



<p>1</p>	<p>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>At Thomas Knyvett College:</p> <ul style="list-style-type: none"> • We carry out screening tests biannually for every student in order to identify those who need extra support in literacy and/or numeracy. • Students complete MIDYIS testing in September of the year of entry to assist in the target setting process. • We work closely with all primary schools at the time of transition so that students with SEND are supported from the beginning of their education at the college. • There is a referral process within the college so that staff can identify students who they are concerned for to the Inclusion department for further investigation. • We work closely with various outside agencies in order to identify and support students with SEND. • Parents are able to contact the SENCO to discuss concerns at any time.
<p>2</p>	<p>How will early years setting / school / college staff support my child/young person?</p>	<p>At Thomas Knyvett College:</p> <ul style="list-style-type: none"> • All staff have a responsibility to support students with SEND within the classroom and this is done as standard practice by classroom teachers through differentiation and adapting teaching to cater for individual students' needs. • Staff receive regular training to help support students in the classroom effectively. • The SENCO oversees and plans the additional support offered for students with SEN and various members of the inclusion department will work with the student to help them make progress. • There are teaching assistants in lessons. • The SENCO and other SEND teachers, our Student Relational Worker, HLTAs, an attendance officer, our student welfare officer, EAL support, and outside agencies will support a child towards making the expected progress • Any interventions in place will be explained through IEPs.

3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • Should further explanation be required, the SENCO can always be contacted. <p>Thomas Knyvett College:</p> <ul style="list-style-type: none"> • Offers a variety of courses, both vocational and academic, to best provide for the needs of all students. • Promotes differentiation as standard practise. • Has a designated teaching assistant in every faculty to assist with differentiating resources and activities for our SEND students. • Believes that differentiation should be personalised and that one way of differentiating does not suit every student. Differentiation will assist a child to access their learning and therefore make better progress and this is why it is at the forefront of every teacher's planning at the college. • Offer bespoke packages to support individual needs. • Offers our GOAL class, which consists of a highly differentiated curriculum and structured in line with a primary classroom environment, is tailored and personalised to meet the requirements of our students with the greatest need.
4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> • If there are any concerns or queries from parents regarding their child's progress, all teachers can be contacted by telephone or email and will receive a reply within 48 hours. • For SEND, the Inclusion department hold drop in evenings on a termly basis where staff are available to discuss any issues a parent may have. • Parents are invited to attend academic tutoring days where progress is discussed and IEPs are reviewed and new targets are set. • The college closely monitor the progress of students through robust and regular assessments. • The expected progress of students is shared with parents through six weekly data cycles which are available on the VLE and parents evenings. • Students in our GOAL classes have a home school book which enables communication on a weekly basis. • Whole school planners are used to record information. • Information evenings are offered for parents that provide information on how to support learning at home in a variety of areas • Parents can access the VLE which has information regarding their child and their progress available.

		<ul style="list-style-type: none"> • The inclusion department offers workshops run by outside agencies for parents to enable them to support their child's learning at home. • Parents of students with statements of educational need are invited to annual reviews • Parents of students on ISP and PSP reports are invited to attend all reviews. • Staff regularly send texts and emails to parents regarding both positive and negative behaviour of students at the college.
5	What support will there be for my child's/young person's overall well-being?	<p>Thomas Knyvett College offers a variety of support for students including:</p> <ul style="list-style-type: none"> • Mentors from CISCO. • Reading buddies. • Support for students with SEND to promote their overall wellbeing, including a variety of BESD courses for self-esteem and anger management. • Our pupil welfare officer, who is available to offer medical support in all aspects of personal care and is responsible for the administration of any medication needed to be administered. • Our student relational worker who provides opportunities for one to one counselling sessions and small group work. • Individual Support Programmes and Personal Support Programmes in place at Thomas Knyvett College to support students in terms of their behaviour. • Additional support from Surrey behaviour support services. • An attendance officer who provides incentives for students to increase attendance. • Form tutors who provide continued support for students and their overall well-being. • Our student council. • Students with SEND attend their reviews and their views are noted and taken into consideration. • Support students in making their views heard through creating a safe environment where pupils feel comfortable to express their opinions.
6	What specialist services and expertise are available at or accessed by the setting / school / college?	<p>Thomas Knyvett College:</p> <ul style="list-style-type: none"> • Have SEND teachers and a HLTA who has qualifications in various different aspects of SEN interventions. • Have A SENCO who has achieved the National Award for SENCOs. • Employs a Student Relational Worker • Has access to an Educational Psychologist, Behaviour Support and Learning and Language Support. • Work closely with ASD outreach

		<ul style="list-style-type: none"> • Work closely with agencies such as CAMHs, occupational therapy, healthcare and social care when needed.
7	What training are the staff supporting children and young people with SEND had or are having?	<p>At Thomas Knyvett College:</p> <ul style="list-style-type: none"> • There is a robust training programme in place at the college where staff receive training on a variety of different SEND needs on a regular basis. • Support staff have their own training programme which enables them to develop their understanding of how to most effectively support students with SEND in the classroom and this includes input from outside agencies. • Our Special Needs Co-ordinator (SENCO) has completed the mandatory National SENCO Award and is a qualified teacher. • We build special educational needs into our strategic training programme.
8	How will my child/young person be included in activities outside the classroom including school trips?	<p>At Thomas Knyvett College no student is excluded from attending any educational school visit because of their SEND need. If necessary, adaptations are made to allow the student to participate and these will be discussed with the parent beforehand to ensure all parties are content with the finalised arrangements.</p>
9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> • The building is currently not fully wheelchair accessible and this is an area we are addressing. The visual environment within the college is always being improved. • Recently students' photos have been displayed on corridors along with inspirational quotes designed by some of the college's Art students. • Disabled changing and toilet facilities are available on site. • There are hearing loops in selected classrooms. • We ensure parents whose first language is not English are able to communicate with the school through providing letters in different languages where required. • We have a number of staff who speak a range of languages and are able to assist a large number of parents with communication between home and school.
10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	<p>Thomas Knyvett College:</p> <ul style="list-style-type: none"> • Works closely with primary schools to ensure a smooth transition for students as they begin their education with us. • Invites Students from local primary schools into the school for educational days as early as year 5 so they become familiar with the College, the environment and the staff. • The Head of Year 7 attends primary schools and meets with the students in their own

		<p>setting,</p> <ul style="list-style-type: none"> • Has a SENCO who attends a marketplace to discuss all students on the SEN register with their primary school SENCO and also attends the year 6 annual reviews for statemented students who will be joining the college. • Offers induction days that allow the students to preview school life at the college • Implements, for the most vulnerable students who will find the transition hard, there further induction days led by the Head of Year 7, the SENCO and our Student Relational Worker.
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	<ul style="list-style-type: none"> • Efficient use is made of all resources. This is evident through the levels of progress that SEND students are making at Thomas Knyvett College compared to the National rates of progress. • The level of support we offer to our SEND students is generally far higher than the funding we receive. • Students receive support based on their level of need and this equates to much more than we receive in terms of funding for each student. • The school maximises its use of pupil premium funding and year 7 catch up funding. • Thomas Knyvett College uses Surrey guidelines in order to offer appropriate support according to the level of need of the student, including our GOAL classroom and environment.
12	How is the decision made about what type and how much support my child/young person will receive?	<p>At Thomas Knyvett College:</p> <ul style="list-style-type: none"> • The decision about what type of support and how much support a student receives is made on an individual basis, taking into account many factors and based primarily on the level of need of the student. • Ultimately, the SENCO is responsible for making such decisions, but there is input from a variety of other professionals including classroom teachers, senior leadership, the Student Relational Worker, the Welfare officer and the behaviour manager, as well as the learner and their family • The impact of this support is measured through qualitative and quantitative means and is tracked closely through provision management.
13	How are parents involved in the setting/school/college? How can I be involved?	<ul style="list-style-type: none"> • We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. • We operate an open door policy. • Parents are invited to contribute though a number of means, including regular drop in sessions.

		<ul style="list-style-type: none"> • Our Governing Body includes Parent Governors/representatives.
14	Who can I contact for further information?	<p>Depending on the nature of the enquiry would depend on who the first point of contact in the college should be.</p> <ul style="list-style-type: none"> • Form tutors, house leaders and the behaviour manager can always be easily contacted and they will forward any issues they cannot resolve themselves to the relevant person. • For SEND related issues the first point of contact would be the SENCO. • The college operates a 48 hour return policy, where all phone calls and email queries will be answered within this time scale. • All staff at the college have a role in every students' education and therefore we are able to provide a well-rounded, personalised and enriching educational experience for our students.