

SEND Strategy 2024 – 2026

Introduction to City of Portsmouth

At City of Portsmouth College, we're shaping our city's future by unlocking the potential of our students.

We believe that every student should be able to achieve their aspirations, whatever their background or abilities. That's why we offer a uniquely broad range of choices across our four campuses, from the highest quality academic teaching to the latest vocational and technical training.

Pioneering, positive and progressive, we're constantly evolving our teaching and expanding our excellent industry connections, in a welcoming community where everyone is empowered and supported to achieve their very best.

Working together, we dream bigger and go further for every student.

Vision

The College of choice for the city of Portsmouth region.

Mission

Shaping our city's future by unlocking the potential of our learners

Strategic objectives

1. Inspirational, aspirational and inclusive place to work and learn
2. A responsive and relevant curriculum offer
3. High quality teaching, learning and assessment
4. Trusted partner for the communities we serve
5. Stabilised and sustainable finances

Plus, three cross cutting themes:

- Embrace digital technology in all we do
- A beacon of sustainability best practice
- Consolidation before expansion

Values

- Be Collaborative
- Be Aspirational
- Be Respectful
- Be Empowered
- Be Supportive

SEND Strategy 2024 - 2026

1 Introduction

1.1 This is an inclusive College, and we are keen to ensure that all our learners enjoy a safe and welcoming environment. All learners have equality of opportunity regardless of any physical or learning disability they might have. The purpose of the SEND Strategy is to:

- Continue to promote inclusion across the college where everyone is treated with respect and the college responds effectively to diverse needs and circumstances so that all learners can reach their full potential.
- Provide a high-quality provision for learners who have additional needs in the following areas: cognitive & learning, communication & interaction, emotional, social and mental health, physical & sensory
- Ensure the college fully complies with the SEND Code of Practice guidance and the Special Educational Needs and Disabilities Regulations 2014.
- Establish a range of opportunities and experiences that fulfil our learners' ambitions to enable them to lead their best life possible.
- Establish an innovative curriculum that enables our SEND learners to successfully progress into higher learning, a Supported Internship, employment, or independent living.

This strategy outlines the steps that will be taken to achieve the identified objectives and give clarity to staff and management. It is the College's intent to deliver an outstanding SEND provision that enables our students to make the most of their lives, contribute successfully to society and improve their chance of independence and to reach their full potential.

2 Linked Strategies

2.1 The SEND Strategy is linked to the following strategies:

- Digital
- Curriculum
- Study Programme
- Apprenticeship
- Adult Learning
- Maths & English
- Quality (including Teaching, Learning and Assessment)

3 Core Themes and Quality Objectives

3.1 The SEND Strategy has seven Core Themes

- Highly effective identification of support needs
- Outstanding leadership of SEND at every level in the College
- High Quality Teaching, Learning & Assessment for all SEND Learners
- Excellent achievement for all SEND learners
- A highly inclusive curriculum that enables all SEND learners to become confident individuals, who will make a successful transition to the next phase of their journey into adulthood
- Outstanding progression opportunities for all SEND learners
- Growth of EHCP and High Need students

3.2 Highly Effective Identification of Support Needs

3.2.1 Every learner who:

- Discloses a learning difficulty or disability
- Has an EHCP
- Requires exam concessions

will attend an Initial Support Needs (ISN) meeting to enable the college to determine all their required support needs.

3.2.2 The ISN meeting will be conducted by a trained member of the Learning Support team.

- 3.2.3 For all learners with an EHCP, they will also attend an Initial Review meeting which is led by the Head of Learning Support and/or a member of the SEND team.
- 3.2.4 All required support that has been identified at the ISN / Initial Review meetings will then be put in place for the learner, in readiness for them starting at the college.
- 3.2.5 All EHCPs and ISNs are held centrally in a secure SharePoint folder.
- 3.2.6 Every EHCP learner will be assigned to one of the SEND Team Leaders, who will conduct regular checks on the learner, communicate with parents and external agencies and attend the learners' Annual Review meetings.
- 3.2.7 Each SEND team member will provide additional intervention support to our EHCP students, depending on the EHCP requirements, including:
- Dyslexia / Dyspraxia
 - ELSA – (Emotional Literacy Support)
 - Speech and Language
 - Behaviour
 - Growth Mindset
 - Mental Health
- 3.2.8 Learners at college with medical conditions will be properly supported so that they have full access to education, including college trips and residentials, where appropriate. The College Medical Support Worker will take responsibility for administering and monitoring the taking of student medication and will also be responsible for the completion of all learner Care Plans.

3.3 Outstanding Leadership of SEND at Every Level in the College

- 3.3.1 The college is highly committed to delivering an outstanding SEND provision, for both discrete and mainstream provision.

3.3.2 Resources

Resources for SEND will be actively managed by the Vice Principal Foundations & Adult Learning Services to ensure they are effectively and efficiently used.

- Discrete SEND provision will be delivered by specialist staff within the Foundation Prospects area at the Highbury Campus, Arundel Centre, and the Sixth Form Campus.
- Learning Assistants will offer both 1:1, group support, Maths support and English support according to learners' EHCP needs.
- The college are able to welcome learners with Moderate Learning Difficulties (MLD), Social, Emotional & Mental Health (SEMH) and learners with severe and complex needs.

- Additional support is also available, including:
 - Study Centres which are located at all campuses and are used for learners who require additional support with their maths and English, assignment work or study skills support.
 - Sensory rooms are available at both Arundel and Highbury Campuses.
 - Arundel Centre has a dedicated provision for learners with SEMH and challenging behaviour issues.
 - ME Coaches
 - College Medical Support Worker
 - Dedicated Life Skills Building for learners with severe and complex needs
 - Sunflower Lodge
 - Specialist SEND kitchen
 - Pastoral Support workers
 - CAMHS Advisor who visits the college on a fortnightly basis
 - Exam concessions
 - Use of i-pad / laptop technology.
- SEND and high needs funding (Element 2 & 3 funding) will be closely managed to ensure accurate funding is being received from the local authorities which is monitored and invoiced in a timely manner. Termly meetings to be held with PCC to agree final funding figures to claim for each term.
- Adult learners and Apprentices requiring additional support due to:
 - a learning difficulty or disability
 - Low level ESOL, maths or English skills

will receive the support required which will be funded through the Additional Learning Support fund. The use of this funding will be closely monitored and reported on at regular funding meetings. All adult learners and Apprentices receiving additional support must have an ALS pack fully completed at the start of their course and a review of their needs conducted monthly.

3.3.3 SEND Support Across the College

The SEND team will give all learning areas the following information at the start of each academic year:

- List of all EHCP learners
- List of all High Needs learners
- Strategies required to support the learners within the classroom
- EHCP targets
- Dates of Annual Reviews

- SEND to be an agenda item on all Learning Area team minutes and copies of minutes sent to Vice Principal Foundations & Adult Learning Services to monitor any issues or good practices to be identified.
- All Learning Areas will receive monthly SEND performance reports detailing, retention, achievement, and attendance.
- Each SEND Team Leaders are assigned to learning areas, across the college, where they become part of the team, collaborating closely with teaching staff and attending team meetings to update on any SEND learners at risk.

3.3.4 Students

- All SEND learners will attend maths and English sessions as part of their Study programme. Learners who have plateaued at a particular level will still attend maths and English and will study for a college certificate at the relevant level which will be signed off by the Foundations Assistant Principal, which meets the exemption requirements for the Condition of Funding.
- Within Foundation Prospects all learners will attend group work experience sessions at a range of different organisations. Learners on the Life Skills programme will take part in a range of community activities and Supported Internship learners will be supported in finding substantial work placements
- Students will have the opportunity to participate in a range of competitions to make learning fun
- Create regular student case studies for SEND which will be placed on the College website and displayed around the college to promote excellence with students
- We will celebrate students' achievements in SEND in several ways which will include:
 - Case Studies
 - A SEND Achievement Board at each campus
 - Student of the month award for SEND
 - Letters and phone calls home to parents when students have excelled in their classes.
- A Foundations Student Ambassador scheme will encourage learners to carry out a range of activities to achieve a bronze, silver, or gold award.

3.3.5 Parents

The College will increase the collaboration with parents to ensure they are kept fully informed of what support is available and how their son/daughter is progressing This will be done by:

- A SEND parents' booklet to be created and sent to all SEND learners' parents
- SEND Web pages to be updated on college website
- Parents to be contacted half termly to be kept up to date on students' behaviour, progress, and attendance
- Information to parents regarding all exam dates and revision dates and times
- Supporting parents gain an EHCP for their son/daughter.

- Termly Coffee Mornings for SEND parents.

3.3.6 Our Staff

- We will support all Learning Assistants at the College to be educated to at least a Level 2 in ME as well as gaining a Level 2 qualification in SEND.
- Learning Assistants will receive regular training on a range of different support strategies
- Learning Assistants will be given the opportunity to gain a Level 3 qualification in Supporting Teaching & Learning.

3.3.7 Quality and Standards

- Evaluation and reporting of all aspects of SEND provision and outcomes will be embedded across the College Quality Cycle
- Regular student focus groups for SEND will be undertaken and we will report on what students say and the actions we are taking where issues are raised
- The performance of SEND teachers and Learning Assistants will be monitored through the College Learning review process
- An annual SEND student survey will be carried out and actions will be taken to further improve the provision for SEND.
- An annual SEND parents survey to be carried out to ensure parents are happy with the provision their son / daughter is receiving
- An annual survey to CMs and APs to ensure they are receiving an excellent service from the Learning Support area
- All College staff to be kept updated on all aspects of college performance regarding SEND.
- Termly LSA focus groups to be held

3.3.8 Strategic Partnerships

- We will continue to work in partnership with Portsmouth City Council and Hampshire County Council in all aspects of SEND, including the range of support we can offer our learners, the curriculum, progression opportunities and funding opportunities to ensure we are meeting all the local SEND requirements.
- We will continue to attend external collaboration groups such as the PCC SEND Strategy Board
- We will continue to work collaboratively with a range of specialist schools including
 - transitional activities for school leavers progressing to college
 - Shared CPD activities
 - Attending all Annual Reviews for Year 11 students
- We will continue to work with a range of employers to increase the work experience opportunities for our SEND learners.

3.4 High Quality Teaching, Learning & Assessment for all SEND Learners

To ensure outstanding teaching, learning and assessment for SEND, we will:

3.4.1 Students

- Learners will be given an extended induction period to ensure they fit into college life as quickly as possible; the induction will include:
 - Initial assessment activities to determine starting points and levels
 - Setting of targets
 - Introduction to the teachers and Learning Support Assistants
 - Introduction to all available support
 - Tour of the college.
- Record and monitor distance travelled so that students are aware of the progress they are making
- Ensure students are fully aware of their predicted grades and know what progress they are making
- Set targets for all students in all lessons which are recorded and monitored, so that students know their starting point, how they are progressing and what they need to do to improve
- Provide inspirational teaching, learning and assessment, stretching and challenging students so that they are motivated to learn and achieve
- Develop innovative lessons including different methods of teaching SEND in a working environment
- Students' progress will be supported, assessed, and monitored against their starting point, individual targets and goals set by teaching staff well trained in what constitutes a personalised experience, ensuring that students receive the constructive feedback on their progress which will help them to improve and progress
- Develop a robust monitoring system that clearly shows how students are progressing in all aspects of their course content that is used to plan individualised learning.
- Learning Support Assistants will use a range of strategies to support learning to enhance achievement.
- Learning Support Assistants will monitor the progress of EHCP outcomes on a weekly basis and will rag rate each outcome to clearly highlight the progress being made.

3.4.2 Assessment

A range of methods will be used for assessment to enable learners to develop their skills through individualised and personalised learning programmes; these methods include:

- The marking of SP&G will be demonstrated in all marked work
- Feedback will be developmental clearly showing the student how they can further develop their skills

- Students will complete half termly assessments which are marked, and results recorded clearly showing the progress students are making.

3.4.3 Exams

All learners requiring exam concessions will be assessed by specialist staff and the relevant support put in place for exams. The Head of Learning Support is required to sign off all exam concession assessments.

3.4.4 Teaching Staff

- All teaching staff will have good knowledge of all EHCP learners within their classes and will use a range of strategies to ensure all SEND learners make satisfactory progress.
- Teaching staff will identify the EHCP targets of each learner and work towards achievement of these targets which will be regularly reviewed.
- Teachers will contribute to the updating of progress for all EHCP targets prior to learners' Annual Reviews.
- Teachers will work closely and collaboratively with Learning Support Assistants prior to and during lessons.
- Teachers will share their scheme of work and / or lesson plans with all Learning Support Assistants supporting in their classes.

3.4.5 Learning Support Assistants

- All Learning Support Assistants will be proactive in all classes, ensuring they are offering outstanding support to the learners, encouraging, and inspiring them to achieve their goals.
- Learning Support Assistants will keep students' progress paperwork up to date at all times.
- Learning Support Assistants will ensure all learners requiring 1:1 support outside of lessons will never leave the learners unattended.

3.4.5 Job Coaches

- SEND Job Coaches will accompany small groups of SEND learners to their work experience location, they will support learners at their work experience and collaborate with the employer.
- Work experience targets and progress is monitored on a regular basis.

3.4.6 SEND Transitional Coach

The SEND Transitional Coach will:

- Work with small groups and individual students on transitioning into employment, higher level programmes, external organisations, from school to college and also from SEND discrete provision into mainstream
- Work with employers of SEND employees
- Will arrange events to promote work experience and employment opportunities for SEND students.

3.4.7 Digital

The college is committed to promote innovative use of technology in all teaching delivery and recording of student progress.

- MS Teams and / or Google Classroom to be used as a matter of course for all SEND students
- A range of specialist SEND software to be used to help learners progress within the classroom
- A broad range of innovative technology to be used within the classroom such as Kahoot, Nearpod.
- Use of iPads in teaching practice as the college digital strategy develops during the lifetime of this strategy
- Full implementation of e-SpirALS to be used across the whole SEND provision

3.5 Excellent Achievement for all SEND Learners

To ensure excellent achievement for all SEND learners we will:

- Complete progress reports every six weeks for all learners which will be sent to the learners' parents.
- SEND Team Leaders to meet with all Curriculum Managers monthly to discuss at risk SEND learners so that any problems can be addressed, and learners are supported to get back on track
- Within the Life Skills groups learning is personalised towards the learners' EHCP targets which are assessed and monitored at regular intervals to check progress being made.
- Attendance for all SEND learners to be at least 90%, all non-attendance to be followed up daily
- Monthly attendance postcards to be sent out to every SEND learner
- Celebrate students with 100% attendance

3.6 A highly inclusive curriculum that enables all SEND learners to become confident individuals, who will make a successful transition to the next phase of their journey into adulthood

The college will offer a SEND curriculum that is innovative and enhances the opportunities for our learners to gain employment or live independently. The curriculum offer will include:

- A discrete SEND curriculum that has two pathways: Employability and Independent Living Skills
- A curriculum that offers programmes at Pre-Entry through to Level 1
- A Pre entry provision that is personalised to the learners EHCP targets
- Maths and English is part of all SEND programmes
- Work experience is an integral part of all SEND programmes at Entry 1 through to Level 1
- Innovative delivery models including:
 - A classroom in industry
- A wide range of enrichment activities
- A wide range of enterprise activities
- A range of social events to enable learners to take part in new experiences such as:
 - Pizza and Film nights
 - Bowling
 - Football at Portsmouth FC
 - Halloween/ Christmas parties
 - End of Year Prom
- Residentials

3.7 Outstanding Progression Opportunities for all SEND Learners

3.7.1 There is now greater emphasis to ensure SEND learners progress into employment or independent living for those not able to work. The college will:

- Offer one full day a week work experience for all Entry 1 – Level 1 SEND learners
- Further develop innovative delivery models such as Classroom in Industry
- Embed independent living skills in all aspects of the curriculum
- Work with a range of employers to support them in taking on Supported Internships
- Giving all Foundation Prospects learners the opportunity to attend a residential to improve their independent living skills
- The SEND Transition Coach will work with and support all Foundation learners progressing into mainstream provision to fully prepare them
- The SEND Transition Coach will support SEND learners into employment, supporting both the learner and the employer
- SEND Job fairs will be held in conjunction with Portsmouth City Council

- The SEND Transition Coach will collaborate with all Specialist and mainstream schools to support learners with SEND who are progressing to the college.

3.8 Growth of EHCP and High Need Students

The college will look to continue to grow EHCP student numbers and High Need students from Portsmouth City Council and Hampshire County Council by:

- Offering an inclusive curriculum that enhances progression opportunities and independence
- Working closely with the local authorities ensuring we are meeting the needs of the city and surrounding areas
- Working closely with all specialist schools in the city and surrounding areas, keeping them updated about the college's offer at all times
- Working closely with parents, keeping them updated on our offer
- Ensuring CoPC stands out from other colleges, for the support, student experience, progress made and progression opportunities available to our SEND students
- Further developing our Supported Internship offer to ensure more SEND students progress into employment

4. Evaluation

- 4.1 The College has clear expectations that the activities identified in the Strategy will lead to improved performance and the raising of standards across all subject areas and business support processes.
- 4.2 Evaluation of the Strategy will include:
- Student achievement
 - Annual self-assessment
 - The outcomes of internal and external scrutiny
 - College QIP
 - Appraisals
 - Measuring and reviewing students' individual progress towards their goals and targets and against their starting points
 - Reviewing the impact of interventions after 6 weeks
 - Lesson observations on both teaching staff and LAs
 - Student Voice / surveys / focus groups / parents voice.
 - Annual reviews for students with EHCPs
 - Feedback from external agencies