

FEARNS COMMUNITY SPORTS COLLEGE

School Number: 14108

*For the purpose of section 65(3)(a) of the Act the SEN information which the governing body or proprietor of every school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in this Schedule.
A school must publish its report containing SEN information available on its website.*

SEN Information Report
April 2017

Name of the Special Educational Needs/Disabilities Coordinator:

MRS SHEILA CLEMENT

Contact details:

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The kinds of SEND we provide for.

At Fearn's Community Sports College we are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement we aim :-

"To go further than I thought, to run faster than I hoped, to reach higher than I dreamed to become the person I need to be. Achieving success together".

The school follows the SEN Code of Practice (2014) to ensure disabled pupils have access to all curriculum teaching/facilities and will liaise with outside agencies/IDSS for specialist information/training.

- All pupils whether they have SEN or not will be involved in the full life of the school.
- It is the policy of the school, that all pupils, regardless of their disability, have full access to the life of the school.
- Teaching Assistants will accompany and support pupils with physical disabilities around school as necessary to comply with Health and Safety regulations.
- On the grounds of Health and Safety, school will offer comparable activities for pupils with physical disabilities.
- Accessibility Plan in place (available on request).

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

- Information from Year 6 transition visits and documentation sent from primary schools is used in order to assess and monitor the new intake – this is evaluated throughout the course of the year and amended where applicable by the SENCO.
- The school is to continue to identify students' needs and SEN stage by categorising students into: Wave 1 (Monitoring) , Wave 2 – SEN Support, Wave 3 -Statement , Educational Health Care Plan and pupils who have a SEN Support linked to outside agencies. All new students to the school are assessed (standard tests for reading, spelling, numeracy). Information is used to assess students and ensure ability setting is accurate.
- The SEN Code of Practice (2014) describes four broad categories of need. These are communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action as a school we need to take, not to fit a pupil into a category. At Fearn's school we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

What is **NOT SEN** but may impact on progress and attainment; is a

- Disability (the Code of Practice outlines that “reasonable adjustment “ is a duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality issues.
- Health and welfare issues.
- EAL.
- Being in receipt of Pupil Premium grant.
- Being a Looked After Child.
- Being a child of serviceman/woman.

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour will be investigated to recognise and identify if there is a learning need.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

- Specialists within school include 1 TA with Speech, Language and Communication; 1 TA with Phonics and Sounds Right Specialism; 1 Behavioural TA.
- Tor View Outreach Support Service provides additional support to students and parents. This is bought in for students who require it.
- Specialist support staff communicate with parents and families.
- SENCO, specialist TAs, attendance officer and pastoral staff communicate on a daily basis with parents who have additional needs via home visits and phone calls.
- All teaching staff are responsible for providing resources and displays which are accessible to all students.
- Resources for VI students are modified in advance (when needed).
- Specialist equipment is provided where required. For example, modified equipment in Technology and other practical subjects. SEN pupils are able to access laptops (depending on their difficulties).

Personalised timetables for individual students are put in place in extreme circumstances. For example, reduced GCSE options to allow for 'catch up time'. SEN pupils who show leadership skills are encouraged to join the SENATOR programme to peer support other SEN pupils.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

- We encourage and nurture close relationships with parents. We also encourage parents to contact school or visit school as and when required.
- A summer school is offered in July/August to allow Year 6 transition pupils to experience school life at Fearn.
- New parents are invited to New Intake Evening in July, prior to a September start, followed by a Year 7 settling in meeting with the Achievement Leader and the school SENCO early in the first term.
- Transition is highly important and parents of Year 5/6 students are invited to attend Open Days in September each year. In addition to this school holds Parents' Evenings and an annual consultation day for all pupils/parents.
- Achievement Leaders are available to meet parents on a 1:1 basis. Communication via email and the Parental Portal is encouraged.
- Appointments are made with parents but we also encourage an open door approach.
- Home visits can be arranged for parents who find it difficult to attend meetings at school.

- The SEN department also has close communication with parents via the following: annual review meetings, termly parent drop-in evenings, additional transition visits, without prejudice visits, regular phone and email communication with parents.
- Parents are given an opportunity to feedback to the school via questionnaires. These are regularly completed by parents at Parents' Evenings and Invitation Evenings. In addition to this, parents are welcome to give verbal feedback to staff which will be actioned on accordingly.
- Annual written reports are sent to parents in addition to termly progress reports which indicate pupil progress and effort levels across all subject areas. Any concerns are followed up by Achievement Leaders and for SEN students the SENCO is actively involved in providing appropriate intervention in order to support pupils where necessary.
- Help is available to parents who may have learning difficulties or language barriers.

The school website along with the Parental Portal provide details of key contacts within school and encourage parents to communicate with us on a regular basis.

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

On entry -

- All pupils in Year 7 or on admission have baseline screening assessments.
- Lucid - Exact Reading Spelling and Comprehension Tools.
- Vernon's – Graded Arithmetic Test.
- KS2 or KS3 SATs – results.
- Transfer documents.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support is undertaken on a graduated approach. This involves the teacher and SENCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, the school draws on more specialised assessments from external agencies and professionals.
- The decision made to place pupils on the register follows the steps of the **ASSESS - PLAN - DO - REVIEW cycle**. Parents, families, children and young persons are involved in this process.
- If a pupil continues to display difficulties, despite departmental and pastoral intervention, teachers can refer pupils directly to Curriculum Support by filling in a Cause for Concern sheet which is accessed on the school network. Procedures will be implemented to assess pupil's needs and action taken accordingly.

- Pupil progress is monitored and reviewed, evidence of differentiation and other strategies must be available. Movement on to the SEN Register is undertaken by the **graduated** approach, dependent upon pupils making progress or not. The Code of Practice register/Flexible Register is amended and staff informed.

If the school identifies that additional funding and support are needed from the LA High Needs Block, assessments, reports and meetings are undertaken to access a full SEN assessment for an Education, Health and Care Plan.

- All pupils take a standardised reading and spelling assessment (Lucid Exact Reading, Spelling and Comprehension test). In Year 9 pupils are also assessed for GCSE Access Arrangements through WRAT 3 / 4 Spelling and Reading Test.

All new students with EAL are assessed and interventions put in place early if language is initially a barrier to learning

How accessible is the school environment?

- Accessibility Plan in place (available on request).
- Ramped access to main building entrance and to rear main building entrance.
- All parking spaces are accessible for wheelchair users.
- Disabled toilet on lower ground floor of main building.
- Upstairs classrooms in main building, four storey building and ICT building are not wheelchair accessible.
- All other new buildings take into account disabled access to ensure access for pupils or parents with disabilities.
- Facility to relocate and timetable individuals to downstairs classrooms in order to access full curriculum (in exceptional circumstances).
- All Curriculum Support classrooms and offices are on the ground floor in a very accessible part of the school. A disabled toilet is also available in Curriculum Support.
- Furniture in classrooms and in the dining room is positioned in order to provide as much access as possible given the space available.
- All information including letters, policies and procedures can be requested with modifications e.g. language translations, larger font size and style, background colour change.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

- SEN registers are monitored by the SENCO as an on-going process. Any students taken off are automatically put on the "Flexible" register to continue to monitor to ensure interventions were successful and no longer required.
- SEN information is distributed to all staff at the start of the academic year and updated via email and placed on public drive when changes are made.
- Vocational options are provided in KS4 where it is felt this would suit individual students.
- Where appropriate and with consultation between staff, students and parents, a personalised curriculum for students is put in place. For example, GCSE option subjects are reduced. This allows for more focus on the one subject to achieve full potential and better results.
- The school aims to give every pupil access to a balanced, broadly-based curriculum. To achieve this all pupils follow the school's curriculum and have access to the National Curriculum, although it may need to be differentiated according to his/her needs.
- Teaching Assistants are made available when appropriate to provide access to the curriculum via in-class support, small group and individual support – dependent upon pupil needs.
- Individualised teaching programme / timetable designed to meet the needs of a particular child.
- Specialist equipment investigated depending on circumstances.
- Where necessary, a pupil with SEN may be withdrawn/disapplied from a subject in order to follow an accelerated literacy/numeracy programme in Curriculum Support; these pupils will be disapplied for 6 months in the first instance.
- Subject teachers and Form Tutors are expected to follow targets on a pupil's Pupil Passport. Curriculum Support will set the targets on the Pupil Passport and teachers are expected to summarise progress twice a year on a Pupil Passport Report.
- Subject teachers are expected to work closely with pupils providing differentiated, modified materials and approaches. Departments and Pastoral Teams will need policies and strategies for working with pupils whose needs do not warrant School Action, but who are experiencing some difficulty in accessing the curriculum.
- The school has a comprehensive range of resources for pupils with SEN, particularly with staffing and equipment.
- Homework is set in line with the Home Learning policy; expectations for SEN pupils are no different to others.
- Homework club is offered to help SEN students on a daily basis in the Learning Resource Centre.
- Support within lessons and 1:1 is designated where need is greatest and allows for flexibility when required.

- Where possible, support staff are placed in subject areas of strength and with pupils who respond well to them.
- Access arrangements are put in place for exams. All SEN students are tested in Year 9 if it is felt they would qualify for additional support such as extra time, scribe, reader, access to a dictionary, to ensure they receive their full entitlement.
- Literacy across the curriculum is in place outlining interventions within Curriculum Support and whole school (the SENCO has liaised closely with the Literacy Co-ordinator in order to compliment provision and provide a thorough programme of literacy support within English lessons, functional skills and intervention with Curriculum Support staff).

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- All pupils receiving specialist intervention are monitored in order to quantify impact and track progress.
- Interventions are followed up and continued if necessary in order to be of benefit in the long term and not just one off 'stand-alone' programmes.
- All interventions are documented in student files and Pupil Passports and are on provision mapping.
- Where involvement in specialist interventions has resulted in students making the desired progress, less support has been required. This can be evidenced on provision mapping and in individual reports in student files.
- If specialist programmes have been established to support behavioural needs, impact can be analysed by tracking referral records and traffic light report systems.
- Other examples of intervention programmes and monitoring include: interventions at registration, vocational opportunities, social skills, attendance, mentoring and learning outside the classroom funded projects, inclusive disability support service – VI, ASD, behaviour, and social development.

Tracking pupils.

From data, gathered decisions are made about meeting the needs of the pupils.

- Progress reports to parents analysed for under performance – intervention strategies highlighted and documentation updated regularly through consultation with achievement co-ordinators and teaching staff,.
- Where applicable, 1:1 meetings with students take place and contact with parents made by SENCO.
- Particular focus for under performance in all years is discussed with Achievement Leaders and the Deputy Head.
- At KS3 assessment in Curriculum Support lessons focuses mainly on Literacy. Reading Age and Spelling Ages are tested and monitored on a termly basis. The English department assists with the testing of reading and spelling tests.
- Additional interventions put in place for students with low R.A in relation to narrowing

the gap between chronological age and actual reading age which is closely monitored.

- Progress and evidence of impact currently being established as part of provision mapping with personalised targets for individual students which allow for challenge but are realistic.
- SENCO liaises with SLT to ensure SEN students are monitored and challenged in order to fulfil expectations academically.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

STAFFING SEN DEPARTMENT

The SEN Co-ordinator is responsible for the day- to- day operation of the SEN policy and is assisted by the following team of staff which is reviewed regularly:

- 2 Level 3 Teaching Assistants
- 3 Level 2 Teaching Assistants

GOVERNORS

The governors monitor that the needs of pupils are met by employing a SENCO. The SENCO will use the child's statement and LA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

The governors monitor monies that are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and training requirements.

What training has the staff supporting SEND had?

- The governors are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head teacher /SENCO
- The SENCO and Head teacher will keep fully up to date about SEN issues through attendance at training and cluster meetings. In addition the SENCO will develop her skills through attendance at specialists training discussion with outside specialists, reading and subscription to professional bodies.
- Teaching staff will be kept up to date informally by the Head teacher/SENCO and formally at staff meetings and training.
- Non-teaching staff will be encouraged to develop their individual specialisms within Curriculum Support as well as attending courses to gain appropriate qualifications.
- Specialists within school include 1 TA with Speech, Language and Communication; 1 TA with Phonics and Sounds Right Specialism; 1 Behavioural TA.
- Tor View Outreach Support Service provides additional support to students and parents. This is bought in for students who require it.

- Specialist support staff communicate with parents and families.
- SENCO, specialist TAs, attendance officer and pastoral staff communicate on a daily basis with parents who have additional needs via home visits and phone calls.
- All teaching staff are responsible for providing resources and displays which are accessible to all students.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Transfer arrangements and reviews

- Every effort is made to liaise fully with all schools in the transfer of pupils to ensure that full information is obtained so that the most effective learning programmes can be established for pupils with SEN. A designated member of the Curriculum Support Team visits feeder primary schools and attends annual reviews for Year 6 pupils when invited. Careful consideration and meetings take place to identify a small group of Year 6 pupils who will form the 'Link' group that is run along the lines of Nurture Group.
- Fearn's maintains excellent links with Tor View, pupils attend special schools either on work experience or as a pupil, alongside peers.
- Fearn's maintains excellent links with Accrington & Rossendale College and other Further Education Providers. Pupils are allocated places on Programme 11 to complete their education within a college setting.
- Parents are consulted on transition arrangements and invited along to college interviews. The SENCO works closely with the CEIAG and YPS service to arrange post 16 placements.

How will my child/young person be included in activities outside the classroom, including school trips?

Literacy /Numeracy Summer School take place at Fearn's during July / August, pupils with weak basic skills/FSM are invited to these sessions in an effort to acquaint pupils with teachers, Teaching Assistants and general layout of the school.

ICT class rooms and the LRC are available for all students to attend at lunchtimes.

There is an extensive range of extra curricular activities for **all students**.

Educational visits are accessible for **all students** to ensure they receive full entitlement. Resources, activities etc are modified when required and additional sporting activities, competitions and trips are offered throughout the year e.g. special activities club, trips and events, inter school competitions, achievement awards.

What support will there be for my child/young person's overall well-being?

- Risk Assessments are completed for all facilities within school (School Manager) and reviewed on an annual basis.
- Risk Assessments are completed by all staff taking students off site (Lancashire policy followed).
- Activities within school requiring specialist equipment / facilities that may be a risk (e.g. trampolining, etc), separate risk assessments are in place.
- Fire drill arrangements are in place with designated staff responsible for SEN students with medical needs.
- Pupils with additional needs have IEPs which are accessible to all staff on request.
- Pupils with medical needs requiring regular attention have care plans which are available to all staff.
- Emergency plans for 999 calls are in place for students as and when required.
- Staff training has taken place for dealing with epilepsy, nut allergies and diabetes.
- Pupils requiring specific support have assigned Teaching Assistants to ensure that any unstructured time is covered. This includes break and lunch times. Pupils are able to access Curriculum Support at these times and are also given supervision on corridors at change of lessons.
- Parking arrangements for picking up and dropping off are in place; the school yard is accessible to external exits (i.e. for pupils who are travel to and from school in a taxi)
- Outside of the classroom, support staff are placed where there is a need. If students require additional support in PE then a Teaching Assistant will be allocated.
- Any trips or sports events off site are staffed accordingly, in line with LCC advised staff/student ratios,
- School follows LCC guidelines regarding undertaking risk assessments; the designated member of staff within school is responsible for ensuring all staff are informed of procedures.
- Anti-bullying policies can be found on the school website; parent can request a copy of the information by contacting the school.
- Where appropriate pupils are encouraged to self-medicate. However where pupils need support with medication then a qualified first aider will assist as in line with handling medicines in school guidelines.
- Only qualified first Aiders have access to medication (which is kept under lock & key). Parents have responsibility for ensuring that the medication is within expiry date. Communication with parents is essential when handling medication.
- Care plans are drawn up through consultation with parents and the school nurse. The school nurse completes the care plan and communicates this information to relevant staff within school and provides staff training where required.
- All staff have received training as to how to respond to an emergency. First Aiders within school are available at ALL times if support is required. Parents are contacted straight away.
- All relevant staff receive training to deal with students' particular needs. This is either through whole staff training from the school nurse or information disseminated by key staff within school. Care Plans are read and signed by all relevant members of

staff.

- Pupils have access on a weekly basis to the school nurse, in addition to any specific services for additional needs including speech therapy, mobility officers, counselling, if required.
- Within curriculum time all pupils have Personal Social Health Education lessons on a weekly basis. Where required, additional personal relationship support is provided individually by specialist staff.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Quantative - SEN Records

The school's SEN records will collate and record the school's response at all stages and information from review meetings will be included.

An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:-

- SEN Code of Practice Register.
- Description and nature of pupil's difficulty.
- Teaching / learning strategies to be adopted.
- Individual Education Plans / evaluated.
- Review summary and parental involvement.
- Reports from other agencies.

Value Added

The notion of 'value added' is an important one to Fearn Community Sports College and is monitored by pupil's achievements in relation to assessments and results in the following ways:

- Examination/test results, school based and external.
- School's award schemes.
- Analysis of exams via pupil profiles/ ROL set against national benchmarks.

Qualitative

- Curriculum Support will foster and nourish the school's partnership with parents. All parents are encouraged to attend the review meetings: if this is not possible, alternative arrangements are made. Parents complete advice forms on their child's progress. When a parent cannot attend, completed IEP/IBP sheets and the review summary are sent home.
- A member of the Curriculum Support team attends relevant Parents' Evenings. Parents may make appointments to meet with Curriculum Support team to discuss any issues that may arise.
- Pupils are involved with all aspects of SEN procedures. A conversation takes place

if they are identified as having difficulties and how best their needs can be met within school. They have ownership of their Pupil Passport as they discuss their new targets at review meetings.

- SEN Drop-Ins are held throughout the school year.
- All Statement pupils complete a pupil advice sheet and are present at their annual review meeting.
- Special Educational Needs is seen as a shared responsibility of the whole school and Fearn's Community Sports College is an inclusive school.
- Regular SEN / Inclusion Working Party meetings are used as a forum where departmental representatives are able to pass on/receive pupil information.
- Staff are kept fully informed on pupil progress/difficulties through the school's bulletin.
- School maintains close links with numerous external agencies.

SEN Assessment and EP Service

Fearn's is allocated a LCC Educational Psychologist who visits the school to advise the SENCO on SEN students. The Educational Psychologist is also invited to attend reviews and undertake assessments as and when requested by the SENCO.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

- The school has thriving and very active Pupil Voice Committees. Representatives from all groups are included. They meet on a half-termly basis and involve themselves in the following: discuss issues within school and share ideas, lead changes, and involve them in activities around school.
- We actively engage parents and pupils to discuss strategies and support through a variety of meetings.
- Primary transition meetings are put in place from an early stage and parents are invited to meet with the SENCO to discuss the needs of their child.
- Transition meetings with colleges are scheduled throughout KS4 in order to smooth the transition from KS4 to FE. Parents are invited to attend these meetings.
- Parents are actively encouraged to involve themselves within our school community by attending events, meeting staff and governors and taking an active role in school life. Events for primary parents of all local feeder schools are organised.
- Governors are invited to meet with their link departments on a regular basis. The SEN Governor is encouraged to observe good practice and develop an understanding and knowledge of how the department runs.
- The Head teacher and SENCO ensure that the governing body are kept up to date with new reforms, SEN pupil progress and interventions which have been put in place to support pupils. Twice yearly a report is given to Governors to update them on

department successes, achievements and any new initiatives.

- The Head teacher ensures that all governors are aware of statutory responsibilities, which are outlined in the school SEN policy.
- Through the SENCO, Head teacher and School Advisor, the governing body are kept fully abreast of all work with external agencies including IDSS, School Nurse, Educational Psychologist, SENDO, CAMH's, ELCAS, medical and counselling groups.
- Regular training and updates regarding any changes in SEN are shared at Governors meetings.
- Home School Agreements are in place from Year 7 for ALL students. This is discussed at the New Intake Evening in July. Being an inclusive school, the agreements incorporate every child within the school regardless of additional need.
- New students are provided with the agreement upon visiting the school and translations of this are provided for parents with limited English, if requested.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The first point of contact if a child/young person wishes to discuss something about their special educational need, and your general approach to resolving concerns, is the Form Tutor. The Form Tutor will then pass on concerns to the SENCO. If the child/young person feels uncomfortable in discussing issues with the Form Tutor then they can go directly either to the SENCO or a member of staff they feel comfortable talking to who will then pass on to the SENCO.

The first point of contact if a parent/carer wishes to discuss something about their child/young person, re concerns is the SENCO. The SENCO will then investigate issues and contact as and when required.

The complaints procedure for SEN mirrors the school's complaints procedures which can be found in the school handbook.

Complaints in the first instance will be directed to the SENCO who will decide what action needs to be taken. This may involve re-arranging curriculum support provision, further differentiation of the curriculum or initiating assessment.

If the SENCO cannot resolve the issue satisfactorily then the Head teacher, as the responsible person according to the Code of Practice, will investigate and manage the complaint.

If a complaint is made to the LEA it will be communicated to the Head teacher and then to the SENCO.

If parents wish to appeal against an LEA decision regarding statutory assessment and

Statementing, they communicate directly with the LEA. The school can also appeal if a referral is refused.

Where can I find the contact details of support services for the parents of children/young people with SEND?

- Help with paperwork is offered as and when required to parents by the SENCO, Inclusion Manager, Pastoral Mentors, and Teaching Assistants.
- The Diamond Centre signposts parents/families to appropriate courses.
- Information is found on the school website and also via the Parental Portal, guidance on use of these is sent out to parents.

Travel plans for Statement pupils are arranged via LCC, transition travel plans are drawn up with the help of the YPS service.

SEND IASS Details below to assist parents in SEN systems

Joan Bill

County Hall Preston

Joan.bill@lancashire.gov.uk

Tel
no.

03001236706

Where can I find information on where the local authority's local offer is published?

Our Local Offer - <http://www.fearns.lancs.sch.uk/>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>