



SEN Information Report

2025 - 2026

Director of Student Support | September 2025

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



Minsthorpe
Community College

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Section 1

Vision

Minsthorpe Community College is an inclusive school with a strong belief that all students' needs should be met as fully as possible irrespective of gender, race or disability. The Student Support team offers a continuum of Support which begins in Year 5 and extends to Year 13. The Special Educational Needs and Disability (SEND) Code of Practice (2015) advocates a graduated response to meeting students' needs. The Director of Student Support (the schools nominated SENCO) and staff continuously review and adapt to students' needs as they present in our efforts to remove barriers to learning.

It is important to stress that we do not use the Local Authority My Support Plans due to the number of students requiring support. We do all that we can to ensure that the students and parents/carers will be at the centre of this procedure and have full involvement at each stage.

Ofsted 2018 inspection reported that that 'Staff are trained to a high standard, and governors now have a much keener awareness of the work being done to improve the outcomes of these pupils. There is now more effective targeted support for pupils who have SEN and/or disabilities in classrooms, and where this is the case, pupils make much stronger progress.'

Improving outcomes for students with Special Educational Needs and/or disabilities (SEND) is a College Strategic Priority (2022-25) and is the responsibility of all stakeholders at Minsthorpe Community College.

Ofsted (2018) reported that "Safeguarding is effective" and there are strong links in college between students with SEND and safeguarding due to the vulnerability of this group of learners.

The overriding aim of the Student Support department is to enable students with additional needs to reach their academic potential, give realistic and achievable aspirations and support them in developing their independence and resilience. We do this by ensuring individuals receive support, information and guidance, which is well timed and at an appropriate level and type to meet their needs. At every stage of the above graduated approach, the college will offer a range of provision, support and intervention and regularly review the needs of students as they develop.

The graduated response set out in this report details how we provide facilities that enable disabled students to access the college and the reasonable adjustments we make that prevent them from being treated less favourably than others.

The support and interventions are aimed at keeping students in lessons as much as possible whilst also ensuring that they are given the opportunity and time required to develop skills that they can apply in their learning. The college structure of double lessons means that students having intervention will only miss a part of their lessons.

Section 2

What is a special educational need?

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

(a) Have a significantly greater need in learning than the majority of others of the same age: or

(b) Have a disability which prevents or hinders them 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

(Special educational needs and disability code of practice: 0 to 25 years, January 2015)

Section 3

What is a disability?

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

(Special educational needs and disability code of practice: 0 – 25 years, January 2015)

Section 4

What are the areas of SEND for which Minsthorpe Community College make provision for currently.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and / or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI) or hearing impairment (HI) require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the facilities available to their peers.

At Minsthorpe Community College we are led by the presenting needs of a student rather than any diagnosed condition although this will help when considering what may be impacting on the student or how and what support may be put in place.

Section 5

Provision, Support and Intervention at Minsthorpe Community College

The number of students with additional needs at Minsthorpe Community College is significantly higher than the national average and to manage this at a strategic, operational and individual level requires a structure that ensures all resources and provisions are effectively managed and allows for good communication with home, internally and with external services.

Key Staff and their Responsibilities

Director of Student Support – Matt Orr

- Strategic Development SEND Whole College.
- Strategic Development of the Resource Provision (including liaison with the LA, finance, legalities).
- Students with an EHCP where there are complexities in the case or those undergoing a needs assessment.
- Know Who, Know How strategic approach to adaptive teaching in the classroom.
- Whole College CPD re SEND.
- Referrals for ASD and ADHD assessment.
- Deployment of specialist support services.
- Strategic management of Access Arrangements.

SENCo – Beth Handley

- Management of consultation requests for students with an EHC Plan.
- Strategic lead SEND Together Parents Meetings.
- Write and update Student Profiles.
- Meetings with key staff and parents to support student progress.
- Chair Annual Review meetings for students with EHC Plans.

Student Support Manager – Dale Fairhurst

- Weekly meetings with Year Groups and key staff to direct support for students.
- Meetings with the Year Office and parents to support student progress.
- Strategic and operational management of Off-Site Provision.
- Meetings with key staff and parents to support student progress.

Student Support Provisions Manager – Adele Connelly

- Operational management of school provisions.
- Deployment of support staff.
- Meetings with key staff and parents to support student progress.

Assistant SENCo – Denise Dickens

- Chair Annual Review meetings for students with EHC Plans.
- Operational management of Access Arrangements.
- Meetings with key staff and parents to support student progress.

Types of Provision, Support and Intervention

Access Arrangements – Students with access arrangement requirements for exams are highlighted to staff to ensure that the adaptations they require are in place to ensure it is part of their normal way of working.

Communication Focused Interventions

Getting to Know You, Zones of Regulation, Attendance, Friendship, Actions and Consequences, COPE, Self Esteem, Social and Communication, Lego Therapy, Attribution Theory and bespoke interventions based on more specific personalised needs such as Bereavement.

Foundations

Foundations is a provision for Year 8 students who are demonstrating through their behaviour that they are not ready for full-time mainstream lessons. The Foundations Provision is for six periods per fortnight. It is timetabled when Year 8 have History, Geography and French. Students follow a half termly thematic experience that allows for their areas of interest and support for their SEMH needs that are acting as barriers to success in their learning. Through positive learning experiences with trusted staff, positive coping strategies will be explored that can be transferred into all school experiences and enable the students to thrive. As students demonstrate their improving behaviours and coping strategies they will

then be carefully transitioned from the intervention into their History, Geography and French lessons.

Home Learning Club – to support with the organisation of, development of independence and completion of home learning tasks.

Identification of Literacy/Numeracy Needs

All students have a suite of assessments to identify any potential learning needs on entry to the college either when transitioning to the school at the start of year 7 or as an in year new admission.

Inclusion Panel

Wakefield Local Authority has an Inclusion Panel for schools to raise students either on a pathway towards or at risk of permanent exclusion. With the permission of home, we will raise students and ask for additional support that is not typically available such as specialist services and step outs for periods of 6 and 12 weeks.

In class interventions – targeted reminders to students for using positive coping strategies, applying skills taught through interventions and advocacy to teachers to enable students to progress in their lessons.

Key Worker Intervention – students can request a short time out from their class with a member of staff from Student Support when feeling dysregulated in class, giving opportunities to share difficulties and reminders of positive strategies to use when returning to their learning. There is provision available for those rare occasions when a student needs a longer time out.

Laptops – where students have been identified through assessments and/or specialist advice they are issued with a laptop to record their work in lessons.

Literacy Focused Interventions

Lexonik reading intervention, Comprehension, Handwriting; ICT/Touch type, Spelling, Thinking Skills, Use of Language.

Lockers – for students with specific requirements for holding items and/or clothing lockers are assigned.

Movement Pass – for students who have identified needs struggling to maintain focus for the duration of a lesson, needing an agreed time out of class to help with regulating their behaviours so they can be successful in their learning.

Nurture Curriculum

The Nurture Curriculum is a curriculum that enables students, identified through a mix of primary schools sharing information and completion of Boxall Profiles. The aim is to give students the social and emotional skills to do well at school and with peers, develop their

resilience and their capacity to deal more confidently with the trials and tribulations of life, for life. The students attend the Nurture lessons instead of attending specific mainstream lessons (French, Geography and History) initially and are carefully integrated into these subjects for the start of Y8. They have topic-based learning that gives experiences of the French, Geography and History whilst accessing the Nurture curriculum. The students access the curriculum for a maximum of 3 terms, for the whole of Y7.

Risk Assessments – where a student has a short- or longer-term need regarding their medical and emotional needs risk assessments are completed with parents and students to confirm arrangements, shared with staff, and reviewed regularly until agreed to cease.

SEND Together

A face-to-face meeting offer for parents with Student Support staff to allow time for raising concerns, take actions to support students, and to develop working relationships between home and school and offer reassurance that we are working to enable students to thrive and achieve.

ST Medical Pass – for students with evidenced medical needs enabling them to leave lesson as required and go to safe place for support.

Snack Break Support – for vulnerable students a safe place for snack breaks is available to attend to keep them safe and encourage social interactions with peers under supervision.

Step Back

Identified Key Stage 3 (KS3) students who are having difficulty due to their behaviour accessing the mainstream curriculum. They are transferred to Step Back full time and after a period of intensive support in Step Back for Social Emotional Mental Health (SEMH) needs alongside English, Maths, Science, Art and elements of Hospitality and Catering. The students are carefully, with their preferences considered, slowly reintegrated into lessons. This provision is typically for six to 12 weeks. The evidence from the provision is that students either have outgrown the provision or become at risk of not being able to leave the provision and it has to be available for a range of students from three-year groups.

Students cover a range of intensive interventions including:

Alcohol awareness (effects on behaviour and reasons why young people drink), Anger management, Body Language, Body image, Bullying – appropriate relationships and interactions with others, Choices, and consequences – cause and effect, Drug awareness, Feelings and emotions, looking beyond the behaviour, Positive classroom behaviour – understanding boundaries, Retracking, Rights and responsibilities – self efficacy and self-reflection, Self-awareness, and Self-esteem.

Structured Personalised Provision

Structured provision is the available provision for students who, for a variety of reasons, are not accessing their full timetable of mainstream lessons. They will be supported in working to complete learning from other lessons either taught in discreet groups or through specific

support with tasks set by their teachers.

Student Profile – additional strategies for staff to personalising learning for identified students in the classroom. These are typically put in place where reports and information are provided by services recommending specific strategies for a student. Before a student profile can be written, we will gather the students' views and ask them to check the completed profile before we share with home. This process can take around a half term from when we receive the report, not when the report was written.

Alternative Curriculum

KS3 RP (Alternative Curriculum)

A low demand, student-centred, inclusive curriculum to build developmentally on skills already acquired, with a focus on basic skills, communication, social skills and independence. The learning experience will be cross-curricular in nature and will take place in the main in their own allocated classroom. There will be a focus on personalised progress of students, and they will have the opportunity to access subject specialist facilities and teaching, as appropriate to their development, strengths and interests if they demonstrate the ability and interest in doing so. Additionally, there is access to specialist support services to support identification and meeting needs.

KS4 RP (Alternative Curriculum)

A low demand, student-centred, inclusive curriculum to build developmentally on skills already acquired, with a focus on basic skills, communication, social skills and independence. The students will benefit from all lessons being delivered through the skills of subject specialists. This will be a mixture of certifications, such as First Aid, and appropriate qualifications in core and wider subjects at Entry Level, Level 1 and GCSE. The focus will be on developing the students' independence and self-advocacy skills and integration into mainstream lessons in line with their wishes, abilities, strengths and career aspirations. Additionally, there is access to specialist support services to support identification and meeting needs.

KS5RP (Alternative Curriculum)

A low demand, student-centred, inclusive curriculum to build developmentally on skills already acquired, with a focus on preparation for adulthood and also work skills, communication, social skills and independence. The students will benefit from all lessons being delivered through the skills of subject specialists.

Reset and Off-Site Provision and Curriculum (Alternative Curriculum)

For a small number of students, a full-time mainstream experience does not support their needs. We provide opportunities for students to access learning in small groups, with a focus on core and practical subjects that are personalised to their ability and offer a range of qualifications and positive outcomes. Students can be directed off site for parts of their

week to have out of college experiences that are a part of their overall learning experiences. This includes:

Action 2 Change – Typically used for step outs and to give students intensive support in improving behaviours for return to college.

Early College Transfer – Opportunities to achieve qualifications in vocational subjects in Year 11 that also supports transition to Post 16 and progress in learning.

Focus - Support for students who are struggling to access or succeed in a mainstream environment due to social, emotional or mental health needs. Students are accepted from one to five days per week to accommodate the referring school's requirements.

Keats - Welding, fabrication and construction provision providing the core skills, behaviour and values required for students to progress onto industry apprenticeships.

Oak Forest School – A range of independence building life skills taught through learning within a woodland environment.

Reverse the Cycle – Opportunities to engage with disenfranchised young people through repairing and building bikes, including the opportunity to build their own.

UCAN – Vocational experiences for a range of potential careers including hair & beauty, motor mechanics and sport.

Wells Academy – delivery of core subjects and emotional support offering input to students as step out and for longer term placements where appropriate.

Students can be on the RESET pathway for a period of time or as part of a long-term plan. This is kept under review on a termly basis. Regular communication with home and other involved professionals and formal meetings are held to ensure that there is a shared understanding and clear planning following the Assess, Plan, Do and Review model.

Transition

KS2 to KS3

An extensive transition program is available to all students transferring from KS2 to KS3 includes the contribution of a number of staff in the primary schools and at Minsthorpe Community College. Information is shared at appropriate points and a Transition Joint Consultation Meeting (JCM) is held at the start of June each year. The primary schools, Minsthorpe staff and specialist agencies meet to discuss all students that may require additional support as they transition and plans are made to make that experience as smooth an experience as possible. All information on support mechanisms being introduced is shared with parents/carers to ensure they are aware of how their child is being catered for.

KS3 to KS4

All students who may require additional support as they move to GCSE curriculum are identified and discuss to ensure that they receive the additional support necessary to make informed decisions about the choices they are making. Parent/carers are included in all the decisions to ensure that we work in partnerships to give a broad and balanced curriculum with the right balance of aspiration raising and personalisation.

KS4 to KS5

Student Support works closely with the Minsthorpe Careers Advisor to support students with Education, Health and Care (EHC) Plans to ensure they have their statutory access to careers guidance from Year 9. Additionally, any identified student from year 9 where it is identified that there is a risk of the child being Not in Education Employment or Training (NEET) or potential for disengagement from learning will be interviewed to support them and parent/carers in maintaining ambition for the future. Additionally, we work closely with all local colleges for where students move to ensure we share all information relating to support and access arrangements.

Identification and Support

Underpinning all the above support and provision is the range of meetings and professionals the college engages with to support students. There are weekly meetings with all year groups to identify students where identification and further support are discussed, a weekly meeting involving senior leaders to consider the more complex students and to plan strategically next steps. The Assistant Principal Behaviour and Attendance chairs Pastoral Support Plan (PSP) meetings termly to plan further support for students whose behaviours is resulting in fixed term exclusions. The Director of Student Support meets with specialist agencies regularly and formally, once a term discussing the most complex students to ensure that a multi-agency approach is in place to support the child. The Director of Student Support and Principal also attend a meeting once a month to raise students at risk of permanent exclusion to access further Local Authority provision that could remove barriers to learning where in college provision has not succeeded in doing so.

Section 6

Specialist Support

The college has a great deal of expertise within the staff body but are not specialists. We commission and have commissioned a range of expertise in offering further guidance and adaptation for curriculum and individual students:

Assistant Educational Psychology, Educational Psychology Service, Wakefield Inclusion Special Educational Needs and/or Disabilities Specialist Support(WISENDSS), Speech and Language Therapy, Children's Sensory Impairment Team (CSIT), Ethnic Minority Assessment Team (EMAT), Primary Practitioner CAMHS, Kooth Counsellor, Special Educational Needs and Disability Independent Advice and Support Service (SENDIASS), Youth Offending Team (YOT), Safer Schools Partnership Officer (SSPO), Occupational Therapy and paediatric services.

Referrals for Autism (ASD) and Attention Deficit/Hyperactivity Disorder (ADD/ADHD)

Minsthorpe Community College works closely with and support and respond to the recommendations of health services. The pathway for assessment for diagnosis of ASD and/or ADHD requires parental and school views to be shared with the service for it to be accepted. This requires a lot of time and detail from college and consideration for agreeing to make referrals and to manage the high demand for referrals we receive.

To ensure an appropriate referral can be made, the College will take the following steps:

1. We will always collect parental views first. We will follow up if we do not receive them back but will not collect any further information until we have received them as all referrals are declined without parental views and consent.
2. We will not start a referral for these potential disabilities until the child has been with us at least two terms and had good attendance. To try to refer to the services without these expectations results in referrals not being accepted as the quality of information is not evident and we have to manage the amount of time we dedicate to asking teachers to complete these forms.
3. It is anticipated that it could take up to 6 months from the start of the process to the referral depending on the time in year when the process begins.
4. We will send parent/carer a copy of everything we send to the assessment pathway, so they know exactly what we are stating and have a copy to support their discussions with health professionals.

Section 7

Information Sharing and Training

A range of training for areas of SEND, targeted to specific groups of need in college and individual students to ensure that staff are confident in their skills in meeting their needs within and out of class is planned each year. The above, specialist practitioners are available to support that whole staff, targeted and individual information sharing and training to support students and their families.

The college is confident in its ability to meet the needs of students attending Minsthorpe Community College but do accept that it will not be successful with each and every child despite our best endeavours and following the SEND Code of Practice (2015) using the process of Assess, Plan Do and Review and graduating our approach. Parent/carers can be assured that we will work with them to give their child every chance to succeed.

We have recently been published by the DfE in Deployment of Specialists in schools to improve outcomes for learners with SEND as an exemplar of good practice, the Director of

Student Support is a Specialist Leader in Education (SLE) for SEND, leads the SENCo network for Wakefield Learning Community (WLC) and is an SEN expert for First Tier Tribunals advising on legality of decision made by Local Authorities and schools for children and young people with SEND.

Section 8

Additional Key Parent Information

Advocates at Meetings

We are aware that for parents/carers, coming into meetings in college can be an intimidating experience and having an advocate, either from professional service or someone you know personally can be an important support and we welcome this.

However, if we feel that the service or personal advocate is not advising appropriately or is not acting in an appropriate manner, we reserve the right to ask them to leave or not attend meetings.

College Behaviour Approach

MCC Behaviour Policy sets out our approach to managing behaviour through BE FAIR and BE FAIR Everywhere. The college does not prescribe any specific approach so you will never hear us describe ourselves as a Relational, Restorative, Trauma Informed or Thrive school for example. However, we take our responsibility to manage behaviours proactively and positively seriously and this is at the centre of our Motivation, Commitment and Care for all our students. We are responsible for 1700 students on the site every day and this requires clear systems for this to be managed successfully and safely. The direction to staff is to Intercede (intervene on the students behalf), either in the classroom or around site where it is identified this is required. We expect staff to use the training provided alongside their experience and expertise to do this. We will not prescribe staff to any specific approach as they need to be able to use their assessment of any given situation to manage it but always with the intent of de-escalation and safety at the heart of it.

Concerns and/or Complaints

It is always our aim to resolve any concerns. Please refer to the MCC Complaints Policy for full details to follow if you have a concern or complaint about the provision in place to meet your child's needs.

Meetings

We are keen to meet with parents and are offering opportunities after the end of school for booking to meet with a student support colleague for up to 15 minutes. There will be informal meetings to try to address any immediate concerns.

We will also, where necessary, have meetings with a representative of Student Support and the Year Office where a pastoral and support approach need consideration together.

These meetings will not have minutes taken; it is expected that the school representatives

will confirm agreed actions at the end of the meeting so there is clarity of the next steps.

Minutes are taken at formal meetings where there is a chair, these are either a support plan meeting or an annual review of an EHC Plan.

Private Assessments

We ask parents to speak to someone in Student Support before spending money on any form of private assessment. We would like to see if there is any further support we can be offering you, that would be as effective as spending significant amounts of money on stand-alone assessments.

Provision Maps

The college approach to supporting students is driven by the philosophy of 'Know Who, Know How'. To support this each student having any form of support has a provision map. This is a list of interventions and supports that inform staff of strategies to meet their needs. There is also a supportive document (Provisions Map Strategies Document) that gives more details on each of the supports to ensure their relevance to removing barriers to learning is clear. We do not customarily share these, as they can be quite complicated, but are happy to share them in meetings where they can be explained.

Time

Any support that we put in place has to be given time to see if it works, this is known as the Graduated Response and is a statutory expectation on all schools.

What it means for parents/carers and students, is that it can sometimes feel that there is not enough support, or it is not being put in place quickly enough. We understand and appreciate how frustrating this might feel, but for all of the support that we put in place, there will always have to be some patience whilst we assess to see if the support works.

This also means that we have to give the support a chance, so it is not enough to say it doesn't work if it doesn't immediately improve things, we have to give it time to see if it improves, but this might be gradual rather than immediate.

The longest period of time required is if it is agreed to apply for a needs assessment to see if your child should have an EHC Plan. For us to request this, we need to have evidence that we have tried different supports and interventions over time and that they have not led to improvements.

The needs assessment takes 20 weeks from the time when the request is received by the Local Authority, and this can feel like a very long time if your child is really struggling.

If your desire is for your child to go to a special school, then this will likely take even longer. Firstly, the Local Authority have to agree that this is the case and secondly there has to be a special school found that can meet your child's needs.

Through all of the above we will be continuing to support you and your child but recognise that these could be difficult and emotional times and make the waiting required to be challenging.

Section 9

Wakefield Local Offer

Provides information and support available for families with children and young people ages 0-25 with special educational needs and/or disabilities. Find out more about the Local Offer by [clicking here](#).

Parent Questions

Parent Questions	Answers
<i>How does the college know if my child needs extra help and what should I do if I think my child may have special educational needs?</i>	<p>Early identification of pupils with additional needs is a priority at Minsthorpe Community College. On entry to the college each student's learning abilities will be assessed through a suite of assessments. We will periodically reassess where necessary so we can identify any possible areas of learning or social needs requiring interventions and further investigation. This will allow for evidence to be collected to assess if a child has SEND and any support in exams. Additionally, internal meetings take place weekly to discuss any arising concerns and allow for opportunities to respond. Parent/carers are always informed of these support measures and also when any support is no longer required. If a parent/carer believes that their child may have SEND, then call the Student Support department and/or year CCTL to discuss.</p>
<i>How will the college staff support my child?</i>	<p>Minsthorpe Community College will work together with students and their parents using the information from assessments to design appropriate personalised programs for students with identified additional needs, including:</p> <ul style="list-style-type: none">• Providing starting points for an appropriate curriculum.• Identifying the need for support within the class.• Assessing learning difficulties.• Ensuring on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning.• Involving parents in a joint home-school learning approach.

How will the curriculum be matched to my child's needs?

- Teachers are skilled at adapting teaching to meet the diverse range of needs in each class.
- Daily planning considers individual student's needs and teaching is delivered in a range of ways to support access and ensure that all students can experience success and challenge in their learning.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual students with a long-term goal of developing independent learning skills.
- Interventions, strategies and provision for support are tailored to individual needs following discussions with parents, students, subject teachers, outside agencies (as required) and Student Support.

The main methods of intervention and support are:

- Full-time education in classes, with additional help and support by the subject teacher through a personalised curriculum.
- Periods of withdrawal individually or in groups.
- Support from specialists within class or as part of a withdrawal program.
- Pastoral care.
- Support to improve attendance including support from Education Welfare Officer (EWO).
- From the wide range of support, interventions and provision available from the college.

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>The progress of students at every stage of the above graduated approach will be tracked using assessment data. Progress will be shared with parents, at least termly. Minsthorpe Community College does not use the Local Authority My Support Plan documents as due to the level of needs within the school it would be too time-consuming to manage this process. A provision mapping approach is used that allows for all students support and interventions to be recorded and monitored. For the small number of students whose needs are more complex there is an internal document, the Minsthorpe Support Framework (MSF), to allow for further support from LA through the needs assessment process, if successful, resulting in the child being issued with an EHC Plan. Students with an EHCP will have annual reviews where progress is reported to the Local Authority.</p>
<p><i>How are the college's resources allocated and matched to children's special educational needs?</i></p>	<p>Every Year 7 student is assessed within the first half-term of starting at Minsthorpe Community College. Students have a range of diagnostic assessments to identify any support students may require. This also allows identification of students who may require access arrangements in examinations. For those with the most significant need a program of withdrawal for intervention takes place. Alongside this information we also use transition information, KS2 data, outside agency reports, subject teacher assessment, pastoral information and parent/carer information to help match the needs of our students.</p>
<p><i>How is the decision made about the type and how much support my child will receive?</i></p>	<p>After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration throughout each stage.</p> <p>This additional support is documented, and short-term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programs. Formal review meetings are held as required. Parents, relevant external agencies and, when appropriate, students are invited to meetings.</p>

<p><i>How is the decision made about the type and how much support my child will receive? Continued ...</i></p>	<p>The impact of the support offered is considered along with the progress towards setting targets. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If your child is continuing to have significant difficulties, further external expertise may be requested.</p> <p>Additional funding can be available for children who meet the Local Authority set criteria.</p>
<p><i>Tests and Examinations: Access Arrangements</i></p>	<p>For some student's additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, breaks or the use of a scribe or word processor. The College will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. There is an Access Arrangements Policy available on the college website.</p>
<p><i>Who can I contact for further information?</i></p>	<p>Parents are encouraged to contact individual subject teachers. If this is not leading to improvements or concerns are not lesson based, please contact the year group CCTL and/or the Student Support department.</p>

Questions from a Young Person's Point of View

Young person's Questions	Answers
<i>How does the college know if I need help?</i>	<p>Before starting at Minsthorpe Community College we will speak to your previous school and look at all the information about you in order to ensure you are supported. If needed, you will visit Minsthorpe Community College as part of our transition plan so that you feel confident in September.</p> <p>Throughout your time at Minsthorpe College we will continue to track your progress, speak to your teachers, you and home. We also ask all our new students to complete a short assessment which will identify if you need any support.</p>
<i>What should I do if I think I need extra help?</i>	<p>If you think you need extra help then you speak to your subject teacher, Head of year and Student Support. If you do not feel comfortable doing this then you could ask your parents/carer to contact someone at the college to discuss your concerns.</p>
<i>How will my course work be organised to meet my individual needs?</i>	<p>We look at all the information on you to help us meet your needs. Sometimes we will speak to outside agencies or advisors who may know you better and are able to help us to support you in school. You and your family will always be kept informed and be part of this process.</p>
<i>How will I be involved in planning for my needs and who will explain it and help me?</i>	<p>At Minsthorpe Community College we work together with all our students. You will be part of meetings, and a teacher will explain anything you do not understand. Dependent on the support that is needed will depend on who will help you. Once again, that will be explained to you and your parent / carer</p>
<i>Who will tell me what I can do to help myself and be more independent?</i>	<p>At each assessment point and parents evening teaching staff will work closely with you to set targets that you are able to achieve. Any reviews that take place will also identify how you can be more independent and strategies to support this.</p>