

John Ferneley College

Special Education Needs and Disabilities

Information Report (Local Offer) 2023-24

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.

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.

This document is intended to provide you with information regarding the ways in which we support all our students. It may not list every skill, resource and technique which we employ to achieve this as these are continually developed and used to modify our provision to meet the changing requirements of our students.

The SENDCo, Mrs M Kettle, Assistant Headteacher, is an experienced English teacher who first joined John Ferneley College in 2010. The SENDCo is well supported by an Assistant SENDCo, two SEND Administrators, and 14 Learning Support Assistants (LSAs) to date.

The Learning Support Assistants work within the college's various subject areas. Each student on the SEND register has a fortnightly meeting with their link LSA/member of the SEND Team. This is to discuss progress and to offer support/guidance on all aspects of school life. The SEND department has received training in many aspects of SEND as part of their Continued Professional Development (CPD). 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. Some annual reviews at the feeder primary schools may be attended by the SENDCo upon request. Parents also have additional opportunities to view the school and ask questions. The SENDCo and Transition Team will visit all the feeder primary schools as part of the transition process. 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 college and curriculum taster sessions.

In Year 7 we complete baseline assessments across the curriculum 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 SEND team and further assessments can be done within college to identify specific needs, if deemed necessary. 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 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. 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 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 interventions, numerous strategies, or temporary additional support. They may ask for advice or assessment from an external specialist service.

If your child has already been identified as having SEND, they may be placed on the Internal SEND Register and will have a Personalised Learning Plan. You will be consulted regarding this via a formal letter or discussion with the SEND Team.

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.

What are the arrangements for consulting young people with SEND about, and involving them, in their education?

We are subscribed to Edukey and as part of this package, 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. Student also have targets in their Student Support Plans as well as regular meetings with their linked mentor. Pupils with EHCPs attend their annual reviews and are encouraged to comment on their provision. 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 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 to represent their views. Progress of all students with SEND in the college is closely monitored in accordance with the whole college'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, 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.

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 communicated 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.

At JFC there are various opportunities for parents/carers to discuss their child's progress with staff. These may include, Parent Information Evenings, Parents Evening, 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.

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

Students at JFC are taught in mainstream classes. The 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 and differentiation. There is also a 'SEND Watch List' which has students who have been flagged to the SEND team but are not on the SEND register.

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 by the SENDCo and other members of SLT, 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 an EHCP or SENIF Funding, and in some cases, those who have a JFC SEND Support Plan. 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.

All students on the SEND Register have a Key Mentor in school. Each Mentor is linked to between 6 and 8 students. They have a fortnightly meeting to discuss any concerns they have in school. This helps to improve communication between school and parents/carers and to ensure that support is more bespoke for individual students.

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 a Head of Year, Assistant Head of Year, Attendance Officer, ELSA (Emotional Literacy Support Assistant), Careers Advisor, as well as other college-based staff.

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

All of our pupils are initially supported by Quality First Teaching in the classroom. Adaptations are made to scaffold students who are unable to access learning without this support. Some students, with SLT consent, may be withdrawn from some subjects on a case-by-case basis in order to allow for them to develop other skills, or to have more time to focus on key skills. This is not our normal practice and is generally for pupils with EHCPs.

We have a SEND area - The Inclusion Room. 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.

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

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

All students are supported in the first instance by Quality First Teaching by experienced teaching staff supported by Heads of Departments and the Senior Leadership Team. Teaching is conducted through a range of teaching methods.

Learning Support Assistants support students who have an EHCP/SENIF funding 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.

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.

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 work

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.

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. A Reading Intervention Support Assistant targets the 20% of priority readers in each year group with additional intervention sessions. Some students take part in paired reading during tutor times.

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 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. Our Personal Development curriculum is designed through student feedback and ensures that the college 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 college 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.

We have a range of support from external professionals when required. This includes: 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.

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 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.

There are school residentials ranging from Mount Cook in Year 7 to New York and Milan. All students are welcome to join the trip. Additional adults will be directed 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 group who will meet them every morning and with whom initial concerns from students and parents/carers can be raised. Each Year group has a Head of Year and non-teaching Assistant Head of Year who are also available to support students with their pastoral needs.

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 two members of the SEND team.

Staff also 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. Furthermore, students can visit the Inclusion Room if they need to talk to somebody in a safe and supportive environment.

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 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.

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.

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.

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. 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 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 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.

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 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.

A programme called Edukey is used to share learning plans for those pupils on the SEND register. Parents will have opportunities to comment on their child's plans. The child's key mentor will also be in regular communication with parents updating on progress and targets.

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 Open Week in September there are events during the college day 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.

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 college 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 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/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 Teacher, Mrs Stansfield, 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.

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.

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 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 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.

SENDIASS- This service offers free support and advice to parents/carers. They will attend college 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 college 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?

In Year 6, all of 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. 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 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 to the college.

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 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.

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

The Leicestershire Authorities local offer can be found at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>