



AN ACADEMY - PART OF INSPIRE LEARNING TRUST



## TRC'S VISION AND ETHOS



Inspire Learning Trust is committed to... Educational Social Responsibility

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset. Inspire Learning Trust works tirelessly to develop a strong ethos encapsulated within the statement below.

‘Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future’.

**‘A tradition of achievement – a future of opportunity’** – Thomas Rotherham College

# WHAT IS SEND ?



## What TRC offer:

- Students who disclose, at application, the key areas of SEND ( Cognition & Learning, Communication & Interaction, SEMH, Physical/Sensory) are offered a transition event at TRC prior to their enrolment to aid the move from school and Level 2 studies to expectations of college and Level 3 study.
- Students with SEN disclosures will have access to Thrive (Learning Support Team) from the beginning of term 1 and will be offered:
  - ✓ A keyworker allocated to them, who they meet on a regular basis.
  - ✓ An Individual Learning Plan to meet the needs of the SEND cycle (Assess, Plan, Do, Review)
  - ✓ A weekly session, running from September to December, tailored with key themes/areas, to aid their transition to post-16 education.
  - ✓ Weekly workshop support post December programme, to work on identified areas of need *e.g. underpinning study skills associated with their Level 2/3 subjects, time management and organisation, social and emotional and mental health support.*
  - ✓ A quiet place to study in the CLASS area
  - ✓ Access to a wellbeing room, used for mindfulness and regulation
  - ✓ Opportunity to engage in lunch clubs with peers
  - ✓ Invitation to join Lifeskills programmes (*currently running are communication skills and basic cooking*)
- In-class support with a Learning Support Assistant (currently offered to students with an EHCP, Education, Health and Care Plan)
- Access to TRConnect – a team of experienced staff in supporting students' mental health, including college counsellors, in promoting positive mental health and meeting the needs of our students through a pathway appropriate to their needs.

## POLICIES



All our policies can be found on our SEND webpage:

<https://www.trc.ac.uk/send/>

Head of Faculty for Learning Support & Student Wellbeing –

Susan Miles

([s.miles@trc.ac.uk](mailto:s.miles@trc.ac.uk))

01709 300600



# WHAT SHOULD I DO IF I BELIEVE MY CHILD NEEDS ADDITIONAL SUPPORT?



## Pre-Enrolment

- Please encourage your child to disclose any needs that they may require support with on their college application form.
- On completion of the above, please complete an additional questionnaire emailed out to parents/carers and prospective students.
- Please be mindful that TRC does not receive SEND information from your child's secondary schools therefore it is imperative you complete the above steps in order to receive support from day one.

## In-year

- Please encourage your child to either:
  - ✓ Visit the Thrive team, located in office W104
  - ✓ Talk to their teachers about a referral to Thrive
- Please do not hesitate to contact the Head of Learning Support & Student Wellbeing – Susan Miles at [s.miles@trc.ac.uk](mailto:s.miles@trc.ac.uk) or you can contact me on 01709 300600.

## WHAT IS THE GRADUATED RESPONSE?



This is an arrangements to assess and review children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

- An Individual Learning Plan (ILP) is created by the student and their CLASS keyworker upon their first meeting and is subsequently used to follow the SEND cycle of Assess, Plan, Do, Review.
- An ILP is created for all students who attend CLASS for support, either in the short-term or for longer term support.
- The ILP collates teacher/tutor comments and/or concerns, along with the student's views and comments and/or concerns. These conversations can revolve around a whole range of issues, such as a student's preferred way of working, accessing the curriculum, helpful/unhelpful approaches in the classroom etc.
- Appropriate interventions and action points are agreed upon and logged, thus creating an individual support package for each student.
- A commitment of meeting, preferably weekly, with the student's keyworker is essential in order for effective monitoring and reviewing to take place.
- Weekly support in a post-16 Learning Support environment can include: *supporting with underpinning study skills associated with Level 2/3 study, time management/organisation of workload, supporting with social and emotional and mental health difficulties.*
- The suitability of set interventions/action points are addressed, along with the opportunity to raise any new concerns on a weekly basis, therefore monitoring the effectiveness of the support package on offer.
- A student's keyworker will work together with the student, and their subject teachers/tutor collectively to address issues and implement the most appropriate supportive strategy.

## WHAT IS THE GRADUATED RESPONSE?



- Information provided on our pre-enrolment questionnaire, from parents/carers and students prior to enrolment, acts as a starting profile for teachers to shape their teaching and learning and classroom environment to meet the needs of students with additional needs in their classes.
- Interventions which can be implemented early can include seating plans, provision of and accessibility to materials, sensitivity of questioning techniques etc.
- The Learning Support team (Thrive) liaise with teachers on-going, but during the first half-term of Term 1 they will support in determining the effectiveness of such interventions, and often suggest amendments/additions in line with the student's Individual Learning Plan to consistently review and address evolving needs.

## WHAT IS THE GRADUATED RESPONSE?



- Thrive is made up of staff experienced and trained in varying areas of SEN, including:
  - ✓ PGCE qualified teachers in the areas of Literacy/Numeracy/ESOL
  - ✓ Level 7 assessors for exam access arrangements
  - ✓ Senior Mental Health Lead training
  - ✓ Emergency Mental Health First-aid training
  - ✓ Trauma Informed Practitioner status (TISUK)
  - ✓ Elkan: Speech & Language Development 16+
  - ✓ HEPP: Embracing Inclusion
  - ✓ Understanding Autism
  - ✓ NHS Eating Disorders – Early engagement & Intervention training



## HOW DO WE INCLUDE CHILDREN AND THEIR FAMILIES?



- Arrangements for consulting young people with SEN and involving them in their education
- Regular meetings between student and their keyworker are effective in allowing a young person to have a voice in what is and isn't working well for them, and together to amend their support package.
- Parents/carers of students with an EHCP will receive half-termly telephone reviews with the young person's keyworker.
- Opportunities to discuss any SEN issues with the Head of Learning Support & Student Wellbeing at parent's evenings (this must be booked by the student in a post-16 setting).

# SUPPORT WITH TRANSITION



- **Transition in** – Day events for young people to:

- ✓ Meet other prospective students
- ✓ Meet the Learning Support team (Thrive)
- ✓ Experience a tour of the college grounds, with attention to key areas and functions
- ✓ Learn about rules/expectations/what to expect in TRC's post-16 setting and how they may differ from those at school
- ✓ An explanation of how the college timetable operates.

*(Student with an EHCP may be offered additional visits to meet their needs.)*

- ✓ Parents/Carers to receive a Learning Support pamphlet, detailing how our Learning Support operates and an email from their child's keyworker to introduce themselves and means of communication.

- **Transition out** –

- ✓ Access to 'Pathways' with an experienced careers team within TRC. *(Your child's keyworker will often work closely with the designated careers adviser to help inform prospective pathways.*
- ✓ Accompanied visits to local universities/higher education centres, where appropriate.
- ✓ Invitation to DSA support event by local universities.

# ADMISSIONS AND ACCESSIBILITY



[TRC-Accessibility-Statement-June-2021.pdf](#)

<https://www.inspiretrust.uk/wp-content/uploads/2023/10/TRC-Admissions-Policy-Statement-2023.pdf>

## How do we evaluate the effectiveness of provision?



- Quality Improvement Plan actioned and maintained throughout the year.
- Regular case conferences are held within Thrive team, and in wider context of the pastoral tutorial team.
- RAG rated attainment, in line with TRC's key assessment points.
- Student voice – collected from students who attend Thrive.
- Wellbeing committee – a peer led group of students to share student views, including the college's approach to wellbeing.



## How are young people with SEND included in extra curricular activities?



- TRC hosts extra-curricular events, of which Learning Support (Thrive) inform of and encourage students with additional needs to consider participation in, such as LGBTQIA+, Feminism society and debating society.
- TRC has set up a student council, of which Thrive are keen for a member of the council to represent diversity and equal opportunities across the student body.

What if I am not happy with the support my child is receiving?



All students receiving additional support in the Faculty of Learning Support & Student Wellbeing are allocated a keyworker within the team.

Please email any concerns at first name [initial.surname@trc.ac.uk](mailto:initial.surname@trc.ac.uk) as they will be best placed to discuss your child's support plan.

Alternatively, if your child doesn't have a keyworker or you would prefer to contact the Head of Learning Support & Student Wellbeing, you can on [s.miles@trc.ac.uk](mailto:s.miles@trc.ac.uk) (01709 300600)

## GLOSSARY OF KEY TERMS



- TRC – Thomas Rotherham College
- Thrive – Learning Support Team
- ILP – Individual Learning Plan
- SEMH – Social & Emotional and Mental Health
- EP – Educational Psychologist
- WMIM – With me in Mind