

## **Information report for Special Education Needs and Disabilities**

### **1. Introduction to John Ferneley College**

John Ferneley College is a mainstream college in the heart of Leicestershire. The College is situated in a small market town. The college is oversubscribed and currently has approximately 1200 students on roll.

The SENDCo, Mrs E Phipp, a member of the Senior Leadership Team, is an experienced Drama and English teacher who joined John Ferneley College in 2015. The SENDCo is well supported by Rebecca Kitchen – Assistant SENDCO, Elaine Mound – Senior Higher Level Teaching Assistant (SHLTA) and Vanessa Hughes - SEND Administrator, and 14 Learning Support Assistants (LSAs).

The Special Educational Needs and Disability Co-ordinator is Mrs E Phipp, she is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.

She can be contacted by telephone on 01664 565901 or by email [ephipp@johnferneley.org](mailto:ephipp@johnferneley.org)

Miss Kitchen (Assistant SENDCO), Mrs Mound (SHLTA) and Miss Hughes (SEN Administrator) work closely with the SENDCo and can also be contacted should parents wish to get in touch.

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The Learning Support Assistants work within the college's five learning zones, Communication, Discovery, Culture, Performance and Enterprise. LSA's have specialist subject knowledge so will predominantly support students within these subject areas. Each zone is a base to a year group where they will spend registration and unstructured times. Some LSAs have targeted students within their zone whom they work with, support, build relationships with and communicate with parents/carers.

We have dedicated teams of LSA's who support targeted students with Numeracy and Literacy. This takes place during registration or during after school study sessions.

It is the SENDCo's responsibility to ensure all members of the team are excellently trained and well equipped to deliver an outstanding level of care. LSA's have received training in many aspects of SEND as part of their

Continued Professional Development (CPD). This is an important aspect of the College and everyone is encouraged to attend training sessions both internally and externally.

## **2. How does John Ferneley College identify and assess Special Educational Needs?**

Students with SEND are usually identified as part of the transition process through close liaison with the feeder primary schools. Individual transition plans can be devised between the Year 6 teacher or SENCO, JFC staff, parents/carers and students, to ease the move from KS2 to KS3. This may include additional visits to the primary schools, familiarisation visits to the college and curriculum taster sessions.

When students arrive at JFC, their literacy skills may be tested. Any student identified by the screening tests as having a significant difficulty, will be monitored by the SEND team and further assessments can be done within college to identify specific needs. If subject teachers, form tutors or Learning Support Assistants have concerns about students, these are referred to the SENDCo.

Students with high special educational needs may be given a key worker or key workers; this member of staff could be the tutor, a Student Manager, or a member of the SEND team, depending on the needs of the student. This member of staff will be the key contact with parents. The preferred method of communication is through a home-school log, This enables regular and transparent communication between home and the college.

Teaching staff complete on-going assessments called Milestones for all students in the college. This data is analysed to monitor any under achievement in all subject areas. Subject teachers will target students for intervention to ensure progress is made. The SEND team closely monitor the progress of all students with SEND. This can then highlight any changes required for targeted support in lessons/small group work.

Students who make less than expected progress may require additional support from external agencies. These may include CAMHS, Hearing Impaired Service, Visually Impaired Service, Autism Outreach, Educational Psychologists, Speech and Language Therapist and key workers via Supporting Leicestershire Families. The college is supported by the School Nurse who holds a weekly drop in session as well as providing specialist support. Parents are consulted if any of this additional support is required.

It may be necessary for the college to apply to the Local Authority for an SEND Support Plan with Top-Up funding or an Education Health and Care Plan via the Statutory Assessment process.

A meeting will be held with parents and the SENDCO to discuss the most appropriate course of action.

Specialist evidence and data will be gathered to support the application. The Local Authority will assess the application and decide if it meets the criteria and threshold for Top-Up funding or an EHCP.

### **3. How does John Ferneley College evaluate the effectiveness of its provision for students with Special Educational Needs?**

Students who already have an Education Health and Care Plan are reviewed on an annual basis following the Local Authority's guidance for conducting reviews. In preparation for the review, information is collated from the college, parents/carers, the student and external agencies in order to ascertain a comprehensive overview of the student's progress. The student is encouraged to attend the review meeting and be involved in the process in order to represent their views. Progress of all students with SEND in the college is closely monitored in accordance with the whole college's tracking process, as well as the department's own tracking system.

All Learning Support Assistants regularly provide feedback on students and help construct and review the Student Support Plans.

The Governor responsible for SEND, Karen Lambert, oversees and monitors the College's SEND provision and the Governors are informed of issues relating to SEND through the College's Care and Impact Sub-committees. The effectiveness of provision is evidenced through the analysis of the college's tracking data, provision maps and the progress made by individuals and groups of students.

### **4. How does John Ferneley College assess and review the progress of students with Special Educational Needs?**

Every half term students' progress is tracked through the Assertive Tracking process which is shared with parents/carers; this gives information on progress towards their target grade. This information also forms part of the annual review/liaison meetings.

At JFC there are various opportunities for parents/carers to discuss their child's progress with staff. These may include, Key Stage Support Evenings, Annual Progress Evenings, careers events, liaison meetings, home-school logs (students with high special educational needs), and for students with an EHCP, an annual review. If parents have concerns then they can make an appointment to see the appropriate member of staff/SENDCO. Email contacts of all members of staff are available via the John Ferneley College website.

The Key Stage Support Evenings inform parents/carers in the ways they can aid and encourage their child at home with their college work. Homework is set via the Show My Homework website and is designed to enable students to access and complete homework set; this also aids the communication between home and college.

Half termly Parent Forum meetings give an opportunity for parents to share experiences with each other and have face to face communication with members of the Senior Leadership Team.

## **5. What is John Ferneley's approach to teaching students with Special Educational Needs?**

All members of staff have access to electronic copies of the SEND register and supporting documents. Information can also be accessed via Classcharts and the Provision Map programme. This contains detailed information and guidance for staff to use in their planning and differentiation. All SEND students and those deemed as having an 'Additional Need' are listed on the register.

Throughout their first year at John Ferneley College students are set according to their ability through assessments as well as monitoring by the class teacher. Key Stage 2 test results and teacher assessments are also taken into consideration.

Students identified at primary school as having significant SEND may be placed in the college's Nurture group. These students require a high level of support and specialist teaching. They are taught in this group for English and Maths and some of these students may also receive additional Numeracy and Literacy instead of KS3 Modern Foreign Language lessons. Students are tracked in line with the college's Assertive Tracking System and may transfer from the Nurture group if they are deemed to have made sufficient progress.

All class teachers use seating plans in all subjects in order to maximise the learning potential in each lesson. Learning walks and observations are carried out on a regular basis to ensure students' needs are being met.

All departments have detailed subject Provision Plans in place which outline methods of support, planning and resources in place which are used to support all students and in particular those with SEND. These are reviewed and updated throughout the academic year.

All teachers differentiate tasks in lessons to match the needs of the students to ensure appropriate provision. This differentiation process also forms part of the homework policy, with some students being given more individualised tasks.

Learning Support Assistants are targeted to work with students with an EHCP or those who have a JFC SEND Support Plan. They assist with the monitoring of the Home-school logs. Any concerns and feedback is shared with subject teachers and Heads of Department and at the fortnightly SEND team meetings.

The college employs a variety of staff with a wide range of skills to support students in all aspects of college life, academically, emotionally and socially. These include Student Managers, Attendance Officer, Attendance Mentor, Careers Advisor, School Nurse as well as other college based staff.

At Key Stage 4 students can choose optional subjects to study for their GCSES. The college offers a number of options pathways. Students in Year 9 are guided towards choosing the appropriate learning pathway in order to reach their potential through consultation between parents/carers, subject teachers, the Pastoral Leader responsible for Yr 9 and the SENDCO.

## **6. How does John Ferneley College adapt the curriculum and the learning environment for students with Special Educational Needs?**

The Inclusion Room has a multi-purpose function. The Inclusion Room has a 'chill-out' sensory space. This can be used by students who need to reduce their sensory stimulus and require a quiet and clam space. The Inclusion Room also houses the additional Numeracy and Literacy lessons for the Nurture group and a number of English lessons.

Students are timetabled to have five lessons per day, each lasting one hour.

If required an individual timetable will be produced to enable the student to achieve. This is after consultation with the Senior Leader with responsibility for behaviour, Student Managers, Heads of Year and the SENDCO.

## **7. What additional support for learning is available to students with Special Educational Needs?**

Learning Support Assistants support students with an EHCP within the class; they assist the student to access the lesson and in collaboration with the subject teacher will personalise it according to the needs of the student.

Learning Support Assistants work with small groups of students in developing their literacy, maths, social and emotional skills. They work with students within the classroom environment and also in a small group or individual basis.

All students are able to access Supported Study Sessions after school, on a Monday and Tuesday. At Key Stage 4 additional after College revision sessions are held regularly.

A paired reading scheme is organised under the direction of the Literacy Co-ordinator alongside the SENDCO. Students are paired with an LSA or Key Stage 4 student to develop reading and comprehension skills.

Literacy and Numeracy intervention sessions take place during registration. The Numeracy and Literacy co-coordinators oversee this provision, along with input from the SENDCO

At Key Stage 4 any student who may be considered in need of Access Arrangements, in preparation for their public examinations, will be tested by a member of staff trained in this area to enable the students to reach their full potential.

During Annual reviews/liaison meetings with parents/carers, decisions are made as to whether the student will need any additional support either in college or involving any external agencies.

All students are able to access the college's breakfast club, which is available every day in the restaurant from 8.00am - 8.30am. The Inclusion Room is also available to students who may require some support and a quiet space to start the day.

The college is involved in many competitive sporting activities, hosts an annual dance showcase and whole college music/drama performances.

Enrichment Week takes place every year in the summer term; all students are involved in a variety of activities and experiences. A range of residential visits and enrichment opportunities are listed on the college's website.

In Year 10 students are invited to take part in the Duke of Edinburgh Bronze Award Scheme.

The college has Prefects, many of who act as mentors for younger students and assist at progress evenings and induction events

## **8. What extra curricular/enrichment activities are available for students with Special Educational Needs at John Ferneley College?**

At John Ferneley College we take a pride in the wide range of enrichment/extra-curricular activities which are on offer. All enrichment activities are fully inclusive although this may require a risk assessment in certain circumstances. The college has a variety of lunchtime/ after college clubs to meet all interests and needs. These include; games, homework, music, sports, drama, art, dance, gardening, cooking and social clubs. The college library is open to students every day before college, at break times and lunchtimes.

## **9. What support is available for developing the emotional and social development of students?**

The Inclusion Room is open to students who would like to access a quiet space at break and lunch times. Board games, books and daily activities are all available to students. The Inclusion Room is manned by members of the SEND team.

The games club is also available for any students to socialise in an environment supervised by the Student Managers over the break and lunchtime periods.

Three student managers work with students who are struggling in emotional and social aspects of the college and may liaise with external agencies if required. They are linked closely with the SEND department to ensure that students' needs are met. Students can meet with the managers during the day if they are having difficulties.

An after college social club aimed at a targeted group of students is run on a weekly basis in order for them to develop their social skills and interact with students in different year groups.

The School Nurse offers a weekly drop in service and students can be referred to her for advice and support.

## **10. What training and experience do the staff at John Ferneley College have in relation to students with Special Educational Needs?**

Teaching and non-teaching staff at John Ferneley College have a vast amount of experience of teaching and supporting students with Special Educational Needs. The SENDCO and the Assistant Head Teacher's responsible for Teaching and Learning and CPD work in partnership to plan staff training throughout the year. Training is run by both staff with specialist experience as well as by external services. Learning Support Assistants meet fortnightly with the SENDCO to share information, good practice and receive in-house CPD. The majority of LSA's have received Tier 1 and 2 training from Autism Outreach to highlight the difficulties ASD students have and ways to overcome barriers to learning.

The Speech and Language service have also provided training for LSA's. Most staff have attended Trauma and Emotion Coaching training in relation to Attachment Disorders and Looked After Children from the Leicestershire Virtual School's Team

SEND drop in meetings are scheduled on the college calendar each term, these enable staff to meet with members of the SEND team to discuss strategies to improve teaching and learning.

Many Learning Support Assistants have a minimum of a Level 2 in Learning Support, and many have progressed to a level 3. A number are currently studying at degree level.

Agencies which are involved with the College include: CAMHS, School Nurse, Careers Advice, Educational Psychologist, Autism Outreach, Youth Workers, Social Workers, ADHD Solutions, Supporting Leicestershire Families.

Should a student propose to join John Ferneley College with a particular special educational need that has not previously been supported at the college, in the first instance the college would gain information from the feeder school and some observations would take place. Following this any necessary training or input from external agencies would be sought.

All staff at the college complete the statutory safeguarding awareness training in line with the Local Authority recommendations.

### **11. What equipment and facilities are available at John Ferneley College to support students with Special Educational Needs?**

John Ferneley College is fully accessible for students with mobility difficulties. In the main building the college has two large, wide corridors, and the upstairs can be accessed by one of two lifts. The Enrichment Centre, also on two floors, has a lift to gain access to the first floor if required.

As the building is new, the acoustics in the building are excellent, the hallways and classrooms are carpeted in most cases.

All buildings and classrooms have wheelchair access, the upstairs rooms being accessed by the use of the lift.

There are disabled toilets in each of the five learning zones and two in the Enrichment Centre. In addition there are changing facilities and a toilet for disabled use adjacent to the sports hall. There is also a disabled toilet next to the medical room and a bed should it be required.

There are two disabled bays at the top of the car park to allow access for students and visitors who may require them.

The college allows students who may need to leave the classroom early for ease of movement from lesson to lesson. This will be put in place following a risk assessment if the student is returning after operation or injury. Some students may require LSA support at the beginning of the day or the change of lesson, including those students who feel more vulnerable in a large school environment.



The college has a number of height adjustable tables, for students who may require these. In the Inclusion Room a height adjustable workstation including a cooker and lowered sink are available if required.

Students with visual or hearing impairments are provided with their own specialised equipment and resources through links with the Visual Impairment or Hearing Impaired service. For example enlarged textbooks, magnifiers and ICT equipment.

Any other additional specialist equipment, should it be required, will be negotiated with parents/carers through the appropriate services.

## **12. What are the arrangements for consulting with parents/carers of children with Special Educational Needs and how do parent/carers become involved?**

Parents are encouraged to become involved with all aspects of their child's education. At the beginning of every academic year each year group has a support event will be held, this meeting provides parents with strategies and ideas about how to support their child.

Early in Year 7 a tutor induction meeting is held, this is an opportunity for parents to meet the tutor who will be a key person who will support their child pastorally.

A progress meeting is held every year for parents to meet with individual teachers and discuss their child's progress.

Students who have an Education Health and Care Plan will have the document reviewed every year. Parents/carers, outside agencies and members of staff involved with the student are involved with this process. Liaison meetings are held at regular intervals throughout the academic year, frequently with outside agencies to monitor students' progress.

In Year 6 the College hosts a number of open events. These are primarily aimed at prospective students and their parents. During Open Week in September there are events during the college day, Saturday morning tours and an evening event. If the student transferring to John Ferneley College has an EHCP, the College would request to be invited to the Annual Review at the primary school. This enables the college to begin planning for the following year and enable a smooth transfer. After students have attended the Year 6 induction days, there is an opportunity for parents to attend an induction meeting, this also provides an opportunity to meet with their child's tutor.

Should parents wish to make appointments with teachers/SENDCO, then these can be arranged at a convenient time to the parents/carers and the member of staff.

### **13. What are the arrangements for consulting with students with Special Educational Needs and how are they involved in their education?**

As John Ferneley College is a fully inclusive setting, all students are encouraged to become involved in all aspects of college life and support would be provided for the student, should it be required.

Students with an EHCP are encouraged to attend their annual review, this enables them to develop a picture of their progress and highlight areas for improvement. Students are required to complete their own report in preparation for their review to submit with their paperwork to SENA.

The SENDCO and senior members of the SEND team have regular contact with students to discuss the support they receive. This ensures that the student's needs are being met and the need for additional support can be sought should it be required.

### **14. How does the Governing Body and John Ferneley College deal with complaints concerning Special Educational Needs?**

If parents/carers have concerns or complaints regarding the Special Educational Needs and Disability provision at John Ferneley College in the first instance they should discuss their concerns with the SENDCO. Should they still not be happy after this consultation then they should contact the Head of School, Mrs Hall who will work with them to resolve the problem.

Parents should contact the Chair of Governors, Mrs Karen Lambert, should they feel that the issue still isn't resolved. Governors deal with complaints in line with the College's complaints procedure; this can be found on the College website.

### **15. Which external agencies are linked with John Ferneley College?**

If a student continues to make less than expected progress, despite support and interventions which are matched with their area of need, the SEND team may consider involving specialists from external agencies.

Parents/carers are always consulted prior to any meetings or assessments taking place.

Agencies which are accessed through the College include the following:

**Educational Psychology Providers** - Students are referred to EP by the SENDCO and they work with students on a wide range of situations where they are having difficulty accessing college life.

**The Autism and Learning Support Team (ALTS)**

A team of specialist staff who work with students who have hearing and visual impairments. This service also supports students in educational settings who have a diagnosis of an Autistic Spectrum Disorder. They work with students in a variety of ways to assist them to access various aspects of college life. If students require this input then the SENDCO can refer and request support.

### **Speech and Language Team (SALT)**

Students who require input from this team are assessed either in school or at the local clinic; they work with the school to develop strategies in the area of need.

### **Child and Adolescent Mental Health Service (CAMHS) -**

CAMHS is a large service who work with children and young people who experience emotional and mental health problems. Various staff work for this service including psychiatrists, Mental Health Nurses and therapists. Referrals can be made to CAMHS via the students GP or through the school nurse team.

**School Nurse** - The School Nurse holds a weekly drop in for students who wish to talk in confidence. She provides specialist support if required and also works alongside families to provide support and advice.

**SENDIASS**- This service offers free support and advice to parents/carers. They will attend college based meetings if required.

## **16. What setting arrangements does John Ferneley College have in place to support students with Special Educational Needs and/or Disabilities when transferring between phases of education or in preparing for adulthood and independent living?**

Year 6 students who have an EHCP will have an Annual Review in the autumn term. John Ferneley College likes to be included in this process from the start in order to aid a smooth transfer from Key Stage 2 to Key Stage 3.

The transition plan is tailor made to meet the needs of the students and may include, additional visits to the college, taster sessions in lessons and visits from members of staff to the primary school.

Students will have an opportunity to meet key staff and familiarise themselves with the college layout. At the end of Year 6 there is a handover period for primary school staff to transfer any SEND documents directly to the SENDCO and SEND team. A specific SEND visit will take place to ensure key information is shared. The same process takes place when a student is in Year 11 and is transferring from JFC to a Post 16 provider.

If a student in Year 11 has an EHCP the transition review is held in the Autumn term in negotiation with the parents/carers, external agencies involved and staff from the prospective sixth form or college. A transition plan is agreed at this meeting and may include the arrangement of taster sessions and additional visits for the student to the college.

It may be appropriate to include the Transitions Team based at the Local Authority

Students in Year 9 who are transferring from Key Stage 3 to Key Stage 4 also have an annual and transition review meeting to ensure the correct optional pathway has been selected for them.

All students in Key Stage Four have an interview with the college's careers advisor and an action plan for Post 16 provision is agreed with the student.

Year 10 students are all involved in the college's Industry Day which forms part of their Enrichment Week activities. Other industry and careers events are held throughout the academic year.

Year 11 have assemblies from the various Post 16 providers and a Post 16 information evening is held at the college in the Autumn term

### **17. Where does the schools offer Special Educational Needs link with the local Authorities local offer?**

The Local Offer for Leicestershire Local Authority can be found at:-

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer/what-is-the-local-offer>