Targeted programs to improve communication and interaction skills may include but are not exclusive to:</p> <ul style="list-style-type: none"> ● Foundation Learning Key Skills course (KS4). ● Dog Mentoring ● Lego based therapy ● Social stories ● Team building/ social skills groups ● Lilac mentoring ● Targeted support through external speech and language therapist ● Links with Romsey Mill Aspire group. ● Mentoring ● Home/school communication books. ● Speechlink Screener - Talk fitness interventions for pupils with identified SLCN
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<p>Cognition and Learning</p>	<p>For pupils who have difficulties with learning, particularly with literacy can access the following:</p> <ul style="list-style-type: none"> ● HLTA Literacy Coordinator and Literacy lead ● Core literacy groups ● Lexonic SOUNDS and Leap training ● Expanded Rehearsal Technique ● Direct Instruction via Literacy Lead ● Word Aware ● Paired reading ● IDL Literacy and Numeracy ● Homework and study/revision clubs with TA support. ● Small group and 1:1 mentoring is provided for some pupils across a range of subjects, including numeracy ● Assistive technology, Including electronic reading pens. ● Laptop loans ● Annual Reviews are provided for pupils with Education Health Care plans. The meetings will review progress against EHC outcomes across the curriculum
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	<ul style="list-style-type: none"> ● Access to SEND Services through the local offer to support identified individual pupils; this could include assessments and work with the Educational Psychologist or Specialist Teachers. ● Foundation Learning is provided for some pupils who would benefit from developing key life and learning skills. ● Alternative Provision for a very few pupils an individualised curriculum and placements with outside agencies and companies ● Ability setting and small groups in some subjects.
<p>Social Emotional Mental Health</p>	<ul style="list-style-type: none"> ● Pastoral Support through mentors and Year Leads ● HLTA lead for SEMH and a team of SEMH TAs ● Targeted programmes to support social emotional development. Specific interventions include; ● Zones of Regulation ● Anger management ● Lego-based therapy ● Starving the anxiety gremlin ● Team building groups ● Time out cards ● Mental Health first aid trained staff ● Home/College communication book ● Additional transition visits ● Art Therapy and Dog Mentoring <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 (CAMH) teams.</p>
<p>Sensory and Physical needs</p>	<ul style="list-style-type: none"> ● Close liaison with multi-disciplinary teams including: ● Physiotherapy ● Occupational therapy ● Adaptation of teaching resources where needed, including the use of ICT and accessible equipment ● Practical Assistants ● Accessible school site ● Sensory room ● Sensory Support Service Advisory Teachers ● In class support

9. How are pupils 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. If pupils arrive mid-year, information is gathered from their previous setting and discussions with parents/carers are encouraged so that intervention and support can continue.

- All Year 7 and 8 pupils are screened for reading comprehension, inference, accuracy and spelling ability to highlight those to work in Core Literacy or take part in literacy interventions or Direct Instruction.
- 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 and intervention. Progress checks are shared with pupils and parents/carers every term. Where pupils with SEND are not making the level of progress expected, the Year Lead 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 Subject Lead in the first instance if there is a lack of progress, poor assessment scores or a change in behaviour. An initial two cycles of subject focused graduated approach (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. TA Keyworkers for pupils with EHCPs and high need SEND allow for regular conversations with parents and pupils in regards to strengths and needs. A record of conversations are kept on Edukey Provision Map so that professionals working with the young person can read them and eliminates the need for parents to repeat themselves when speaking with different professionals at the school. Pastoral Leads also keep electronic files and use My Concern to keep a chronology of conversations, which the SENDCo has access to on request.
- Referral from an outside agency will also be a reason for pupils to be assessed by the SEND Team.
- A History of Need is maintained for assessments. This provides evidence for the exams officer should further assessment for exam consideration be required.
- Edukey Provision Map, stores all information in regards to interventions, progress and communication in regards to a pupil with SEND, from the moment of identification. This information will be stored and shared with relevant stakeholders.

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

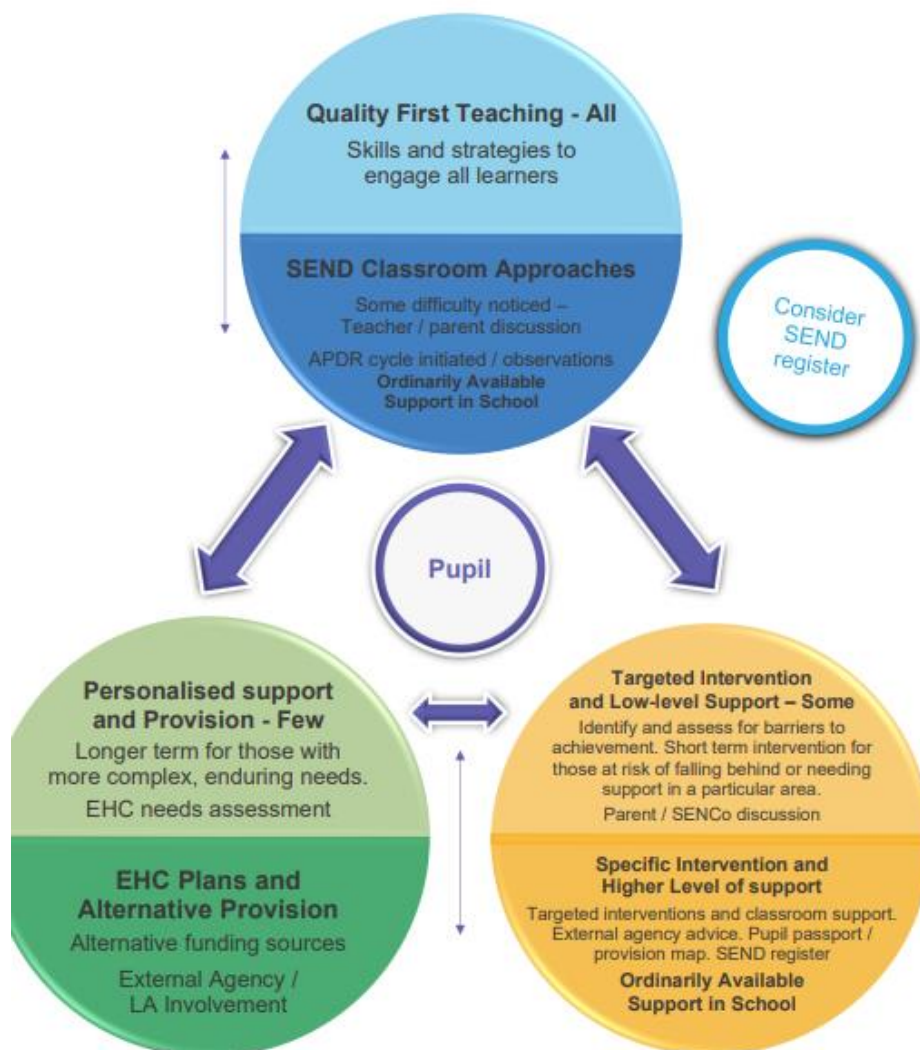
If your child is identified as not making progress, the College may set up a meeting to discuss this with you in more detail and to:

- 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, this is illustrated in the diagram below;
- discuss with you any referrals to outside professionals to support your child.

The infographic below explains the graduated approach used in all Anglian Learning schools, of which SVC is a member.



Anglian Learning Graduated Approach



"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

11. 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.

- Pupils 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

12. 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. Feedback takes various forms, including whole class feedback which highlights general misunderstandings and misconceptions relevant to the whole class. Individual pieces, called milestones which are assessed at least termly, have individualised comments and feedback.
- 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.
- Teaching Assistant (TA) Key Workers are allocated pupils with an EHCP. TAs work closely with their named pupil, the parents or carers and teachers to ensure the pupil and their parents are at the heart of decisions made and are part of the graduated approach to SEND support.
- An Annual Review will be held for pupils with an Educational Health Care Plan (EHCP).
- Regular book scrutinies and lesson observations are undertaken by SLT, to ensure that the needs of all pupils are met through outstanding quality of teaching and learning.
- Parents are encouraged to contact the SENDCO, TA Keyworker, mentor or Year Lead 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.

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

All pupils access:

- Quality First classroom teaching that includes Inclusive approaches by subject specialist teachers;

- teaching that is informed by assessment, planning and review;
- ambitious expectations for each pupil in their class regardless of SEND. There are no glass ceilings at Sawston Village College;
- inclusive teaching to enable every pupil to participate in all lesson activities;
- relevant pupil information provided for all teaching and support staff;
- Homework Clubs are available for all students.

Some pupils 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 pupils may require, or have an Educational Health Care Plan (EHCP). This support is available for those pupils whose special educational needs are severe, complex and lifelong. These pupils 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 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.

14. 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. This is also where the Sensory Room is located which allows for pupils with sensory sensitivities or those needing a quiet space to have time to regulate with trusted adults at hand.

In addition, the Student Centre is the learning base for the Foundation Learning course at KS4. It also supports literacy interventions 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 pupils, including enhanced resource pupils. Every pupil has access to a full range of assessment and accreditation opportunities taking into account their individual needs. We aim for a broad and balanced curriculum for all.

15. How will my child be included in extracurricular activities and trips?

The College endeavours to ensure that trips are accessible for all pupils wherever possible. If appropriate additional adult support will be made available to ensure that your child is fully included. All pupils, including those with SEND, are expected to participate in the Sawston Pledge, which includes being involved in the community and participating in extracurricular opportunities.

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

Where possible travel will be fully accessible to all pupils.

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

16. What support will there be for students' overall well-being?

Some pupils may require additional support to ensure that social, emotional and mental health, (SEMH) is 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 PACE conversations allow for mentors to check in with individuals and monitor wellbeing. The curriculum provides regular opportunities to explore Personal, Social, Health and Economic Education and in addition to this, PSHE lessons are timetabled for an hour per fortnight. There are many extra-curricular clubs that your child may participate in.

In addition, Year Leads provide additional support for pupils' wellbeing and five members of non-teaching staff are available to pupils throughout the day. Regular Welfare meetings and SEND Department meetings highlight pupils who may need additional support or access to SEMH interventions, both internal and external. 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 Year Leads, 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 15 members of staff have had mental health first aid training. The SEND department has an HLTA SEMH lead and 3 level 2 SEMH TAs who

provide specialist knowledge and support to targeted pupils and run interventions to support targeted pupil's wellbeing.

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 (Early Help Assessment) process in order to access further specialist provision.

17. 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 and Family Support Worker

18. What training do the staff who support SEND receive?

Every teacher is a teacher of SEND. It is part of the SENDCO's role to support subject teachers to have the knowledge and skills to support pupils with SEND in the best way possible.

- Training and support is provided for all teachers and teaching assistants to ensure excellent Inclusive 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 around different types of SEND and inclusive teaching practices. This includes access to training via the National College, NASEN, MindEd and Whole Education.
- 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 SENDCO attends network briefings and is supported to attend conferences as appropriate.
- The SENDCO and EHCP Officer has Qualified Teaching Status (QTS) and holds the Postgraduate SENDCO Award.

- The Deputy SENDCo and HLTA Lead in SEMH are undergoing the NPQ SEND

19. 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 pupils regardless of SEND.
- Extra-curricular activities and trips are accessible for pupils with SEND.

20. 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 pupils 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, SENDIASS)
- 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.

21. Who can I contact for further advice?

- SEND Department:
 - Mrs N Morris, SENDCO nmorris@sawstonvc.org
 - Mrs A Page, Deputy SENDCO apage@sawstonvc.org
- Principal, Mr J Russell
- Year Leads
- Your child's mentor
- Subject Teachers
- Local Authority

- SEND Information Advice and Support Service; 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
- IPSEA Independent Provider of Special Education Advice <https://www.ipsea.org.uk/>

22. How will the College prepare my child for transition from Primary to College?

- There is a 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

In the event of a mid-year admission, Year Leads and the SENDCo will seek advice and guidance from the young person's previous school in regard to potential barriers to learning and additional needs. The SENDCo will ensure that all information is gathered from the previous school and relevant information communicated to teaching and support staff.

23. 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

24. 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/uksi/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