

## **Special Education Needs and Disabilities Information Report (Local Offer) 2021-22**

John Ferneley College is a mainstream school in the heart of Leicestershire. The school is situated in a small market town. The school is oversubscribed and currently has 1207 students on roll.

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.*

The SENDCo, Mrs M Kettle, a member of the Extended Senior Leadership Team, is an experienced English teacher who first joined John Ferneley College in 2010. The SENDCo is well supported by an Assistant SENDCo, SEND Administrator, and 15 Learning Support Assistants (LSAs) to date.

Mrs Kettle (SENDCo) and Mrs Kitchen (Assistant SENDCo) are available to discuss individual students, usually by appointment to ensure privacy and confidentiality. They can be contacted via email: [mkettle@johnferneley.org](mailto:mkettle@johnferneley.org) and [rkitchen@johnferneley.org](mailto:rkitchen@johnferneley.org)

Mrs J. Woolaston, SEND Administrator, works closely with the SENDCo and Assistant SENDCo and can be contacted by email [jwoolaston@johnferneley.org](mailto:jwoolaston@johnferneley.org)

The Learning Support Assistants work within the school'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.

Some LSAs have targeted students within their subject area whom they work with, support, build relationships with and communicate with parents/carers. We have dedicated teams of LSAs who support targeted students with Numeracy and Literacy/Reading interventions. 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. LSAs have received training in many aspects of SEND as part of their Continued Professional Development (CPD), and pathways have been designed to support with this. This is an important aspect of the setting and everyone is encouraged to attend training sessions both internally and externally.

### **How does John Ferneley identify and Assess SEND?**

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 SENDCo, JFC staff, parents/carers and students, to ease the move from KS2 into KS3. This may include additional visits to the primary schools, familiarisation visits to the school and curriculum taster sessions.

When students arrive at JFC, they complete CAT-4 assessment which aim to identify potential and see how each student learns best. Such information is also used to determine the level of support a student requires. Any student identified by such tests as having a significant difficulty, will be monitored by the SEND team and further assessments can be done within school to identify specific needs. If subject teachers, form tutors or LSAs have concerns about students, there is a clear referral process in place.

At John Ferneley College, all teaching staff closely monitor the progress made by all students and seek advice from the SENDCo or SEND team as soon as they have concerns about any student. They follow the Graduated Response approach to the identification of any student who may have SEND. For students joining school at any other point, information is shared between the schools' SEND teams.

Teachers in all subject areas carry out regular assessment of student progress, and alert parents/carers and the SEND team when they have concerns about a student's rate of progress, or when progress appears to stall or slow down.

Teachers and the SENDCo/SEND Team, in partnership with parents/carers, will gather as much information as possible to find out exactly what a student's needs are - this might include talking to the student, observing them in class, assessing aspects of their learning or making a referral for multi professional advice.

The SENDCo or subject teacher might suggest specific programmes of intervention, numerous strategies, or temporary additional support. They may ask for advice or assessment from an external specialist service.

If the student still does not make improved progress, the SENDCo and subject teacher will meet with parents/carers and the student to agree that additional SEND support will be put in place.

If your child has already been identified as having SEND, they will be placed on the SEND Register and will have a Personalised Learning Plan, which can be accessed online via <https://edukeyapp.com/parent/login> You will be consulted regarding this via a formal letter or discussion with the SENDCo/form tutor.

As soon as we think that your child has a special educational need/disability (SEND) we will invite you into school to discuss how we can all work together to support them. This may be in line with parents evening or in an additional meeting. Your child will then be placed on our SEND record and a graduated level of provision established.

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. Special needs are identified in several ways. We use the results of regular assessments, ongoing classroom assessment, teacher observations and information from parents and carers, information from the assessments of outside agencies and medical professionals to identify children who may require extra support to help them achieve. Following a discussion with your child's form tutor there may be a referral to the school SENDCo.

### **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 school, 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 to represent their views. Progress of all students with SEND in the school is closely monitored in accordance with the whole school's Assertive Tracking process, as well as each department's own tracking system.

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

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

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

Each term, students' progress is tracked through the Assertive Tracking process which is posted home to parents/carers. This gives information on progress towards their target grade. This information also forms part of the annual review/liaison meetings. This data is shared with parents and analysed to monitor any under achievement in all subject areas. Subject teachers will target students for intervention to ensure progress is made. The SENDCo and her team closely monitor the progress of all students with SEND.

At JFC there are various opportunities for parents/carers to discuss their child's progress with staff. These may include, Parent Information Evenings, Annual Progress Evenings, Careers events, Liaison meetings, 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 member of staff/SENDCo. Email contacts of all members of staff are available via the John Ferneley College website.

'Parent Information Evenings' inform parents/carers in the ways they can aid and encourage their child at home with their school work. Student planners are designed to enable students to easily record homework set and completed; this also aids the communication between home and school.

Half termly Parent Forum meetings give an opportunity for parents to share experiences with each other and have face to face communication with the SLT.

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

All members of staff have access to a secure, electronic copy of the SEND register. Information can also be accessed via ClassCharts. This contains detailed information and

guidance for staff to use in their planning and differentiation. All SEND students are listed on the register.

Subject staff also have access to electronic copies of Student Support Plans and One Page profiles. They contain detailed information and guidance for staff to use in their planning and differentiation. English, Maths and Science have detailed subject Provision Plans in place which outline methods of support, planning and resources which are used to ensure that all students' needs are being met.

Throughout their first year at John Ferneley College, students are set in some subject areas 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 as well as CAT-4 Assessments at the start of the academic year.

Students identified at primary school as having significant SEND may be placed in the school's Nurture group. These students require a high level of support for either additional numeracy/literacy or SEMH needs. Those students needing additional Numeracy and Literacy lessons will study these instead of their KS3 Modern Foreign Language lessons. Students are tracked in line with the school'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 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 and provision is appropriate across the setting.

All teachers differentiate tasks in lessons to match the needs of each student in their care to ensure appropriate provision. This differentiation process also forms part of the homework policy, with students given more individualised tasks if needed.

Learning Support Assistants are targeted to work with students with a EHCP or in some cases, those who have a JFC SEND Support Plan. They assist with the monitoring of the student and the home- school logs. They maintain Evidence/Progress plans and keep records of support concerning the students they work with to ensure progress is being maintained. Any concerns and feedback is shared with subject teachers, Heads of Department and at fortnightly SEND team meetings.

The school employs a variety of staff with a wide range of skills to support students in all aspects of school life, academically, emotionally, and socially. These include a Head of Year, Assistant Head of Year, Attendance Officer, Careers Advisor, School Nurse as well as other school-based staff.

At Key Stage 4 students can choose optional subjects to study for their GCSEs, in some cases it is appropriate for students to attend an alternative provision. The school offers several options for students who may require a more flexible approach to learning and will undertake the JFC 'in-house' Personalised Learning Pathway. Students in Year 9 are guided towards choosing the appropriate learning pathway to reach their potential through consultation between parents/carers, subject teachers, the Head of Year 9 and the SENDCo.

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

The Inclusion Room has a multipurpose function. The room is used by students with SEND for small group intervention. It is also used as a 'safe' space for some students requiring time away from the classroom and a quiet place to study.

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, Heads of Year and the SENDCo.

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

Learning Support Assistants support students who have a EHCP within their various lessons; they assist the student to access the lesson, and in collaboration with the subject teacher, will personalise the content to meet the student's needs. They also work with small groups of students in developing their Literacy, Maths, Social and Emotional Skills.

All students 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.

A paired reading scheme is organised under the direction of the Literacy Co-ordinator alongside the SENDCo. Students are paired with a Key Stage 4 student to develop reading and comprehension skills. This also develops peer on peer relationships and aids for strong collaboration between students.

Within the SEND department there are 4 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 work or group sessions. Key staff in school can refer students for ELSA support. Areas of work covers: 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.

Daily maths intervention takes place during registration. The Pupil Premium Co-Ordinator oversees this provision.

At Key Stage 3 one lesson per week is dedicated to reading with their English teacher. The teacher chooses an appropriate book to read with the class to aid with lifelong reading.

At 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.

During Annual Reviews/Liaison Meetings with parents/carers, decisions are made as to whether the student will need any additional support either in school or by involving any external agencies.

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

The school is involved in many competitive sporting activities, there is an annual dance showcase and whole school 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 school's website.

All students take part in 'Drop Down Days' to ensure that the school is compliant in terms of the statutory guidance for the Relationships and Sex Education Curriculum and futures.

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

The school has Prefects and 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.

### **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 and tutors are expected to monitor the involvement of each member of their tutor group. All enrichment activities are fully inclusive although this may require a risk assessment in certain circumstances. The school has a variety of lunchtime/after school clubs to meet all interests and needs. These include games, homework, film, sports, drama, art and dance. The school library is open to students on a Monday-Wednesday before school, at breaktimes and lunchtimes.

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

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

An Alternative Provision Manager, Alternative Provision Assistant and five Assistant Heads of Year 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. Students can meet with such staff during the day if they are having difficulties for mentor sessions.

An after school social club 'Work it Weekly' aimed at a targeted group of students is run every Monday after school. The aim is for students to develop their social skills and interaction with students in different year groups. It is a fitness-based session which aims to improve self-esteem and confidence.

John Ferneley College also offers bespoke packages such as ASDAN qualifications for students who struggle accessing full time mainstream education. This includes life skills and focusses on the preparation for life after school e.g., cooking, opening bank accounts, travel etc.

John Ferneley College are now working alongside Engage which is a three-year national lottery funded programme run in partnership with the Melton Learning Hub. Engage are committed to supporting young people and families to overcome challenges in their life through a variety of interactive and engaging ways.

### **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 Head of School 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 in house CPD. These have included a CAMHS emotional wellbeing seminar, sessions on raising awareness on substance abuse and self-harm, Autism Diagnosis Sharing, training from the Hearing-Impaired service. There is a clear CPD programme in place for staff to develop within their roles.

All staff have attended Safeguarding Training, Trauma Training and Emotion Coaching training in relation to Attachment Disorders and Looked After Children.

Agencies which are involved with the school include: CAMHS, School Nurse, Careers Advice, Educational Psychologist, Autism Outreach, Youth Workers, Social Workers, Supporting Leicestershire Families, Hearing Impaired Service and the Visually Impaired Service.

Should a student propose to join John Ferneley College with a particular special educational need that has not previously been supported at the school, in the first instance the school 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 school complete the statutory safeguarding awareness training in line with the local authority recommendations.

### **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 school 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. All buildings and classrooms have wheelchair access, the upstairs rooms being accessed using 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 who require them.

The school 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 school has several height adjustable tables, for students who may require these. 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.

### **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. Every academic year each year group has a supporting success event, this meeting provides parents with strategies and ways to support 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.

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 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 school would request to be invited to the transition review at the primary school. This enables the school to begin planning for the following year and enable a smooth transfer

In Year 6 the school hosts several open events. These are primarily aimed at prospective students and their parents. During Open Week in September there are events during the school day, Saturday morning tours and an evening event. 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 specific teachers/the SENDCo, then these can be arranged at a convenient time to the parents/carers and the member of staff.

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

Students at John Ferneley College are encouraged to contribute their views in relation to the school and become involved in the Student Forum. This group of students represents the views of students and discusses them with the SLT. Students are encouraged to discuss issues at the Student Forum. The information from meetings is fed back to their tutor group and discussed with their peers.

As John Ferneley College is a fully inclusive setting, all students are encouraged to become involved in all aspects of school 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/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.

### **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 Teece who will work with them to resolve the problem.

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

### **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 school 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 school life.

**Specialist Teaching Service (STS)** -A team of specialist staff who work with students with hearing and visually impaired students. If students require this input then the SENDCo can refer 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 school 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 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 link Educational Psychologist.

**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 school based meetings if required.

**Youth Workers** - Venture House supports students who are having difficulty in accessing the curriculum, they run intervention sessions focusing on developing confidence and self-esteem. Youth workers may come in to the school to support young people. The school is unable to refer directly.

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

Year 6 students who have an EHCP will have a transition review in the autumn term. John Ferneley College likes 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 school, 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 school 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 school. A transition plan is agreed at this meeting and may include the arrangement of taster sessions and additional visits for the student to the school.

Students in Year 9 who are transferring from Key Stage 3 to Key Stage 4 also have a 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 school's careers advisor and an action plan for Post 16 provision is agreed with the student.

Year 10 students are all involved in the school'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 school in the Autumn term.

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

The Leicestershire Authorities local offer can be found at: [http://www.leics.gov.uk/local offer](http://www.leics.gov.uk/local_offer)