

SEN Impact Report for Governors – February 2024

Name of College:	Thomas Rotherham College
Date:	February 2024
Academic Year:	2023/24
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Name of Trust CEO:	David Naisbitt
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Provision:

Application

We offer a non-traditional route for students who have not had access to a full range of GCSE opportunity upon applying to TRC. We assess suitability to our Level 2/3 programmes and, if appropriate, a student will sit a literacy/numeracy skills assessment to ascertain the level of study skills the student possesses at that point. We offer advice and guidance, and where applicable, TRC careers support, to direct an applicant to a TRC programme or an alternative destination.

Transition

Any student that has disclosed a learning difficulty or disability, neurodevelopmental condition or mental health concern are invited to a transition day (May/June) to familiarise them with key aspects of college life, experience and expectations, and meet key college staff, in Learning Support and around college.

Transition day offers opportunity for further assessment of needs to take place, following the gathering information from application form and a request for additional information by Microsoft Forms.

Student with an EHCP have an extended offer of transition, including setting up a 'buddy' network, observation/shadowing of key college experiences, e.g. observing a lesson and further key introductions with appropriate staff.

Support offered:

All students that have disclosed a learning difficulty or disability, health or mental health condition receive support in a way that suits their need. Weekly structured support offered to the above students is offered and delivered until Christmas, thus aiding transition from secondary school to college. This has been put into effect for

'23-'24, in a slightly different manner to last year, in response to impact of the student voice survey at the end of academic year 22-23.

Students disclosing specific and general learning difficulties and neurodevelopmental conditions have continued to be timetabled to attend a weekly supportive group session for 1 full term. However, students disclosing social and emotional, mental health and health needs have been allocated individual 1-1 opportunities to address and agree on an appropriate mode of support. This has taken place in conjunction with the planning and implementing of a new whole college approach to support mental health. The new approach has followed Senior Mental Health Lead training, and in liaison with NHS based organisation 'With Me in Mind', it has been designed to meet growing demand in numbers and the necessity for such an approach to be made fully transparent to students, staff and parents.

Following October half-term break, our provision expands to also include referrals from the wider staff body, mostly teaching staff, tutors and on occasion the senior leadership team for specific students to attend the Learning Support department (*known as CLASS*).

Referrals are triaged in terms of recognising the need i.e. Cognition & Learning, Communication & Interaction, Social, Emotional & Mental Health and Health (*SEND Code of Practice 2015*) and appropriately allocated to a member of the team.

The **Assess, Plan, Do, Review** cycle is recorded and monitored, for every student, in an Individual Learning Plan (ILP). The ILP documents each student's journey, from identifying and addressing needs, planning and implementing appropriate timely interventions, to reviewing strategies and interventions. Reviewing takes place in line with the college's data capture points on the gradebook system, during the academic year.

Interventions can include:

- Specialist LLDD intervention such as working with a qualified ESOL (English as a Second Language), literacy or numeracy teacher.
- Focussed weekly workshop sessions on a variety of specific underpinning skills, such as deeper reading, thinking skills and reasoning, dependent on curriculum area.
- Weekly workshops on general underpinning study skills, such as time management, executive functioning skills and memory skills.
- Triage to our health & wellbeing service to access the counsellors/With me in Mind/Mental health support with the Health & Wellbeing Coach.
- Reasonable adjustments to classroom, programme of study and approaches used in the teaching/learning experience.
- Access to faculty wellbeing room for mindfulness experiences
- Support with an ASD/ADHD referral to the Neurodevelopmental Pathway under CAMHS.

Identification of Need

Students are identified in a variety of ways including:

- Application form
- Enrolment
- Analysis of graded assessment data-Gradebook.
- Teacher/ self referral
- Open evenings/parents' evenings/ new parents' evenings
- Schools
- External support agencies.
- Parent communication

Learning support Staff are available at all open evenings and Head of Faculty at parent's evenings, to discuss progress and support. Teaching staff are encouraged to refer parents to us to discuss the support offered for their child.

Areas of Need

LLDD/SEMH/Health	Year 2020/21	Year 2021/22	Year 2022/23	Year 2023-24
Moderate learning difficulty	3	5	4	2
Dyslexia	49	32	40	48
Dyscalculia	2	1	1	5
Autism Spectrum Disorder	37	24	35	42
Asperger's Syndrome	17	1	3	8
Temp disability after illness	2	0	1	2
Speech, language and communication needs	3	1	5	4
Visual Impairment	22 (6)	3	17	15
Hearing impairment	7	3	5	10
Disability affecting mobility	2	1	2	9
Profound complex disabilities	0	0	1	1
SEMH	86	5	21	38
Mental health difficulty	38	35	45	78
Other physical difficulty	5	4	2	1
Other SpLD (e.g dyspraxia)	2	0	2	2
Other medical condition (epi, asth, diab)	92	45	45	73
Other Learning difficulty	5	0	8	3
Other disability	5	3	7	3
Prefer not to say	29	1	0	4
Grand Total	406	164	244	348
EHCP		11	20	26

It is important to note that the disclosures are an indication of how a student identifies themselves so are not necessarily accurate. In addition, many students don't perceive themselves as having any LLDD or do not want to disclose as they feel that it may hinder their application.

EHCPs (Education, Health & Care Plans)

Students with an EHCP have a structured approach to support, and parental communication is encouraged. This year, we have **27** students with an EHCP in place, compared to **20** in year 2022/23.

Students with an EHCP receive a full transition to college, starting at consultation level between Senco and RMBC EHCP team and visits from potential student/parent/carer/support worker. Information is gathered, and further visits with a specialist focus are on offer, to strengthen a pupil's transition.

Further specialist information, advice and guidance is sought from external specialist services, where necessary, to train and prepare the Learning Support team for individual student needs. This can include physiotherapy, support with feeding, occupational therapy, and psychologists/consultants.

Students with allocated hours of in-class support from a Learning Support Assistant will receive the appropriate amount of 1-1 support in the classroom, in order to fully access the curriculum. The college's LSA post differs to a similar post in a school e.g. TA (Teaching Assistant) by assisting to the student's needs only, rather than also the teacher's.

Students with an EHCP's progress and attendance will be monitored and reviewed in the same way as all students with SEN or learning support, in line with the college's data capture points on the Gradebook system. A verbal review of progress, in all its areas, will take place, followed by a phone call with the student's parent/carer to discuss their child's progress.

An annual review will take place to review outcomes set out in the EHCP document, to ensure progress is being made and an opportunity to adjust their support programme to better meet their needs or request more funding, if appropriate.

Exam Access Arrangement Assessments

TRC re-assesses all students enrolled, with exam access arrangements from school, (*their normal way of working*), and referrals made from teachers/tutors who have concerns around a student's abilities in an exam. We currently have 2x qualified assessors, holding the post-graduate Level 7 diploma (CCPT3A).

	Extra time 25%	Extra time 50%	Extra time 100%	Readers	Scribe/word pro	Rest breaks	Prompter	Sep rm/ alt venue	Mod paper	Tex diags	Access to phone
2020/21	98	4	1	37	4	8	1	42	1	1	
2021/22	117	7	1	41	54	14	5	20	2	1	
2022/23	113	15	0	51	76	42	6	51	1	1	
2023-24 (New assessments (as of 26/02/24))	116	4	0	22	56	56	8	45	2	0	9

No. of new exam assessment assessments completed:

2021-22 = 191

(Assessors: *Melanie Allen & Susan Miles*)

2022-23 = 273

(Assessors: *Melanie Allen & Susan Miles*)

2023-24 (as of Feb '24) = 245

(Assessors: *Susan Miles & Jasmin Smith*)

- There has been a decline in readers/reading software arrangements (*issued so far as Feb '24*), as compared last year. This is likely due to the impact of changes made in JCQ regulation at the beginning of academic year 2022-23.
- There is a 33% increase in the arrangement of rest breaks, (*issued so far as Feb '24*) compared to last year. This is likely due to an increase in the number of students with a diagnosis of ADHD (Attention Deficit Hyperactivity Disorder), an increase in students disclosing a medical and disability affecting mobility need, alongside an alteration in JCQ regulations at the beginning of the academic year 22-23, stating an action to exhaust the option of rest breaks, before applying for extra time.

- A new JCQ requirement of processing applications for 'access to phone for medical reasons' is predominantly as a result of improved technological aids for students with Type 1 Diabetes.

Staff Skills

September 2023 saw additions made to the Faculty of Learning Support & Student Wellbeing staffing structure; the team has increased from 8 members of staff to 11.

There has been a **20% increase** in the number of students enrolling at TRC with an **Educational, Health & Care Plan** in place, compared to last academic year. To meet the demands of varying hours requested for in-class support, we have recruited an additional 2x full-time permanent Learning Support Assistants to provide the in-class support required for upper 6th and lower 6th students with an EHCP. There is also an increase in associated time spent on each student with an EHCP, including tracking, monitoring and reviewing meetings and sessions.

There has been a 75% increase in students disclosing social & emotional and mental health difficulties from 2022-23 to 2023-24. To meet the growing demands of an expanding cohort of students, and to assist with the implementation of a whole college approach to support mental health, we have recruited 1x full-time permanent college counsellor.

The staffing structure is at present:

1x Full-time Head of Faculty (Senco/Learning Support teacher)

2x Full-time Higher Level Teaching Assistants

1x Part-time Higher Level Teaching Assistant (0.8)

3x Full-time Learning Support Assistants

2x Part-time counsellors (0.4 & 0.6)

1x Full-time counsellor

There is a range of experience in the department including the Head of Faculty, who has been employed at TRC in the Learning Support Faculty for 18 years, in post as Learning Support Teacher and now 18 months as Head of Faculty. The Head of Faculty (also Senco) is also the only qualified teacher in the department at present in the disciplines of Literacy and ESOL, with a Level 7 in exam access arrangements assessing.

One of the 3 Higher Level Teaching Assistants is currently studying on a PGCE course, to teach Literacy/Numeracy/ESOL, and is teaching TRC students/groups in order to complete her qualification.

Our new counsellor in post has experience in psychoeducation, a strand from the newly developed whole college mental health approach, which we intend to utilise.

The team liaise with various external agencies throughout a student's course although specialist support is delivered "in house", overall. TRC currently have 10 days of Educational Psychology input, utilised for complex cases where mainstream educational interventions have been explored and we are in need of further guidance.

Staff Training

All college staff have had INSET training related to the incoming cohort, in terms of individual support that may be necessary for particular students, with summaries, for each student, displayed on the college system. This information was gathered during the transition events held for new students and using Microsoft Forms.

Flexible Learning Centre

The Flexible Learning Centre applicants has risen from 6 students in 2022-23 to 7 students in 2023-24. We continue to work with KingsInterhigh to provide online A Level teaching for these students, whilst providing them with a similar package of support our mainstream students receive. An addition to this year's offering is the introduction of a Lifeskills programme, developed by the faculty, beginning with 'Improving your social skills' and 'Basic cooking skills'.

2022-23 FLC results:

4 out of 4 students achieved at or above predicted grades, achieving 1x A grade, 1x C grade and 1x D grade at full A Level completion.

2 out of 3 students achieved at or above their predicted grade, achieving 1x A grade and 1x D grade at AS Level.

1 student, who achieved a U grade at AS, is currently under referral for temporary alternative provision to support with severe mental health/health needs, in conjunction with his EHCP.

Key Priorities for 2022/23

- To implement a whole college approach regarding a mental health policy, following on from key training undertaken by 3 members of the faculty, including the Trauma Informed Schools UK Diploma (TISUK) and government funded Social, Emotional and Mental Health training by the Anna Freud Centre.

A whole college approach has been designed and currently being implemented in phases across college, to students, staff and parents.

- To further develop opportunities and liaison with NHS based mental health support service With Me in Mind.
We currently now have 3x With Me in Mind Mental Health Practitioners working (flexible hours) in college with key students referred by our triage system. We have also set up Consultation and Guidance opportunities with WMIM, and continue to utilise for support for whole college approach.
- Continue to maximise funding opportunities-To ensure that all additional funding opportunities are sought to enable the development of provision to meet the full range of needs, including the 19+ students attending the Flexible Learning Centre.
Development of provision has been met through additional recruitment of staff, as above.
- Build on existing relationships and develop new links regarding post-16 pathways, including suitable apprenticeships and employer opportunities for students with complex needs within the Flexible Learning Centre.
Communication links with TRC's Head of Careers, have been extended with regards to furthering support for destinations of students with an EHCP. A relationship has been initiated with neighbouring RoC (Rotherham Opportunities College) to further develop apprenticeship/internship opportunities for our students in the Flexible Learning Centre.

Key Priorities for 2023/24 (In line with Faculty SAR/Quip)

- Access to TRC report facilities from CIS department to better enable HOF to more efficiently analyse provision offered and make amendments/suggestions where necessary and to inform QUIP.
- Improve sharing of SEND information for teaching and professional support staff, required to effectively support our students in the classroom, and in their college experience.
- Research and revisit 'fitness to study' policy potential, in response to increase of students' disclosures, and impact of, chronic health conditions whilst enrolled on full-time programmes of studies.
- Website improvements regarding student/parent/carer information, advice & guidance for Learning Support & Student Wellbeing.
- To design and implement a Lifeskills starter programme for FLC students (initially).