



The Ferrers
School

SEND Information Report

Academic Year 2019/20

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Introduction

Welcome to our SEND Information Report which forms part of the Northamptonshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND.

This document has been designed to advise families with children who present with Special Educational Needs, Disabilities and or are vulnerable on the provision available at The Ferrers School. It should guide families when deciding if The Ferrers School is the right educational setting for their child.

When we talk about “provision”, we mean what we provide to meet the needs of a student and help them make progress at school which is appropriate to their age.

What is SEN?

At different times in their school career, a child or young person may have a special educational need. The May 2015 Code of Practice defines Special Educational Need (SEN) as:

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

a) have a significantly greater difficulty in learning than the majority of children of the same age;

or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. If a learner is identified as having SEN, The Ferrers School will make provision which is “additional to” or “different from” that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

It is important to note that not every pupil making slower progress has SEN. Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning. Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils for whom English is an additional language may also be identified as SEN if their needs meet the criteria above.

What is disability?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people with 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 disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

Students at The Ferrers School who have a disability but do not have SEN are recorded on our SEND register as having "Identified Needs". Our facilities for helping disabled learners to access the school are described fully in the school's Accessibility Plan, available at

<https://www.theferrers.org/page/?title=Policies&pid=27>

Accessibility

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school, disabled toilets; wide corridors and equipment to help with reading and writing. The school is on one level and is accessible for wheel chair users and disabled students. Where external advisors recommend the use of equipment or facilities which the school does not have, we will rent, borrow or purchase/ contribute to purchase if funds allow or if more than the notional £6000, apply for higher needs funding.

What types of SEND are provided for at The Ferrers School?

There are four broad areas of need, although the Trust and The Ferrers School recognises that a student's needs may fall into one or more categories. The Ferrers School provides provision for all areas of need in line with the appropriate provision students require.

1. Communication and Interaction (C&I):

Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive) or they do not understand what is being said to them (cognition). They may not understand or use social rules of communication. Children with Autistic Spectrum Conditions (ASC) including Autism or Asperger can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication and imagination, which then impacts on how they relate to others.

2. Cognition and Learning (C&L):

A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties (SPLD), Moderate learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.

3. Social Emotional and mental Health (SEMH):

Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.

4. Sensory and or Physical Needs (SI/PD):

Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEN provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

What is our approach to teaching students who have SEND?

All Ferrers School / CMAT staff will work collaboratively to create vibrant, successful centres of learning for those with SEND in the heart of our local community. Using their best endeavours, educational outcomes will be generated, through exciting, inclusive, forward thinking or different methods, to enable aspirational opportunities for all students.

We value high-quality teaching (“Quality First Teaching”) for all students and monitor the quality of learning and teaching in the school. We use a range of methods to do this including regular lesson observation, work scrutiny by Curriculum Leaders and Senior Leaders, learning walks (when senior staff and/or SENCo follow a student or group of students to see at first hand their learning experiences), regular professional development training for all staff.

All teachers and SEND support staff will be informed about your child’s individual needs and will differentiate their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities, to enable your child to access the learning.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available, and should your child need this, it would be discussed with you.

Information about the expertise and training of staff in relation to children and young people with special educational needs and how expertise is secured.

All teachers and teaching assistants have had the following awareness training:

- Quality First Teaching
- SEN Awareness and classroom strategies
- Safeguarding training
- Child sexual exploitation training
- My concern training
- ASD awareness and classroom strategies

In addition, some Teachers have received specialist training as follows:

NASENCO, TEACCH Training, ADHD awareness, dyslexia training, Attachment training, The traumatised child, Oppositional Defiance, inclusion agenda, the new code of practice, Team Teach positive handling, getting the most success from Student Premium, Inclusion Agenda training, Wellbeing, self-harm, resilience, protective behaviours, Ehlers Danlos, visual impairment training.

Support staff and TA's have received training on:

Emotional Health and well-being, Wellness, Autism awareness, Youth mental health first aid, ADHD Awareness, Success maker, Visual impairment, hearing impairment, TUTE, visual impairment and use of the prodigy, SEN classroom strategies, an effective TA and Catch Up Intervention Training for Literacy and Numeracy

If a training need is identified beyond our current staff specialisms, we will access CPD programmes, local alliance schools and links with external specialists to include:

Cambridge Meridian Trust
Maplefields Teaching School Alliance
The Schools, Students and Teacher network
Fairfields Teaching School Alliance
Eventbrite

Courses for parents and carers:

Three specialist support service runs courses for parents and carers of children and young people with Autism or other special educational needs or disabilities. These are available to view and book on line at <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-support-for-send/Pages/courses-for-parents.aspx>

How does The Ferrers School identify children and young people with SEN and assess their needs?

All students undertake assessment in Year 7 to ensure that they are Secondary ready. Cognitive Ability tests are used to measure potential and highlight possible difficulties that students may be facing. In addition GL Assessments are also undertaken in Numeracy and Literacy to identify students that do not meet expected standards.

GL Assessments are undertaken at the beginning and end of each year for all pupils to track progress.

The Ferrers School acknowledges that students' needs should be identified and met as early as possible. The SENCO in conjunction with class teachers, curriculum leaders and senior tutors, closely monitor the progress and attainment of all students, including those who have or may have SEND.

A student may have additional needs if:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- Progress fails to close the attainment gap between the child and their peers
- The attainment gap widens

It can also include progress in other areas than attainment (p84 Code of Practice document)

However, identification may also be because of:

- Teacher concern
- Following up parental / carer concerns
- Tracking individual student progress over time
- Liaison with partner primary schools on transfer
- Information from previous academies/schools
- Information from other services

If further assessment is required we use a variety of assessment tools appropriate to the area of need, to support us identify specific areas of difficulty, to explore appropriate intervention and provision to support the child with their needs. If it is thought a child or family needs a more in-depth assessment, we have good working relationships with outside agencies and a referral can be made.

The statutory guidance for identification, assessment and provision of SEN is documented within the Code of Practice and is based on a model known as the 'Graduated approach'. (Appendix 1)

Using the graduated approach, students will be identified on the schools SEND systems at the appropriate level, which is accessible to all staff. A visual representation of the system can be found in Appendix 1.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

All students, including those with SEND, are assessed on a regular basis, in accordance with the academy's assessment policy. Teachers formally assess and review progress and attainment 2 times a year, which is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. GL Assessments are also repeated annually to demonstrate progress.

Individualised assessment tools include:

Standardised tests, profiling tools, criterion-referenced assessments and checklists, questionnaires for parents and students, observations and screening assessments. The individualised assessments are informative and offer greater clarity about a student's strengths and weaknesses and offer targeted approaches to teaching and learning.

At The Ferrers School we are experienced in using the following assessment tools:

Wide Range Achievement Test (WRAT 4) to provide a measure of reading, reading comprehension, spelling and number, Vernon spelling tests, Strengths and difficulties questionnaire (SDQ) to screen behaviour, The Boxall Profile to explore behavioural and emotional difficulties, Sensory Assessment checklist to identify underlying causes or triggers for sensory difficulties, Functional Communication skills indicates further communication barriers to learning, attachment profiling, communication trust tool kit to identify communication and interaction difficulties. SEND students who are identified at Wave 3 of the graduated approach will have review meetings as required. However, as stated in the Code of Practice, this should be at a minimum of three times per year.

We also have access to the following advisors:

Education Psychologists, Visual and Auditory Impairment Advisors, Autism/ ADHD Spectrum SEND Practitioners, the school nurse, CAMHs, CHUMS, Education Inclusion Partnership, Service six, Virtual Schools, Relate, Talk Time, Social Work skills and Speech Therapists and counsellors who are able to use the following assessment tools; Phonological Assessment Battery (PhaB2), Test of word reading efficiency (TOWRE-2), Wechsler Individual Achievement Test for teachers (WIAT-11-UK-T), York Reading assessment of reading comprehension Secondary (YARC), Wide Range Achievement Test (WRAT 4),

All students with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress of meeting the outcomes stated in the plan.

How the school adapts the curriculum and learning environment for students with special educational needs

When a student is identified as having SEN (Wave 3 on the graduated approach model), that need will be recorded along with the response and support needed. The support will vary depending on the young person's needs. The students' progress will be monitored under the Graduated approach assess, plan, do, review. All teachers are teachers of SEN and adjustments will be made in class to deliver High quality first teaching to meet the needs of that young person.

Where appropriate, teaching assistants support students in all aspects of the curriculum including college courses, trips, Duke of Edinburgh, after school activities, unstructured times. Additional risks assessments will be undertaken for offsite activities and residential.

The school adapts the learning environment by setting according to ability, varying class sizes, ensuring appropriate seating plans, devising work stations and work systems where needed, offering support resources such as writing slopes, sloped cushions, fiddle toys, scribble pads, alpha smarts, access to lap tops. The classrooms are well displayed with prompts, visual structures and key vocabulary to support the learning of students. The specialist Learning Support department has bespoke spaces for quieter, focussed and nurturing interventions. All of the above are deemed 'reasonable adjustments' made to meet the range of SEND.

The site is wheelchair accessible and all on one level and specialist equipment can be hired or purchased to support accessibility.

Who should I contact if I want to find out more information or think my child may have SEND?

If you have any concerns about your child's progress your first point of contact should always be the form tutor. Following this communication, the form tutor will contact the SENCO to discuss these concerns, if appropriate. This is the first step in the graduated response of students' needs.

The SENCo at The Ferrers School is Mrs Keighly Murphy who is a qualified teacher, holds the National Award for SEN Co-ordination and additionally has the following qualifications TEACCH Training.

Contact details for the SENCo are: +44 (0)1933 313411 or email Keighly.Murphy@theferrers.org
SEN administrator can be reached on the same number and email learningsupport@theferrers.org
Academy Council Member for SEND – Melvyn Kay, MKay@cmatrust.net

Parents and carers should maintain regular contact with their child's tutor as they will remain the first point of contact. However, parents/ carers can request a meeting with the SENCO anytime during the academic year if they wish to discuss a young person's progress or to raise any SEN concerns they may have regarding SEN. (See Appendix 2 -Key Responsibilities)

Complaints procedure

The Ferrers School has a formal complaints procedure for any complaint made by parents/carers. This procedure should be followed for any complaint about provision made for special educational needs. We encourage parents to discuss their concerns with tutors as a first point of contact. If the matter is not resolved then the SENCO will make every attempt to resolve matters. If the outcome from meetings with the SENCO

and agreed actions undertaken are still unsatisfactory, matters can be brought to the attention of the Principal. Continued dissatisfaction may take a complaint to the Academy Council.

If the complaint is not resolved after it has been considered by the Academy Council, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

Transferring between phases of education or in preparing for adulthood and independent living

At The Ferrers School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We liaise closely with our feeder schools to ensure all records and data are transferred. We also use standardised reading and spelling tests; observation and concern regarding the lack of progress noted by staff and parents; progress against national averages and student self-assessment; meetings with parents prior to starting; additional transition visits on top of the usual three for more vulnerable young people; SLT visits to schools to familiarise themselves with students; SENCO to meet to exchange information and need; SENCO to attend the annual reviews of all year 6 students where possible. All vulnerable students or students with SEN are provided with a transition booklet to familiarise with routines, procedures and the structure of the school prior to the summer holidays.

All KS3 students are supported with option choices and have the opportunity for taster sessions in subjects they have never undertaken. SEN students and their parents have the opportunity to discuss options choices with SEN students at Options evening and by appointment.

Peer mentoring is also used to support student's transition between phases of education. All disadvantaged and SEN students have access to careers advice service to support their transition through key stage 4 into key stage 5, College, apprenticeships, Traineeships, vocational courses or other educational settings. SEN students will be supported to undertake transition visits to the new setting. Meetings will be held between SENCO's and all information and resources that were successful will be shared with the new SENCO. All files and records are transferred as per school protocol.

Students with EHCP Plans will have their annual review before January of the transition year to allow time to process and plan the transition in good time.

Preparation for working life and life skills lessons are available to support our more vulnerable SEN students.

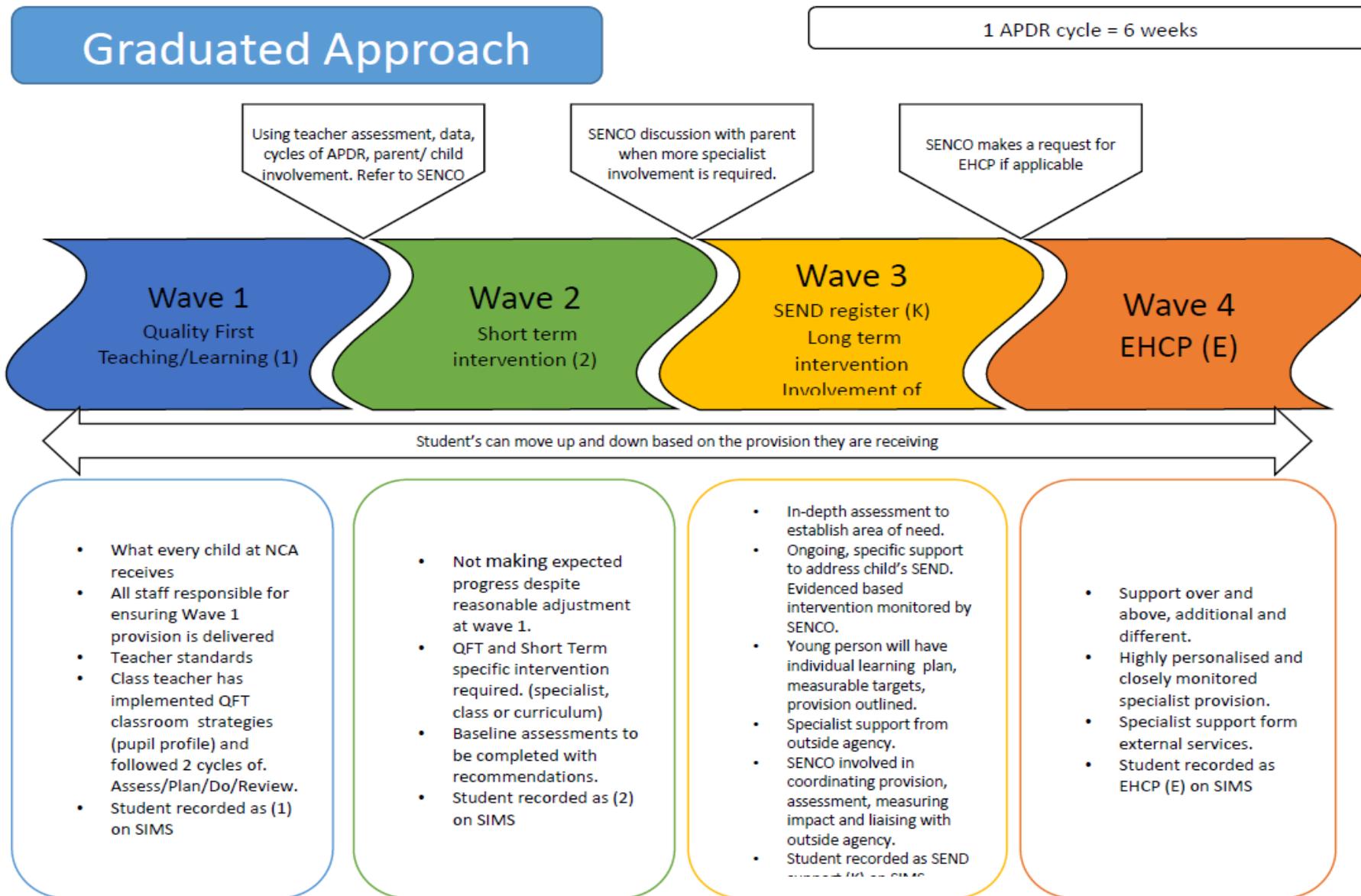
Information on where the local authority's local offer is published.

The local authority's local offer is published at:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Pages/default.aspx>

We advise parents and families without access to the Internet to make an appointment with the SENCO for support to gain the information they require by calling SEN Administrative support on 01933 313411 or emailing learningsupport@theferrers.org

Appendix 1 – The Graduated Approach



Appendix 2 - Key responsibilities

Class teachers are responsible for:

The progress of the child in their lessons, including students with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.

- Planning and delivering individualised programmes for SEND students, taking into full account the Pupil Profile to ensure the needs of the child are met.
- Where relevant, making appropriate use of the Teaching Assistant. The Teaching Assistant is there to assist; responsibility for the class is in the hands of the teacher.
- Being familiar with the needs of students in their class who have SEND, and to be familiar with all information as set out in the Pupil Profile.
- Contributing to the child's Pupil Profile (as required).
- Making themselves aware of policy and procedures for the assess, plan, do, review graduated response
- Giving feedback to parents of students with SEN.

Subject / Curriculum Leaders / Middle Leaders are responsible for:

- Ensuring that the requirements of SEND students are met in the Schemes of Work and that any examination course followed takes into account the needs of the students.
- Ensuring that progress is made for all SEND students in their subject area

Senior Tutors / Vice Principals / Assistant Principals are responsible for:

- Ensuring that subject leaders are meeting the requirements of SEN students in their lessons.

The Special Educational Needs Coordinator:

- Ensuring that the Houses, SEND support team and teaching staff are meeting the requirements of SEND students
- Resolving any complaints, where the form tutor/ Senior Tutor has been unable to do so
- Keeping the Senior Leadership Team informed about SEND issues
- Overseeing the day-day operation of SEND policy and procedure.
- Ensuring that an agreed, consistent approach is adopted
- Co-ordinating provision for children with SEN
- Liaising with and advising other staff
- Supporting class teachers and Academy teams in devising strategies, drawing up Pupil Profiles, setting outcomes appropriate to the student's needs and advising on appropriate resources and materials for use with students with SEN and on the effective use of materials and personnel within the classroom
- Maintaining the Academy's SEND register and records together with monitoring and evaluating the School's provision of support and progress of children with SEND in ensuring a graduated approach.
- Liaising with parents of children with SEND needs (in conjunction with College teams, class teachers and TA's)
- Contributing to the in-service training of staff
- Key point of contact with external agencies especially the Local Authority
- Liaising with SENDCo's in other schools to help provide a smooth transition from one school to the other
- Keeping aware of the latest legislation, guidance and best practise regarding SEND
- Organising the daily activities of SEND Support Workers and Caseworkers
- Timetabling of SEND Support Workers and Caseworkers
- Helping to produce Pupil Profiles and monitoring their completion
- Tracking student's progress
- Carrying out reviews and appraisal of SEND Support Workers and Caseworkers

- When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

The Executive Principal is responsible for:

- The management of all aspects of the Academy's work, including provision for all students with SEND
- Keeping the Academy Council informed about SEND issues Inc.: progress of SEN students
- Working closely with the SEN personnel within the Academy
- Ensuring the implementation of policy and procedures to do with SEND

The Academy Council will ensure that:

- SEND provision is an integral part of the school improvement / development plan the necessary provision is made for any students with SEND
- All staff are aware of the need to identify and provide for students with SEND
- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- It reports to parents on the implementation of the school's SEND policy
- It has regard to the requirements of the SEND Code of Practice (2015)
- Parents are notified if the school decides to make special educational provision for their child
- It is fully informed about SEND issues, so that it can play a major part in school self-review
- It sets up appropriate staffing and funding arrangements, and oversees the school's work for students with SEND
- The quality of SEN provision is monitored
- They approve the SEND policy and report on an annual basis