

SIN Special Educational Needs and Disabilities Annual Report 2020-21

This report:

1. Aims to inform students, families and caregivers and stakeholders about the support we offer students with Special Educational Needs and Disabilities, SEND
2. Provides information on the support available from stakeholders and is reviewed annually
3. Is part of Norfolk's local offer, for more information on this offer please click [here](#)
4. Is reviewed annually and updated to reflect changes to the provision offered

Definition of SEND

At Sir Isaac Newton Sixth Form we recognise that at different times in their school career, a student may have a special educational need. The Code of Practice (2014) defines a student as SEN and D if they-

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Sir Isaac Newton Sixth Form makes provision in accordance with the Code of Practice (2014) and Disability Act (amended 2001); Index for Inclusion (updated 2001) the Discrimination and Disability Act (Dec 2006).

Identifying SEND

A student will be identified as having an additional need either through an SEN referral, transitional information or outside agency information/diagnosis. Any provision that is additional to or different from the normal differentiated curriculum will be dependent on the student's identified additional need. We will provide as much provision as possible within the capacity of the school to help overcome the barriers to their learning.

Students with an Education Health and Care Plan (EHCP) from a local authority are encouraged to declare their need upon application to Sir Isaac Newton or via their local authority through an official consultation. The student and family or caregivers will be invited into school to meet members of our pastoral team and to discuss the individual requirements of the young person.

Our approach to learning

Learners can fall behind in school for lots of reasons and we are committed to ensuring that all learners have access to learning opportunities. For those who are at risk of not learning, we will intervene. However, this does not mean that all vulnerable learners have SEND, only those with a learning difficulty that requires special educational provision will be identified as having SEND.

To enable all students, including those with SEND, to flourish we will ensure:

- All members of the school community support students with SEND, ensuring that SEND students are integrated into the life of the sixth form
- All students identified as having SEND, as far as possible, have equal access to all aspects of the curriculum
- As far as is practicable in terms of the layout and resources of the school, the special educational needs of children with physical disabilities are met
- Staff will communicate with parents about all aspects of the special needs provision made for their children and seek to develop this partnership

People who support our students

Classroom teachers check on the day to day progress of all students, including those with SEND, to ensure they can access all of the lesson resources. All students meet with their form tutor for one hour a week. During form time they will receive appropriate guidance and pastoral support to make academic progress. Support is also provided to help students decide on their next steps after sixth form. Teachers and tutors are kept informed of any personalised learning requirements that a student may have and are available to students throughout the school week and not just during timetable lessons. If you or your young person would like to speak to a teacher or tutor please email them directly.

Our pastoral mentor, Simon Rogers, liaises with students and their families, caregivers and external agencies to ensure there is full communication between home and school. Mr Rogers is also able to meet with students as a one-off meeting or regularly on a one to one basis, depending upon need. He can also aid dialogue between students and their teachers. Our pastoral mentor aims to identify any concerns or issues at the earliest possible opportunity and endeavours to remove the barriers which may be preventing our students from reaching their potential. The mentor prides himself on knowing the young people well

and working alongside the teaching and support staff, as well as aiming to develop positive relationships with the students and their families. Mr Rogers commonly offers help and support in the following areas:

- Emotional help
- Mental health support
- Links to specialist external agencies when needed

The pastoral mentor also works closely with our academic mentor. The academic mentor provides support with skills that promote successful study including organisation, time management, revision and life skills.

Rachel Hunter Jarrold, Vice Principal, has responsibility for SEND provision within the school and is also the Designated Safeguarding Lead. She ensures that:

- All members of staff working are aware of SEND students' individual needs and/or conditions and the specific adjustments needed to enable them to be included and make progress
- Staff are aware and confident about how to meet the needs of students with SEND
- There is appropriate support in place for students with SEND
- Relevant staff training is put in place where a need is identified
- There is an up to date SEND record of need, which documents the needs of students in the school
- Parents are kept informed about the support every student with SEND is receiving

Mrs Jarrold can be contacted via email racheljarrold@inspirationtrust.org.

Our principal, Chris Jennings, is responsible for:

- The day to day management of all aspects of the sixth form. Including the support for students with SEND
- Ensuring that the governing body is kept up to date about any issues in the sixth form relating to SEND
- Ensuring that provision is delivered in accordance to statutory guidance and in line with the sixth form policy
- Ensuring that every students' needs are met

Mr Jennings can be contacted via email chrisjennings@inspirationtrust.org.

Our Governor for SEND is Paul Hamerton. He is responsible for :

- Making sure that the school has an up to date SEND report
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all the students
- Making sure that the necessary support is made for any student that attends the sixth form who has SEND
- Making visits to understand and monitor the support given to students with SEND in the school and being part of the process to ensure that every student achieves their potential

In the classroom

All study resources at Sir Isaac, including form time, are held online and can be easily accessed by all students via the SIN Student website. Lessons are supported by a delivery map which shows students the sequence of lessons, links to homework and to resources. Students can also access explanations for concepts via the teacher, high quality textbooks and videos. Every teacher ensures that students understand the content that is being delivered before students work on problems. Where appropriate, examination arrangements are in place for some students. This is in accordance with the [Joint Qualifications Council](#) and is in place to support the individual needs of our learners. Any support in place for examinations reflects the student's long term normal way of working. These arrangements are applied for and usually require standardised testing to take place. Arrangements can include extra time, readers, scribes, use of assistive technology or rest breaks. Once awarded, these are in place for internal and external examinations.

The types of support

SEND support is provided using a graduated approach of access, plan, do and review and agreed upon through discussion with the student, parents and caregivers and the school. Students will get the support that is specific to their individual needs within the capacity of the school. This may be all provided by the subject teacher or may involve other staff in the school or staff who visit the school from outside agencies.

All students

Within the classroom, every teacher ensures that all students have access to high-quality lesson materials. Lessons build upon what a student already knows and teachers take account of what an individual can do or understand. The academic mentor is also able to offer a range of support including subject knowledge, organisation and study skills.

Some students

Any student who has gaps in knowledge or understanding can access small group study support. This may be through teacher identification or at the request of the student. These sessions take place at times throughout the school week but do not impinge upon lesson time, ensuring students do not miss out on learning within the classroom. The inclusive nature of our timetable means that all students can join the lessons of other groups within a subject and hear the content more than once. This is particularly effective when dealing with tricky topics and revision.

A few students

A small number of students may have, or require, an Education, Health and Care Plan, EHCP, These will have been identified as requiring a high level of support such as those with severe, complex and lifelong needs and who may require more than 15 hours of support in school. These students experience specific barriers to learning and require specialist support.

Sir Isaac Newton, or the family, can request that the Local Authority (LA) carry out a Statutory Assessment of a student's needs. This is a legal process and you can find more details about this in the [Norfolk Local Offer](#). Once a request has been received, the LA will decide whether they think a student's needs seem complex enough to need a Statutory Assessment. If this is the case they will ask you and all professionals involved with your young person to write a report outlining their needs and then write an EHCP. If it is decided that a student's needs do not warrant an EHCP, the school will continue with the support through the graduated approach. Parents and caregivers and the student will be invited to discuss the needs of the student to ensure supportive measures are put in place. The derived plan will outline the support the student may receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for the student.

Accessibility of the school

We ensure that the equipment used is accessible to all students regardless of their needs but keeping in mind the health and safety of every student. There is a lift to access the different floors within the school. There is a designated drop off/ collect bay at the front of the school and toilets with disabled access. Staff receive regular professional development to keep them apprised of the needs of students with SEND. All classrooms and the Franklin Room (our library) have Chromebooks for the use of all students; students can also bring their own devices to school. The Pastoral Suite houses the pastoral mentor's office and an adjoining quiet room which provides a safe place for vulnerable students to use at times during the day as they feel appropriate.

Effectiveness of the support

The progress of all students in the school is monitored and reported to Governors annually. Analysis of student performance data, including SEND students will include:

- Progress and attainment
- Number of exclusions
- Student and parent contributions to reviews
- Student attendance, including SEND students
- Lesson observations and learning walks
- Feedback from teachers, support staff, parents and students
- Feedback from student, parent and teacher surveys
- Minutes of key SEND meetings

Communicating with parents

Sir Isaac Newton has robust measures for tracking student progress. Parents and students receive regular emails outlining attendance and performance and parent and student meetings are held at dates during the year. All teachers and senior leaders welcome communication and can be contacted via email. When classroom teaching is not meeting the needs of a student, suitable support within and outside the classroom will be put in and parents and caregivers will be kept apprised of the concern through emails, telephone calls and face to face meetings. Students of concern are discussed regularly with Heads of Faculty, the Assistant Principals and the Vice Principal and the support in place reviewed to ensure it is effective in promoting progress. If a student is then identified as not making progress this will be discussed with and a solution sought to ensure we all work together to help support the student at school and at home. Where suitable, further interventions or referrals to outside agencies may be made.

Communicating with Sir Isaac

All teachers and senior leaders welcome communication and can be contacted via email. If you have concerns about your young person's progress, you should speak to their teacher, form tutor or Head of Faculty initially. If you are not happy that the concerns are being managed and that your young person is still not making progress you should speak to the Vice Principal. To contact the staff below please click on their name.

- Principal: [Chris Jennings](#)
- Vice Principal: [Rachel Hunter Jarrold](#)
- Pastoral Manager: [Simon Rogers](#)

Funding for SEN

In addition to our main funding, the school is able to apply for further funding as and when needed.

Support before starting

Sir Isaac will ensure that pupils with SEND are admitted on an equal basis with others in accordance with its Admissions Policy. The general procedures for receiving and transferring students are in line with the agreed Admissions Policy. Students applying to Sir Isaac are invited to provide information from their high school detailing the provision they receive. This may include:

- Individual Education Plans
- Review of Individual Education Plans
- Statements/Education Health and Care Plans
- Assessment details
- Reports

Students and their families are invited to visit the school throughout the year and will receive the support and guidance of the pastoral mentor and the Vice Principal. A bespoke orientation programme can be put in place to allow students to experience life at Sir Isaac before joining and forms an effective dialogue between home and school to ensure the needs of the student, and the support they require, are identified.

Support after leaving school

We recognise that 'moving on' can be difficult for a child with SEN and/or disabilities and steps are taken to ensure their transition is as smooth as possible. For students moving from Sir Isaac into apprenticeships, further education or universities we can:

- be contacted by the new provider for discussions about specific support
- make sure that all records about the student are passed on as quickly as possible
- provide evidence of additional classroom or exam based support
- provide guidance and signposting for students as they move into the next phase of their education or into employment
- Offer support in relation to applying for the disabled student allowance