

SEND Information Report

Local Offer Academic Year 2025-26

Overview

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 approx. 1200 students on roll.

Around 10% of students may be on the SEN register at any time, including a small number with EHCPs (between 2-3%).

Students may be added to, or removed from, the register at any time following consultation with either school staff, parents and the students themselves. Parents will be informed via letter if their child is to be removed at any point during the academic year.

The SEND Leader, Mrs M Kettle, is an experienced English teacher who first joined John Ferneley College in 2010. She is well supported by a Deputy SEND Leader, Assistant SEND Leader, a SEND Administrator, and 13 Learning Support Assistants (LSAs) to date.

At John Ferneley College, we use the definition for SEN and disability from the SEND Code of Practice (2014):

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special Educational Provision means educational provision that is additional to, or different from that made generally for others of the same age in a mainstream school in England.

Disability: "a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairment such as those affecting sight or hearing and also long-term health conditions such as epilepsy, asthma and diabetes.

How we identify and assess SEND

Students with SEND are usually identified as part of the transition process through close liaison with the feeder primary schools.

The SEND Department will contact all feeder primary schools as part of the transition process. Individual transition plans can be devised, if needed, to ease the move from KS2 into KS3. This may include additional visits to the primary schools, familiarisation visits to the college and curriculum taster sessions.

Annual reviews, at the feeder primary schools, may be attended by a member of the SEND department upon request.

In Year 7 we complete baseline assessments in reading which support the school in recognising potential areas for concern. Any student identified by such tests as having a significant difficulty will be monitored by the Reading Lead and further assessments can be completed within college to identify specific needs, if deemed necessary.

All teaching staff closely monitor the progress made by all students and seek advice from the SEND team as soon as they have concerns about any student. They follow the Graduated Approach to the identification of any student who may have SEND and a clear referral process is in place.

If you, as a parent or carer, are concerned about your child and think they may have a special educational need, you should arrange to speak to your child's form tutor in the first instance, to let them know what you think your child's need(s) may be. Following a discussion with your child's form tutor there may be a referral to the SEND department following the school's referral process.

How we include the viewpoint of our SEND learners

All pupils with SEND are invited to complete a One Page Profile detailing the things that are important to them and the things that help them learn. This is shared with all staff.

EHCP students will have an additional Student Support Plan to ensure that provision is suitable to their needs. They will also be invited to attend their annual review meeting.

Pupils with SEND are given additional support with choosing their next steps – in Year 9 when they make their option choices and when they leave in Year 11.

We have school Ambassadors who are also students with SEND.

How we assess and review the progress of students with SEND

Each term, students' progress is tracked through the Assertive Tracking process which is communicated home to parents/carers. 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.

There are various opportunities for parents/carers to discuss their child's progress with staff, including: parents' evenings and other planned events, home-school communication logs (students with high special educational needs), and for students with an EHCP, an annual review. If parents/carers have concerns, they can make an appointment to see the appropriate staff member.

Our approach to teaching students with SEND

Students at JFC are taught in mainstream classes through Quality First Teaching. This is the first response to supporting students with SEND. Key components of QFT include adaptive strategies, high expectations, knowledge retention and encouraging students to actively engage with recall information. The JFC way and the adoption of Rosenshine's Principles as a central teaching strategy are an important component of our commitment to this. This is known as our universal offer.

Subject teachers are supported in understanding the needs of their students through Student Support Plans and One Page Profiles. There is also an internal SEND register which contains detailed information and guidance for staff to use in their planning.

Seating plans are used in all subjects to maximise the learning potential in each lesson.

Learning walks and observations are carried out on a regular basis by the SENDCo and other members of SLT, to ensure students' needs are being met and provision is appropriate across the setting.

Learning Support Assistants are targeted to work with students with an EHCP or SENIF Funding. They assist with the monitoring of the student and the home-school logs. Any concerns and feedback are shared with subject teachers, Heads of Department and at fortnightly SEND team meetings.

Students with an EHCP or SENIF funding have a SEND Mentor in school. They have regular meetings to discuss support in school. This helps to improve communication between school and parents/carers and to ensure that support is more bespoke for individual students.

Some students, with the Headteacher's consent, may be withdrawn from some subjects on a case-by-case basis to allow for them to develop other skills, or to have more time to focus on key skills; however, this is not our normal practice.

All students across all year groups have tutor sessions dedicated to group reading where the tutor reads to students to promote reading for pleasure as well as providing the opportunity for students to increase their vocabulary.

Every student has their reading age assessed termly. Targeted support is available for the bottom 20% of priority readers in each year group with additional intervention sessions.

Additional support available:

Student can access supported study/homework sessions after school, on a Monday, Tuesday and Thursday. At key Stage 4, additional revision sessions are available within various subject areas.

Within the college, there are 2 members of staff trained to deliver ELSA (Emotional Literacy Support) sessions. The aim of the ELSA work is to remove barriers to learning and support students via 1:1 or group sessions. Key staff in school can refer students for ELSA support. Areas of work include bereavement, anxiety, self-esteem, social skills, managing stress, bullying, behaviour and anger management.

Other intervention programmes include 'Coping with Anxiety' and the 'Friendship Programme.' With staff being trained on this by Autism Outreach Practitioners.

Towards the end of Year 9, any student who may be considered in need of Exams Access Arrangements, in preparation for their public examinations, will be tested by a member of staff trained in this area to enable them to reach their full potential.

All students can access the college's breakfast club, which is available every day in the restaurant from 8.00am - 8.30am.

The college has Ambassadors in each year group, many of whom act as mentors for younger students and assist at progress evenings and induction events.

All students are encouraged to take part in extra-curricular activities and clubs. Details of these can be found on the JFC website.

We have a SEND area - The SEND Hub. It is used as a withdrawal space for some of our more vulnerable students who require time away from the classroom and a quiet place to study.

We have a range of support from external professionals when required. These include: Autism Outreach, the Visual Impairment Team, the Hearing Impairment Team, Educational Psychologists, Speech & Language Therapists, Wellbeing Support Workers, the Inclusion Team at the Local Authority and SENA.

Extra-curricular and enrichment opportunities

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

Our school has weekly Enrichment activities running through the school year. We offer drop down assemblies and opportunities for all students throughout the year in tutor time and through our Futures programme.

From Year 9, students are invited to take part in the Duke of Edinburgh Bronze Award Scheme.

The college has a variety of lunchtime/ after college clubs to meet all interests and needs. These include games, homework, music, sports, drama, art and dance. The college library is also open to students.

The school runs various residential trips throughout the year. Past trips include New York and Milan. All trips are inclusive with additional adults available to support our most vulnerable students.

What support is available for developing the emotional and social development of students?

In the first instance all students have a Tutor who will meet with them every morning and with whom initial concerns from students and parents/carers can be raised.

Each Key Stage has a Phase Leader who oversees the behaviour and progress of students. There are also Student Managers who are responsible for a specific year group – such staff are non-teaching and are there to support students with their pastoral needs.

Students can access a quiet 'safe space' which is supported by members of the SEND team. The SEND Hub is open at break and lunch times. Board games, Lego and daily activities are all available to students. This room is supported by members of the SEND team.

There are key staff in school who work with students who are struggling with emotional and social issues and may liaise with external agencies if required. They are linked closely with the SEND department to ensure that students' needs are met.

There is a fully inclusive Personal Development curriculum with topics taught at age-appropriate levels in accordance with the RSE Statutory guidelines.

Staff training and experience

The SEND Leader and Assistant SEND Leader are both qualified in the National SEND award.

The SENDCo and other Senior Leaders 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. Examples include training by ADHD solutions and Autism Outreach.

Learning Support Assistants meet fortnightly with the SEND Leaders to share information, good practice and in house CPD.

All staff at the college complete the statutory safeguarding awareness training in line with the local authority recommendations.

Equipment and facilities available to support students with SEND

The college is fully accessible for students with mobility difficulties. The main building has large, wide corridors, and the upstairs can be accessed by one of two lifts. The Enrichment Centre and Futures Building, also on two floors, have a lift to gain access to the first floor if required. All buildings and classrooms have wheelchair access; the upstairs rooms being accessed using the lift.

There are disabled toilets in each of the learning zones. In addition, there are changing facilities and a toilet for disabled use adjacent to the sports hall. There is 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 who 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.

In the food technology room, there is a height adjustable workstation including a cooker and lowered sink.

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.

How we consult with parents/carers

Every academic year each year group has a Parents Evening where they can meet with their child's teachers and discuss any concerns they may have. Parents can contact their child's form tutor to raise additional concerns or to ask questions regarding their child.

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

If students need to undergo additional testing, parents/carers will be contacted to inform them. Parents will also be contacted if there is going to be any external involvement with their child.

Students who have an Education Health and Care Plan will have the document reviewed annually. 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. If the student transferring to John Ferneley College has an EHCP, the College would request to be invited to the transition review at the primary school. This enables the college to begin planning for the following year and enable a smooth transfer.

In Year 6 the College hosts several open events. These are primarily aimed at prospective students and their parents. During September there are events during the college day and an evening event.

There is an opportunity for parents to attend an induction meeting, after transition days in the Summer term. This also provides an opportunity to meet with their child's tutor.

Parents/carers can also attend a coffee morning to discuss the transition process in more detail and ask questions regarding SEND support upon transition.

Complaint process

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 Teacher, Mr Claridge, who will work with them to resolve the problem.

Parents should contact the Chair of Governors, 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.

External agencies linked with us

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 include:

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

Specialist Teaching Service (STS) -A team of specialist staff who work with students with hearing and visually impaired students.

Autism Outreach Service (AOS) - This service 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.

Speech and Language Therapy Service - 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 around 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.

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

Transferring between phases of education

In Year 6, all our feeder primary schools are visited by members of the transition team. We offer a transition package which includes two days in the school before the Summer holiday.

Year 6 students who have an EHCP will have a transition review in the autumn term. We like to be included in this process from the start 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. 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 college. A transition plan is agreed at this meeting and may include the arrangement of taster sessions and additional visits for the student.

Students in Year 9 with an EHCP, who are transferring from Key Stage 3 to Key Stage 4, also have a transition review meeting to ensure the correct option pathway has been selected for them.

All students in Key Stage 4 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.