



SEND Information Report

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What are Special Educational Needs?

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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.

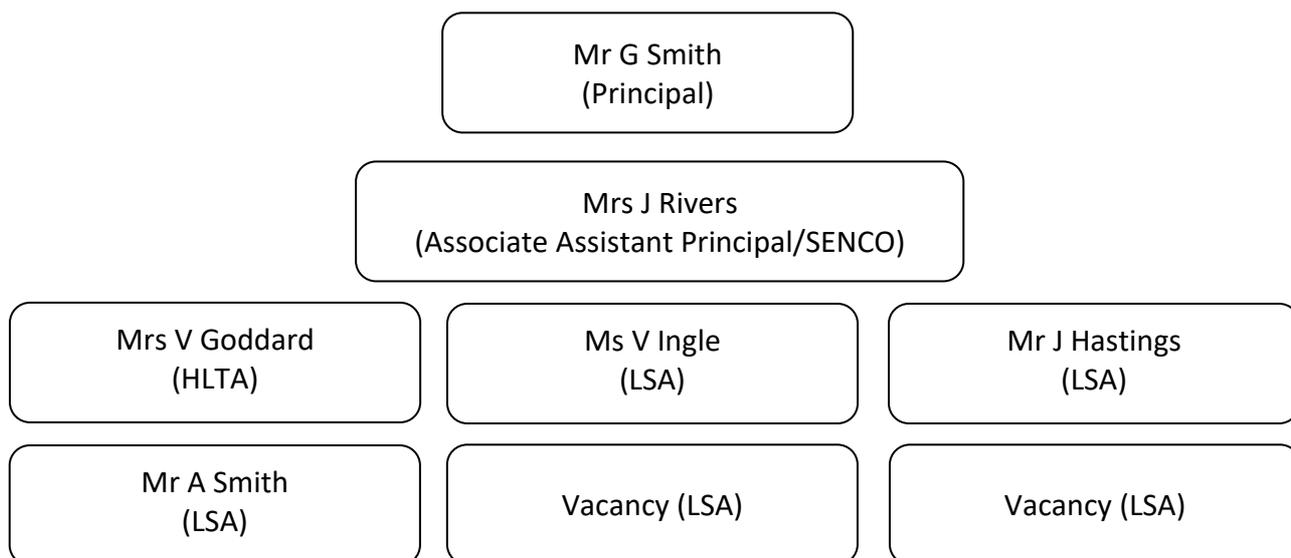
A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children 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.

Meet the SEND team



Useful contacts:

SENCO: Mrs J Rivers

j.rivers@thefarnboroughacademy.com

Head of Year 7: Mrs M Sweales

m.sweales@thefarnboroughacademy.com

Head of Year 8: Miss M Bradley

m.bradley@thefarnboroughacademy.com

Head of Year 9: Mr J Atkinson

j.atkinson@thefarnboroughacademy.com

Head of Year 10: Mr R McCarter

r.mccarter@thefarnboroughacademy.com

Head of Year 11: Mr D Pickup

d.pickup@thefarnboroughacademy.com

At Farnborough Spencer Academy each student's current skills and levels of attainment are assessed on entry through the completion of Common Assessment Tests (CATs). We use this data, with any other information from previous schools, including KS2 SATS results, to decide whether students require Special Educational Needs or Disability (SEND) support. Through regular assessment we are able to identify students who are making less than expected progress for their age and individual circumstances. This may be because their progress is:

- Significantly slower than that of their peers starting from the same point
- Failing to match or better their previous rate of progress
- Failing to close the attainment gap between the student and their peers
- Widening the attainment gap

What kinds of Special Educational Needs does Farnborough Spencer Academy make provision for?

At Farnborough Spencer we support all students with Special Education Needs and Disabilities (SEND) by providing high quality teaching which incorporates strategies based on individual difficulties identified. If a student continues to make less than expected progress then the SEND team will assess whether or not a student has an SEN. This will allow us to take appropriate action to support each student.

We cater for all students with needs such as:

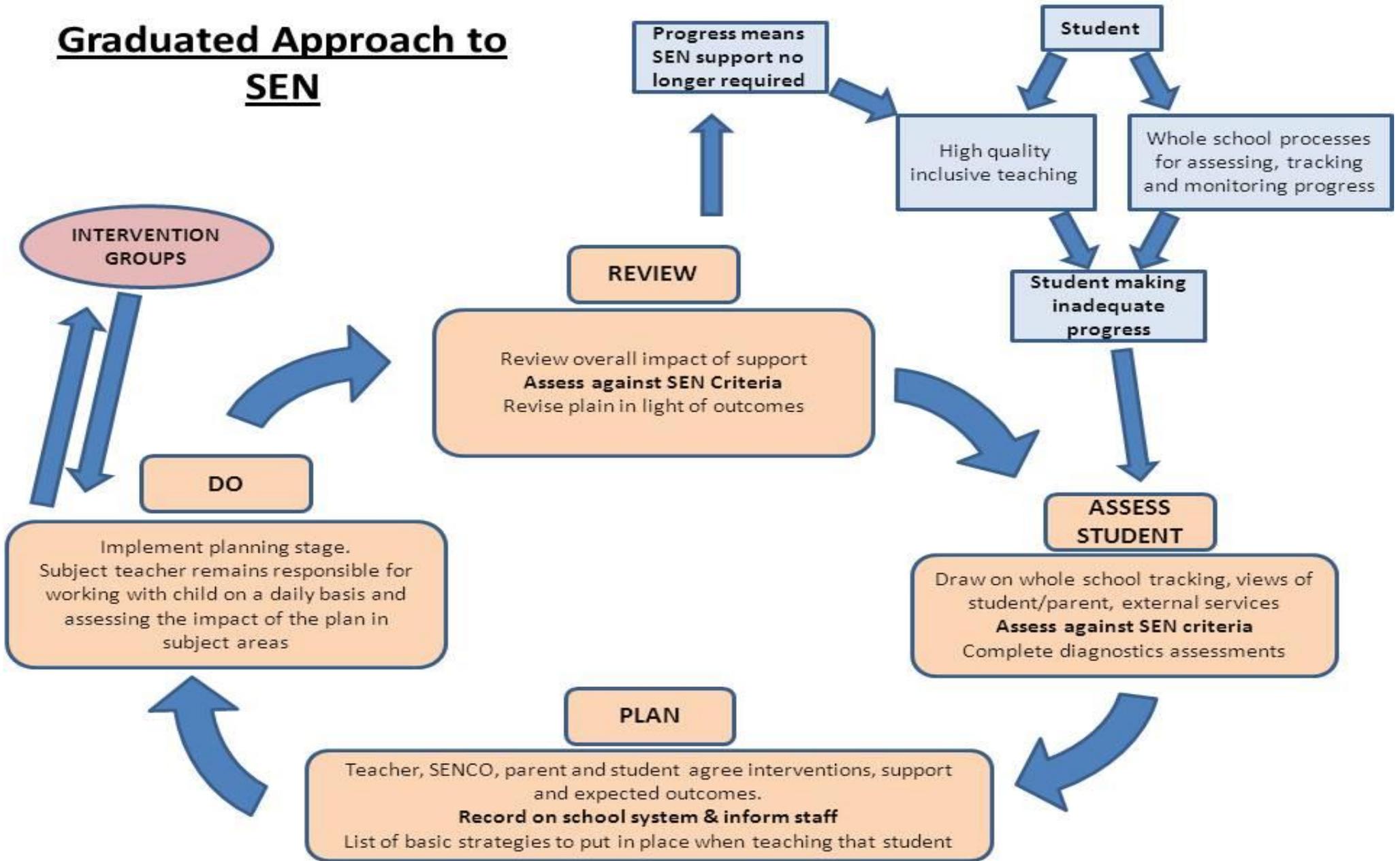
- Learning difficulties that stem from cognition and learning needs
- Communication and Interaction difficulties
- Autistic Spectrum disorders (ASD)
- Specific learning difficulties such as dyslexia
- Sensory and Physical difficulties
- Social, Emotions and Mental Health needs

How does Farnborough Spencer identify and assess Special Educational Needs (SEN)?

At Farnborough Spencer Academy we endeavour to ensure each student with SEN gets the support they need. Subject teachers are responsible for the progress and development of students in their class, including the support given by our learning support assistants (LSA) or external agencies. High quality teaching, scaffolded for student's needs, is the first way we respond to students who have SEN. Additional intervention and support cannot make-up for a lack of good teaching. To support this, teaching at Farnborough Spencer is regularly reviewed.

We have a thorough professional development programme to ensure teachers understanding of strategies to support and identify vulnerable students and their knowledge of SEND is up-to-date. When a student is identified as having SEN we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Approach' and ensures that parents and students needs are at the centre of all provision provided.

Graduated Approach to SEN



How will my child be assessed to see if they need extra support?

BEFORE Farnborough Spencer Academy

- Before your child even begins at Farnborough Spencer Academy Mrs Rivers (Transition lead) will attend your child's primary school to gather information from staff and meet the children.
- We will contact any outside agencies that have previously worked with your child.
- You will also be able to speak to Mrs Rivers (SENCO) at the Year 5 and 6 Open Evening, Year 6-7 Parents Evening (transition) and during transition days.
- Additional visits can also be arranged prior to transition days (please phone Mrs Rivers to arrange). Your child's current SENCO may also plan additional visits.
- In the event of a full school closure, SENCOs from both schools will still work closely to provide a transition program that is suitable and complies with any government regulations that are in place.

AT Farnborough Spencer Academy

- All students will be given a baseline assessment in all subjects to determine their current ability in each subject.
- Based on the results from the Common Assessment Tests and subject baselines, some students will take part in a literacy assessment to gather information about their reading age and from these results a more specific reading test may be carried out (Salford Reading Test, 1:1). Your child may then qualify for additional literacy and numeracy intervention. Salford Reading tests will be repeated where necessary to ensure progress is being made.
- All staff will be informed of individual SEND needs to inform their planning and delivery of the curriculum.
- Referrals will be made to the SENCO from subject teachers after differentiation and intervention within the classroom.
- Your child may be entitled to extra exam time or a reader – assessments for this will take place at the end of Year 9.

Additional Support

- At Farnborough Spencer Academy we have a team of learning support assistants who will be available in some or all of your child's lessons to support their learning.
- We also offer a nurture group from year 7 for our more vulnerable students. This provision will be discussed with primary SENCOs and year 6 teachers.
- Some students at the Academy may attend sessions in the Learning Support Unit if they are unable to access areas of mainstream education for a variety of reasons. This will be discussed with key staff and parents/carers before putting this provision in place.
- Regular contact with your child's Head of Year will be important to help support and improve your child's social skills and wellbeing. In the event of a full school closure this support will remain in place where possible.

How will the curriculum be personalised to suit my child's needs?

- Pupil Profiles will be given to all teaching staff to inform planning;
- Additional in-class support (learning support assistants) in appropriate lessons;
- Subject specific intervention sessions;
- Specialist equipment provided for students where appropriate;
- Exam Access Arrangements;
- Alternative curriculum where necessary.

How are resources allocated to match the needs of children with SEN?

- All staff are teachers of SEND and are trained to enable them to meet the variety of needs of students within the classroom (all staff take part in regular CPD/training sessions);
- Learning support assistants will be available in lessons to support student's learning where necessary;
- Small group support/one-to-one support where necessary;
- SEND breakfast/afterschool meetings for you and your child;
- Exam Access Arrangements – assessments for these will take place in Year 9;
- External agency support e.g. Speech and Language Therapists, Autism Outreach, Visual Impairment Team, Hearing Impairment Team, Educational Psychologist;
- Provision of specialist resources where an identified need is established;
- In the event of a full school closure, teaching staff will provide work that is in line with the curriculum being taught. Resources will be appropriate for the learning needs of all students and online support will be available where possible.

What training and expertise do staff have with SEND?

- Regular CPD sessions are available for all teaching staff and support staff;
- Specific training in aspects of SEN through in-service training;
- Qualified learning support assistants (some with specialisms);
- The SENCO has completed the National Award for SENCOs;
- Strategy banks are shared with all staff on a regular basis;
- Social stories are updated and shared with staff and students on a regular basis to help support students through any difficult times.

How will decisions be made about what support my child will receive?

- Your child's progress will be tracked regularly across all subject areas;
- For students with SEND but without an Education Health and Care Plan (EHP), the decision regarding the support required will be taken by the SENCO in consultation with staff and the Senior Leadership Team (SLT);
- For students with an Education Health and Care Plan (EHP), the decision will be reached when a plan is being produced and the needs have been identified;
- Change in a student's circumstances which has an effect on their well-being may lead to certain interventions being arranged;
- Recommendations resulting from assessments by outside agencies.

What if the support provided for my child is not effective?

- The support provided for your child will be measured in a number of ways. If the support is effective we would expect to see that your child is happy in school and showing expected progress in most or all subject areas.
- If the support provided is not showing effective, then evidence will be gathered to see where your child needs further intervention and what kind of intervention will be appropriate.
- Any intervention that includes your child will be reviewed on a regular basis and if it is not successful then further intervention/a new style of intervention will be put into place.
- We can also measure the effectiveness of the support that your child is receiving through regular communication with parents and carers.

How will my child be included in extra-curricular activities?

- Your child will be invited to access all extra-curricular activities at lunchtimes and after school;
- Tutors and subject staff will inform all students about extra-curricular activities and timetables will be displayed in all tutor rooms;
- Any relevant risk assessments for out of school activities will be carried out;
- Planning for appropriate transport and reasonable adjustments to make sure that all students are able to take part;
- The Learning Support Unit (LSU) also provides breakfast, break time, lunch time and after school opportunities for students.

How will my child be supported for life after Farnborough Spencer Academy?

Post-16 Transition

- All students at Farnborough Spencer Academy will have access to Futures (Career information and advice service). This includes interview experience (1:1);
- Futures can offer home visits for students and parents. This includes a specialist representative who works with students on the autistic spectrum;
- Information about sixth forms, colleges, apprenticeships and training providers is given to all students;
- All year 11 visit a careers fair and are offered guidance. A learning support assistant will normally accompany students and relevant information will be displayed in the Learning Support Unit (LSU);
- There are various enterprise and employability events that happen throughout the year with students in all year groups to prepare them for life after Farnborough;
- Visits arranged throughout the year to various colleges and universities to raise aspirations for all students;
- Transition meetings and visits can be arranged and relevant information is shared with support staff at college;
- In the event of a full school closure, the SENCO will work with colleges and external agencies involved to support with transition in line with any government guidelines that may be in place.

How does the Governing Body involve other people in meeting the needs of students with Special Educational Needs, including support for their families?

The Governing Body has a duty to ensure that the Academy adheres to the SEND Code of practice under the Children & Families Act 2014. This means that the Academy governors hold the Principal, Mr Smith, and the SENCO, Mrs Rivers, to account. The Governing Body appoints a governor who is specifically responsible for Special Educational Needs and Disabilities.

Our SEND governor is Mrs J Charlton, she ensures that the Academy and the SENCO carry out their duties. One of the key responsibilities of the Governing Body is to make sure that the Academy's policy for students with SEND is published on the Academy website. This information must be reviewed annually by the Governing Body. The Governing Body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all students, including those with SEND. You can find these policies on our Academy website. The Governing Body, through the SENCO, ensures that other appropriate agencies are involved in meeting the needs of students with SEND. The SENCO reports regularly to the Governing Body regarding the number of students and their additional needs.

What should I do if I think my child has SEN or a disability?

Contact your child's tutor or Head of Year or contact the Academy's SENCO for further advice or information. A meeting can then be arranged to discuss matters further.

If you have previously sought medical advice regarding your child's needs then please bring this information to the meeting.

How will I know how my child is doing?

You will receive a copy of your child's Pupil Profile within the first half term of the academic year alongside an invitation to review your child's profile at least 3 times during the academic year. If you are unable to attend any of the review meetings then you may wish to contact Mrs Rivers (SENCO) to arrange an alternative meeting or to review over the phone. Your child will be allocated a keyworker (an LSA) and your main contact will be with this member of staff.

You will be updated about your child's progress through regular progress reviews and parents' evenings.

You are more than welcome to contact any of the SEND team or child's tutor/Head of Year to discuss their progress and attainment whilst at Farnborough Spencer Academy and any concerns you may have.

Students who have an Education Health Care Plan (EHCP) will have annual reviews in guidance with the local authority guidance. In the event of a full school closure, EHCP reviews will take place in accordance with any government guidelines that may be in place and following guidance from the local authority team.

How can I help to support my child's learning?

- Visit the school website and the links to relevant information;
- Check your child's Google Classroom account regularly;
- Encourage your child to attend homework/revision clubs (these are available in the Learning Support Unit (LSU) and in individual subject areas);
- Encourage your child to engage in extra-curricular activities;
- Follow advice given by staff/external agencies;
- Attend regular planning and review meetings;
- Attend parents' evenings;
- In the event of a full school closure then you should refer to the advice given to you by the Head Teacher. You will be expected to support your child with checking Google Classroom or other online learning platforms or with work posted home to you. Members of staff will be in regular contact with you to support where possible.

How will my child be involved in planning for his/her education?

- Your child will be able to review his/her Pupil Profile, at least 3 times a year with a member of the SEND department;
- Attend parents' evenings to speak to his/her tutor and subject teachers;
- Your child may be able to attend meetings with external agencies when necessary;
- Your child will be made aware of his/her targets for all subject areas and be expected to attend any intervention that is put in place to assist with meeting these targets.

Your child will need to take responsibility for their learning by:

- Checking Google Classroom regularly and completing all homework (homework club is available in the Learning Support Unit (LSU) and in specific subject areas);
- Talk to their tutors/subject teachers/learning support assistants/keyworker when they have a problem;
- Select their GCSE options carefully with parental and staff guidance;
- Undertaking relevant assessments to qualify for intervention;
- Discussions with staff/learning support assistants about how their education could be improved i.e. what intervention is necessary to enable them to achieve their targets;
- In the event of a full school closure then students will need to work with staff in checking Google Classroom or other online learning platforms so that work can be completed at home. Your child will be responsible for completing work set and returning to their teacher as requested. Members of staff will be in regular contact with you to support where possible.

What additional services could be available for my child?

Farnborough Spencer Academy

- SENCO
- Experienced learning support assistants
- Multi-Agency meetings
- Team around the child meetings

Independent Advice

- Parent Partnership – provide support for parents in student review meetings

Local Authority Support Services

- Special Educational Needs Support Service (SENSS)
- Educational Psychology Service
- Key Learning Centers
- Hearing Impairment Team (HI)
- Visual Impairment Team (VI)
- Physical Disability Support Service (PDSS)
- Occupational Therapist
- Autism Team
- Local Support Team (LST)
- Education Welfare Officer (EWO)
- Family Support Worker (FSW)
- Social Services

Health Services

- School nurse
- Children and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapists (SALT)
- Midlands Psychology

What should I do if I have a complaint?

In the first instance if you wish to discuss your child's educational needs or are unhappy about the support your child is receiving please contact one of the following:

- SENCO (Mrs J Rivers)
- Principal (Mr G Smith)

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the school's own complaints procedure.

COVID-19 UPDATE

Please note that this is note is based on information available on 14.06.21 and is subject to change.

What are the entitlements of children and young people with SEN when schools are closed due to Coronavirus?

If schools were ordered to close again in the future then we will follow the government guidance regarding vulnerable students and those who have been issued with an Education and Health Care Plan (EHCP).

Would I have to send my child to school?

As per the guidelines in March 2020 and January 2021, despite schools staying open for some children, the guidance was quite clear:

'If it is at all possible for children to be at home, then they should be.'

If you feel it would be too high risk to send your child to school because they, or someone else in your family, is at particularly high risk, there is of course no requirement to send your child in.

Under the Coronavirus Act, the criminal penalty for parents failing to send their children to school is to be temporarily disapplied.

If my child has an EHC plan, doesn't the local authority have a legal duty to deliver provision?

From a legal perspective this remains the case. However, in the event of a full school closure, given the likely significant disruption to staffing, it may be very difficult for schools or local authorities to deliver precisely the provision in the EHC plan. Farnborough Spencer will work closely with the Local Authority and your child's EHCP caseworker to determine the best possible route of support.

My child is still attending school. How will my child's learning be supported at school?

In the event of a full school closure, it is important to note the school will not be providing a full curriculum, they will be providing care for the children and incorporating education provision and a range of activities. The curriculum will be delivered through live lessons and where possible, a learning support assistant or your child's keyworker will continue to provide additional support remotely or in school.

How can I support my child's learning at home?

In the event of a full school closure, the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work;
- giving more detailed instructions;
- providing parents with suggestions to make tasks more practical in nature;
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

Please contact your child's Head of Year if you need support with accessing resources available to help you support and your child at home during this period.

How can I help my child cope with the changes?

In the event of a full school closure, we understand that there will be a significant change for many families. Please give yourself time to adjust to a new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. The mental health charity MIND have provided some information which we are happy to share. If you feel your child or family need any additional support, please contact your child's Head of Year.

Further information and advice

- Farnborough Spencer Academy website - www.thefarnboroughacademy.co.uk
- National Parent Partnership Network - www.iassnetwork.org.uk
- Futures (Careers advice and information) - www.futuresadvice.co.uk
- British Dyslexia Association (BDA) - www.bdadyslexia.org.uk
- Autism support - www.autismeastmidlands.org.uk
- National Autistic Society (NAS) - www.autism.org.uk
- Royal National Institute of Blind People (RNIB) - www.rnib.org.uk
- National Deaf Children's Society - www.ndcs.org.uk
- Child and Adolescent Mental Health Services (CAMHS)
www.youngminds.org.uk/for_parents/services_children.../camhs
- Inclusive Education Services (IES) –
<http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19499>

The Local Offer

- Nottingham City SEND Local Offer - <http://fis.nottinghamcity.gov.uk>