

SEND information Report

<p>How does the college identify young people with special educational needs and disabilities?</p>	<p>The college works closely with local authorities through a consultation process as set out in the SEND reforms. Local authorities send draft EHC plans of learners who have expressed an interest in coming to the college. The college then assesses the needs to ascertain if they can be met within the college provision.</p> <p>All students who have an additional need but not an EHC plan are given the opportunity to disclose this at the application and enrolment stage. The college also has a protocol that encourages teaching staff to raise any concerns they have with the Inclusion team.</p> <p>Once concerns are raised, the Head of Student Services will ensure that learners are assessed. The results, will be used as evidence for exam concessions in public examinations and to target provision and differentiation to meet students' needs.</p> <p>This information is recorded on promonitor (this includes learners with statements/ Education, Health and Care Plans, Education Psychologist reports, medical reports and under the ALS Support category)</p>
<p>How does the college provide support for students?</p>	<p>The college provides additional learning support for students who have an identified need. The college provides for pupils whose special educational needs fall into the 4 areas of:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, emotional and mental health difficulties 4. Sensory and/or physical needs <p>The college have a wide range of strategies for meeting a range of special educational needs. This support is provided via high quality teaching and highest expectations for all in class. We also have a counsellor, a team of student Mentors and a team of Study coaches who provide pastoral and academic support to those who are identified as needing it.</p> <p>The college works in partnership with the Children's Sensory Team (CST) to meet the needs and access requirements of children and young people with hearing impairment and /or vision impairment. The CST provides training for our school staff and support for students with sensory impairment and their families. Students are supported according to their level of need and we use the teaching and learning strategies provided by the CST to ensure that we improve outcomes for students with sensory impairment.</p>
<p>How will the curriculum be matched to meet</p>	<p>Stanmore college is committed to an Equality and Diversity policy which in all circumstances, will seek to avoid discrimination on the grounds of all of the</p>

<p>students' needs?</p>	<p>protected characteristics in line with the requirements of The Equality Act 2010</p> <p>Stanmore college is a mainstream provider, we celebrate the diversity of our student community and strive to ensure that students, of all abilities, are given every opportunity to succeed. We promote high standards of education for students with additional needs by providing additional learning support to ensure equality of access to the curriculum and all college facilities.</p> <p>The Inclusion team can provide individual support for students with an additional learning need. This can include:</p> <ul style="list-style-type: none"> • A positive and supportive environment • Support for students who have a mobility difficulty • Welfare support for students who have personal care needs • Learning support assistants to take notes, read, adapt materials and provide examination support • Specialist support for students who have Dyslexia • Continuous review and assessment of needs including referral to other agencies as appropriate • Liaison with a range of medical professionals including SALT, CST, OT as needed • Workstations which are accessible for students who have a physical disability • Availability of specialist equipment and software for students who have a sensory impairment • Specialist teacher assessments • Specialist careers advice • Advice on Higher Education including support with DSA and UCAS applications
<p>How will the college monitor students' progress</p>	<p>The college continually monitors the progress of all students. For students who are not meeting their targets additional support is put in place. This can be in the form of a student mentor, study coach or an LSA. Progress and support is recorded on promonitor on the student's individual profile.</p> <p>The college conducts annual EHCP reviews in line with statutory requirements which are identified in the SEND reforms. In addition there are parents evenings and progression evenings where parents have the opportunity to meet staff and discuss progression pathways.</p>
<p>What support will my child receive to help support their well-being?</p>	<p>The college provides excellent opportunities for personal development, behaviour and welfare for all students. There are good support mechanisms in place to ensure all students are supported and given the opportunity to achieve their goals and demonstrate their full potential.</p> <p>A comprehensive tutorial programme supports the development of employability skills, promotes the importance of staying safe, both in college and online, emphasises the importance of British Values and gives opportunities for students</p>

	<p>to explore a range of progression pathways.</p> <p>The tutorial programme provides opportunities throughout the year to reflect on and challenge themselves and one another in relation to their understanding of Equality issues, and to work with and celebrate diversity. The tutorial programme has linked with the Enrichment team, the student Mentors, sexual health services and alcohol support workers to provide opportunities for students to explore issues around Mental Health, healthy relationships, and drug and alcohol issues. Students are encouraged to take up fitness activities to cope with the stresses of modern life.</p> <p>There is a well understood and effective safeguarding policy and procedure and learners know how to protect themselves. All students are made aware of what to do if they feel unsafe, are being bullied or have any concerns about another student. There is a bullying policy and safeguarding leads are visible within the college. The tutorial programme covers bullying, Prevent, LGBT, internet safety and a range of other sensitive issues including mental health awareness.</p> <p>There is an IT policy and guidelines for students on how to stay safe on the internet. This is communicated during induction and tutorial. There is a reporting button which enables students to report any concerns directly to CEOP. The college has eSafety software which monitors and reports concerns.</p> <p>There is a security team who vet all visitors to the site and the college has an ID policy which requires all staff students and visitors to the site to wear visible ID. This has reduced the risk of unwanted visitors being able to access the site and supports good behaviour at the college.</p>
<p>What training have the staff supporting young people with SEND had?</p>	<p>The college has high regard for the training of all our staff and understands the importance of having a highly qualified workforce.</p> <p>All staff complete an induction programme and receive regular training on meeting the needs of all learners. This includes training from external organisations, including the CST.</p> <p>The college vision:</p> <ul style="list-style-type: none"> • that students' needs come first – we prioritise students, we make arrangements which suit their needs above other stakeholders and we “go the extra mile” to ensure that these needs are met and that every person gets an equal opportunity of success • having the highest possible expectations of our students – we have high aspirations for students, expecting them to achieve the highest possible grades, not just those indicated by prior achievement, and expecting them to progress, to university, an advanced or higher apprenticeship or a good career path • in educating students for life – ensuring that students have a wide range of skills when they leave the college including employability skills, a healthy lifestyle and a number of interests such as sport, music, volunteering, games,

	<p>scientific knowledge and technology</p> <ul style="list-style-type: none"> • in working together – at Stanmore College we think that everything works better if done in partnership, this means internally with several teams and departments working together or linking up with external organisations or teams to work on projects and events • in valuing and celebrating diversity – we respect all people no matter what their race, religion, sexuality, abilities, gender or beliefs. We believe that having a variety of people enriches the college community but that we have a duty to ensure that anyone on the college site is protected from extremism and radicalisation • in finding innovative ways forward- we believe that if we keep doing something the same way we will get the same results, so we are always looking to refresh and refine the way we do things , bringing in new ideas and strategies whilst always working on evidence- basis to decide if things are going well • Equipment for particular or complex needs are considered and catered for on an individual basis. Harrow High School has lifts in the Sixth form block, main building and Arts/ PE block. The school has disabled toilets and changing areas. We have 2 disabled parking bays. We work with outside agencies in order to teach mobility training for learners with visual impairments move safely around the school.
<p>How accessible is the college environment?</p>	<p>The college has disabled toilets in each building and a changing area with a hoist and closomat toilet in Elm building. There are lifts in all buildings. There are three disabled parking bays in the car park. We work with outside agencies to ensure the site is accessible for all learners.</p>
<p>How are the parents/ carers involved in the school?</p>	<p>There are several ways in which the college engages with parents These include:</p> <ul style="list-style-type: none"> • A regular cycle of parents evenings to report on students’ progress • Annual Review meetings for those learners with an EHCP • Regular updates from Tutor, Subject teachers, and / or Learning support assistant which are recorded on promonitor • Progression evenings • HE evenings for parents • Access to proportal
<p>What arrangements does the college make for consulting young people with special educational needs and disabilities and involving them in their education?</p>	<p>The college takes the student voice very seriously. We have a full and active student parliament of elected representatives, including learners with additional support needs. In addition the college arranges focus groups so that this group of students are given an additional opportunity to share their views and experiences</p>

How do I make a complaint?	Should a parent/s or guardian/s wish to complain they should, in the first instance, contact the Head of Student Services Where parent/s or guardian/s believe that their complaint has not been satisfactorily resolved a complaints form should be completed and sent to Sonia Devaney
Who can I contact for more information?	Head of Student Services – Helen Richards h.richards@stanmore.ac.uk
Where can I find information on where the local authority's local offer is published?	http://www.harrow.gov.uk/sendlocaloffer