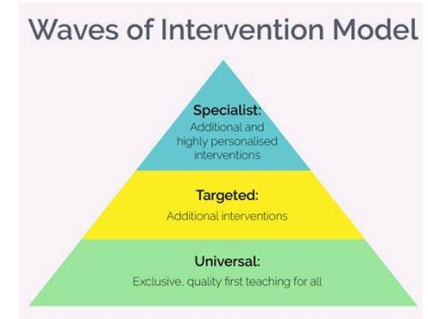


# **An Overview of SEND Provision at John Ferneley College**

## **Quality First Teaching**

High quality teaching encompasses a range of pedagogical strategies that foster an inclusive learning environment, ensuring that all students, regardless of their backgrounds or abilities, can thrive. The SEND Code of Practice emphasises that high quality teaching is the first response to supporting students with SEND rather than the need for additional interventions. Key components of Quality First teaching include adaptive strategies, high expectations, knowledge retention and encouraging students to actively engage with and recall information. This holistic approach not only enhances academic achievement but also nurtures the personal growth of every student, preparing them for future challenges. The JFC way and the adoption of Rosenshine's Principles as a central teaching strategy are an important component of our commitment to high quality teaching.



## **What is the SEND Register?**

The SEND Register is an internal school record which identifies students with Special Educational Needs. It is a list of students who are receiving additional teaching or support alongside their everyday classroom teaching. All staff at the college have access to the SEND register so they are fully aware of the needs of their students.

## **What qualifies a student being placed on the SEND Register at John Ferneley College?**

If a student is on the SEND Register, they will be given a specific code (category) depending on the level of support and adaptations needing within school. Each category is clearly explained below. Previously all students on the register would be coded as 'K Code' or 'E' code if in receipt of an EHCP. Having a clear internal coding system, allows the college to implement The Graduated Approach for all students, fairly and consistently.

***If a student is recorded as an **E** code, this means that they are:***

- In receipt of an EHCP. They will be issued with a Student Support Plan directly relating to the long-term outcomes set out within their EHCP. Their long-term outcomes will be broken down into termly targets and these will be reviewed each term with teachers and the SEND team. The EHCP will be reviewed, in line with statutory guidance, on an annual basis at their Annual Review. They will have support in some lessons via a Learning Support Assistant – this will not be 1-2-1 support.

***If a student is recorded as a **K3** on the **SEND** register, they will:***

- Be in receipt of SENIF funding. This means they may be allocated additional support in school via a Learning Support Assistant – this will not be 1-2-1 support
- They will be receiving additional interventions in accordance with their needs
- They will have a one-page profile which is shared with all staff.
- Be gaining *extensive and targeted* support from external agencies
- There is an application for SENIF or an EHCP in process

***If a student is recorded as a **K2** on the **SEND** register, they will:***

- Be in receipt of sustained targeted school intervention(s) and/or accessing a specialist intervention
- They will have a one-page profile which is shared with all staff detailing the specific approaches required and the views of the student. This is an individualised plan, which advises teachers on the adaptations to the curriculum students require to access their learning.

**If a student is recorded as **K1** on the SEND register, they will:**

- have an identified need/diagnosis but are well supported through Quality First Teaching without additional SEND provision. They will be receiving no additional targeted support/intervention other than Quality First Teaching in the Classroom.
- In such cases, a one-page profile, summarising the specific approaches required would be offered and student views captured. This is an individualised plan, which advises teachers on the adaptations to the curriculum students require to access their learning. The progress of such students is monitored by their class teachers.

**If a student is recorded as **M** on the SEND Register, they will:**

- not be officially classed as having a SEND need. There has been a concern raised by staff in school and the student is being monitored via The Graduated Approach, or they are going through additional assessments with outside agencies, and school are awaiting further advice
- An application for a neurodevelopmental diagnosis has been made with prior consent and information being collated by the school. In the case of private assessments, the school must be notified in advance for these to be accepted as diagnosis

**If a student is recorded as **A** on the SEND Register, they will:**

- Be in receipt of Access Arrangements for their GCSE Examinations. This could be in the form of a Scribe, Reader Pen, Extra time, Smaller Venue or Rest Breaks. This may not mean the student has SEND but that they require reasonable adjustments to fairly access their examinations.

### **Can students move on/off the SEND Register?**

The SEND register is reviewed on a termly basis and is updated in accordance with the school's internal monitoring systems. The register is seen as a fluid document and students can be placed on and removed, based on their level of need at the time.

You will be informed via letter if your child is no longer registered on the SEND register. However, you may not be informed of your child's category within school or whether they move to a different category, unless the SEND team feel it is appropriate to do so.

### **Key:**

**E** - In receipt of an EHCP

**K3** - SENIF Funding and Specialist Involvement

**K2** - Students in receipt of targeted in school support

**K1** - Students identified as having a SEND need/diagnosis but only access ordinarily available provision in school

**M** - Monitoring list – a concern has been raised, or student is awaiting a neurodevelopmental diagnosis

**A** - In receipt of Access Arrangements

	<b>K1</b>  <b>Potential inclusive strategies for learners embedded in QFT - <i>this is the universal provision at JFC</i></b>	<b>K2</b>  <b>Potential targeted interventions and support for learners at K2 - <i>in addition to K1 universal provision</i></b>	<b>K3</b>  <b>Potential specialist support for learners at K3 - <i>in addition to K1 Universal Provision and K2 Targeted Interventions - in addition to universal provision and targeted interventions</i></b>
<b>Cognition &amp; Learning</b>	<ul style="list-style-type: none"> <li>• One Page Profile completed and shared with all staff</li> <li>• Pre teaching of vocabulary &amp; concepts</li> <li>• Adaptive curriculum planning, activities, delivery and outcomes</li> <li>• Writing frames</li> <li>• The whole staff cohort receive training on how to support students with whole class teaching strategies, through training and INSET.</li> </ul>	<ul style="list-style-type: none"> <li>• In class additional targeted teacher support</li> <li>• Bottom 20% reading intervention</li> <li>• Opportunities for over learning via additional interventions (normally working with an LSA during tutor time or after school)</li> <li>• Attends LSA homework support</li> </ul>	<ul style="list-style-type: none"> <li>• Students who have directed LSA support in class</li> <li>• Students who may have a bespoke timetable at the discretion of the Headteacher and only in exceptional circumstances.</li> <li>• In depth Involvement with outside agencies</li> <li>• Student Support Plan written with SMART targets</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of ICT: whiteboard, laptops, IPAD as and when required by the classroom teacher</li> <li>• In class targeted teacher support i.e. check in and targeted work</li> <li>• Use of seating plans to enhance learning</li> <li>• Reciprocal reading with class teacher</li> <li>• Use of Rosenshine's Principles of Instruction</li> <li>• Access to extra-curricular activities</li> <li>• Access to educational trips and residential trips</li> <li>• Exam Access Arrangement screening at the end of Year 9</li> <li>• Beige background on all teacher presentations to enhance readability</li> <li>• Subtitles displayed on all audio</li> <li>• Overlays (in discussion with SENDCo)</li> <li>• Live marking and feedback</li> <li>• Knowledge organisers</li> </ul>	<p>club</p> <ul style="list-style-type: none"> <li>• Possible involvement with outside agencies</li> <li>• Additional resources: now and next, RAG cards, SEND time out pass, visual adaptations in class</li> <li>• Touch typing intervention</li> <li>• Handwriting intervention</li> <li>• Additional literacy &amp; numeracy interventions</li> <li>• Emotional Literacy Support (ELSA)</li> </ul>	<p>(Specific, Measurable, Achievable, Realistic, Time)</p> <ul style="list-style-type: none"> <li>• May attend Alternative Provision/Online learning.</li> </ul>
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	<p>for vocabulary support across subjects</p> <ul style="list-style-type: none"> <li>• Parents evening once per year</li> <li>• Tracking data sent to parents 3 times per year</li> <li>• Individual Laptop assigned for use in lessons as normal way of working, if needed and in consultation with SENDCo.</li> </ul>		
<b>Communication &amp; Interaction</b>	<ul style="list-style-type: none"> <li>• Structured school and classroom routines</li> <li>• Use of visuals/ICT to make learning more accessible</li> <li>• Cold calling approach to answering questions</li> <li>• Whole staff training on understanding Autism</li> <li>• Collaborative group work</li> <li>• Opportunities for individual, pair, group and whole class working</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Timetables</li> <li>• Social stories</li> <li>• Small group friendship support with staff trained by Autism Outreach</li> <li>• Autism Outreach surgeries</li> <li>• ELSA Support</li> <li>• Lunch and break time support</li> <li>• Identified trusted adult in school</li> </ul>	<ul style="list-style-type: none"> <li>• Students who have directed LSA support in class</li> <li>• Students who may have a bespoke timetable at the discretion of the Headteacher and only in exceptional circumstances.</li> <li>• Direct, individual support from Autism Outreach, if referral accepted</li> <li>• Speech and Language therapy from external</li> </ul>

			providers <ul style="list-style-type: none"> <li>• Other extensive support from outside agencies</li> </ul>
<b>SEMH</b>	<ul style="list-style-type: none"> <li>• Consistent behaviour policy and expectations</li> <li>• In class routines established</li> <li>• Whole school reward assemblies</li> <li>• PSHCE Programme</li> <li>• Mental Health &amp; anti bullying Ambassadors</li> <li>• Policies including behaviour, Anti Bullying, Child Protection, e-Safety</li> <li>• Bereavement Support/Grief counselling</li> <li>• Wellbeing support via Year Teams</li> <li>• SEND Hub &amp; Wellbeing room access</li> <li>• Safe spaces provided for students who need time to regulate</li> <li>• Head of Phase Leaders and Assistant Head of Year to support students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified trusted adult</li> <li>• Students in receipt of a care plan via CAMHS with strategies directly linked to <b>additional</b> school support.</li> <li>• Time out passes</li> <li>• Leaving early passes</li> <li>• Fidget 'toy' pass</li> <li>• Individual reward system</li> <li>• Individual SEND behaviour report</li> <li>• Alternative spaces during unstructured times &amp; additional support where needed</li> <li>• ELSA Support</li> <li>• Independent work with Trauma Informed and Therapeutic</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted support from Child and Mental Health Services (CAMHS)</li> <li>• Targeted support from other external agency</li> <li>• 1-2-1 meeting with students at the start/end of the school day</li> <li>• Students who have directed LSA support in class</li> <li>• Students who may have a bespoke timetable at the discretion of the Headteacher and only in exceptional circumstances.</li> <li>• Risk assessment completed</li> <li>• Purple Priority in school - high risk &amp; vulnerable students</li> <li>• External agency</li> </ul>



	<ul style="list-style-type: none"> <li>• Whole year assemblies</li> </ul>	<p>Wellbeing Practitioner</p> <ul style="list-style-type: none"> <li>• Teen Health workshops</li> <li>• Mental Health Support Team with 1:1 support</li> <li>• 1:1 well-being support with Mental Health &amp; Wellbeing officer in house</li> </ul>	<p>liaison e.g. Social Worker</p> <ul style="list-style-type: none"> <li>• External agency support for example, from: Harmless, Winston's Wish &amp; Turning Point.</li> <li>• MSCIP Referral for outside agency advice</li> <li>• Independent work with Trauma Informed and Therapeutic Wellbeing Practitioner</li> <li>• Teen Health workshops</li> <li>• Mental Health Support Team with 1:1 support &amp; long term CBT</li> <li>• 1:1 well being support with Mental Health &amp; Wellbeing officer in house</li> </ul>
<b>Sensory and Physical Needs</b>	<ul style="list-style-type: none"> <li>• Staff are aware of needs/impairment/disability</li> </ul>	<ul style="list-style-type: none"> <li>• Passes: fidget, early leave/exit/access to SEND Hub</li> <li>• Uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside services for advice and recommendations:</li> </ul>

	/Medication <ul style="list-style-type: none"> <li>• Appropriately trained First Aiders in school</li> <li>• Disabled facilities</li> <li>• Accessible grounds and building e.g. slopes, lifts</li> <li>• Risk assessment completed as and when required</li> </ul>	adaptations <ul style="list-style-type: none"> <li>• Use of specialist equipment needed e.g. writing slants, pen grips, laptops and devices etc.</li> <li>• Sensory movement break opportunities and access to the SEND Hub for timeout.</li> </ul>	Nurse, GP, paediatrician, Occupational Therapist, Hearing/Visual impairment Team, etc. <ul style="list-style-type: none"> <li>• Individual support with self-care where appropriate</li> </ul>
<b>Year 7 &amp; Year 11 Transition support</b>	<ul style="list-style-type: none"> <li>• Open Event for prospective parents and students</li> <li>• Transition Days in the Summer Term</li> <li>• Information Evenings prior to transition</li> <li>• Exchange of Data</li> <li>• Careers Interviews in KS4</li> <li>• Various Career Talks/assemblies in school from Post 16 Providers</li> <li>• Open Evenings at 16+ provisions</li> <li>• Help in writing college applications, if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Additional groups visits for SEND students to school on request</li> <li>• 1-2-1 additional tours, if needed</li> <li>• In depth meetings with previous Primary school</li> <li>• Information transfer and discussion with Post 16 providers</li> <li>• Additional small group visits to Post 16 colleges</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at Year 6 Annual Review via invitation from Primary School</li> <li>• Attendance of Post 16 providers at Year 11 Annual Review</li> </ul>

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