



SEND information Report

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1. What are Special Education Needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

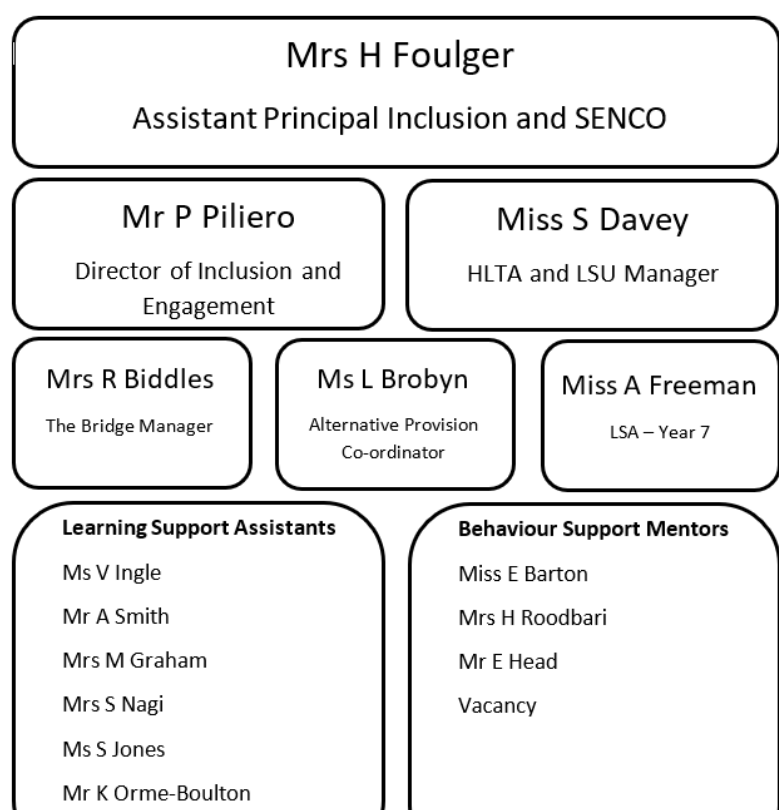
A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2. The Inclusion Faculty



3. Useful Contacts

SENCO: Mrs H Foulger

h.foulger@thefarnboroughacademy.com

Head of Year 9: Mr. R Stevenson

r.stevenson@thefarnboroughacademy.com

Head of Year 7: Mr. E Thompson

n.thompson@thefarnboroughacademy.com

Head of Year 10: Mr. D Pickup

d.pickupp@thefarnboroughacademy.com

Head of Year 8: Mr. S Asif

s.asif@thefarnboroughacademy.com

Head of Year 11: Mr. J Atkinson

j.atkinson@thefarnboroughacademy.com

At Farnborough Spencer Academy each student's current skills and levels of attainment are assessed on entry through the completion of baseline testing or common assessment test (CATs) for in year admissions. We use this data, with any other information from previous schools, including KS2 SATS results, to decide whether students require Special Educational Needs or Disability (SEND) support. Through regular assessment we are able to identify students who are making less than expected progress for their age and individual circumstances. This may be because their progress is:

- significantly slower than that of their peers starting from the same point,
- failing to match or better their previous rate of progress,
- failing to close the attainment gap between the student and their peers,
- widening the attainment gap.

4. What Kinds of Special Education Needs does Farnborough Spencer Academy make provision for?

At Farnborough Spencer we support all students with Special Education Needs and Disabilities (SEND) by providing high quality teaching which incorporates strategies based on individual difficulties identified. If a student continues to make less than expected progress then the SEND team will assess whether or not a student has an SEN. This will allow us to take appropriate action to support each student.

We cater for all students with needs such as:

- Learning difficulties that stem from cognition and learning needs

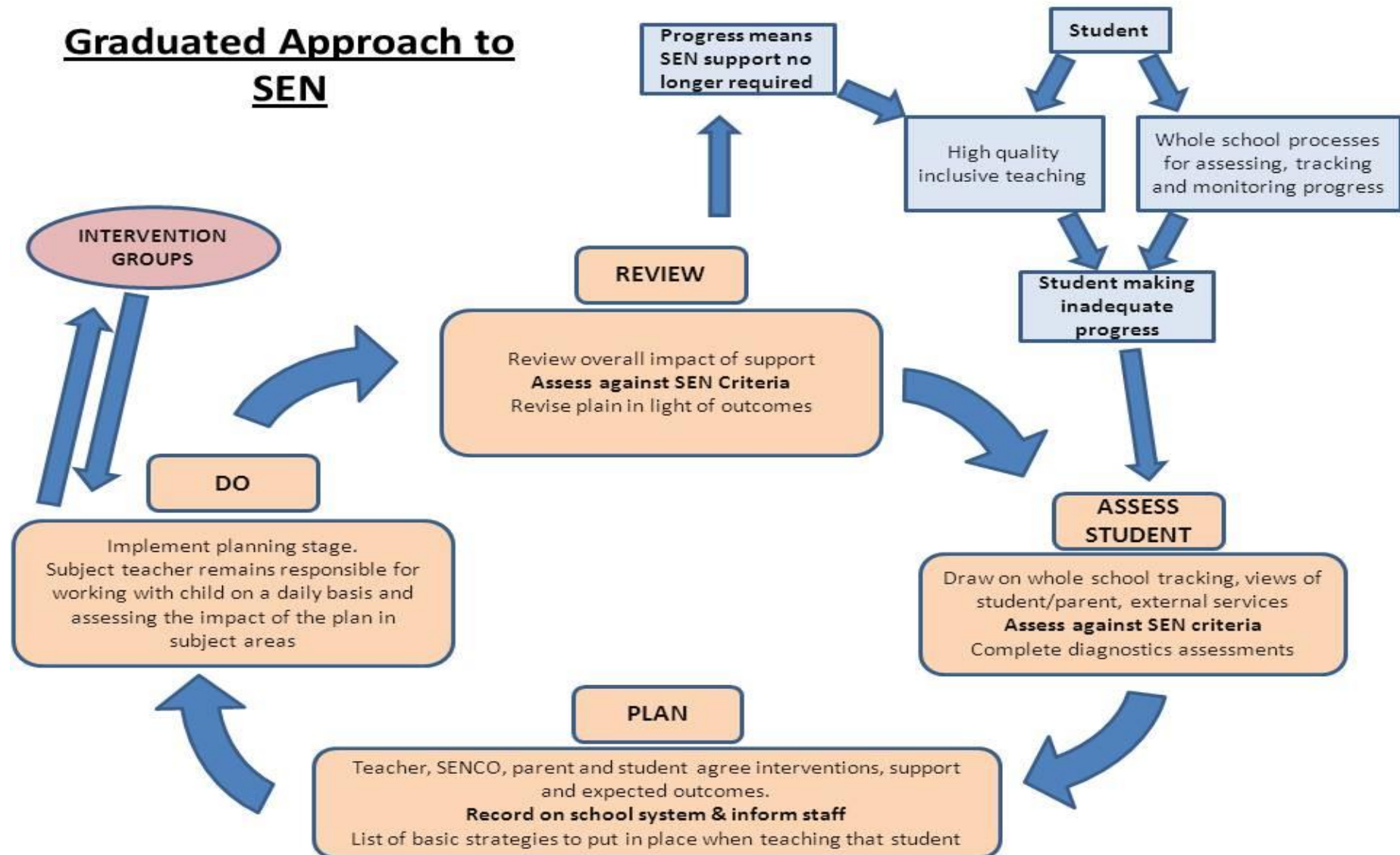
- Communication and Interaction difficulties
- Autistic Spectrum disorders (ASD)
- Specific learning difficulties such as dyslexia, dyscalculia and dysgraphia.
- Sensory and Physical difficulties
- Social, Emotions and Mental Health needs

5. How does Farnborough Spencer Academy assess Special Educational Needs (SEN)?

At Farnborough Spencer Academy we endeavor to ensure each student with SEN gets the support they need. Subject teachers are responsible for the progress and development of students in their class, including the support given by our learning support assistants (LSA) or external agencies. High quality teaching, scaffolded for student's needs, is the first way we respond to students who have SEN. Additional intervention and support cannot make-up for a lack of good teaching. To support this, teaching at Farnborough Spencer is constantly reviewed.

We have a thorough professional development programme to ensure teachers understanding of strategies to support and identify vulnerable students and their knowledge of SEND is up-to-date. When a student is identified as having SEN we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Approach' and ensures that parents and students needs and views are at the centre of all provision.

5.1 The Graduated Response



6. How will my child be assessed to see if they need extra support?

6.1 BEFORE Farnborough Spencer Academy

- Before your child even begins at Farnborough Spencer Academy a member of staff from our transition team will attend your child's primary school to gather information from staff and meet the children.
- We will contact any outside agencies that have previously worked with your child.
- You will also be able to speak to Mrs Foulger (SENCO) at the Year 5 and 6 Open Evening, Year 6-7 Parents Evening (transition) and during transition days.
- You will be invited into school to meet with a member of the inclusion faculty to discuss your child's SEN and the support they have in place. This information will be used to write their Pupil Profile.
- Additional visits can also be arranged prior to transition days (please contact Mrs Foulger to arrange). Your child's current SENCO may also plan additional visits.

6.2 AT Farnborough Spencer Academy

- All students will be given a baseline assessment to determine their current ability.
- Students will undertake the New Group Reading Test (NGRT) on entry and then each half term, this enables us to gather information about student's reading ages and the progress being made. Data will be used to identify whether a more specific reading test is needed to be carried out with one of our Learning Support Assistants and if students require more specific reading or phonics intervention.
- All staff will be informed of individual SEND needs to inform their planning and delivery of the curriculum.
- Referrals will be made to the SENCO from subject teachers after adaptive teaching and intervention within the classroom.
- Your child may be entitled to extra exam time or a reader – assessments for this will take place at the end of Year 9.

6.3 Additional Support

- In Year 7 and 8 Nurture Groups support our more vulnerable students. This provision will be discussed with primary SENCOs and year 6 teachers.
- Some students at the Academy may attend sessions and interventions in the Learning Support Unit if they are unable to access areas of mainstream education for a variety of reasons. This will be discussed with key staff and parents/carers before putting this provision in place.
- The Inclusion Centre supports students for whom social emotional and mental health is a barrier to access learning in the mainstream classroom.
- Some students may receive in-class support from a Learning Support Assistant.

- Regular contact with your child's Head of Year will be important to help support and improve your child's social skills and wellbeing. In the event of a full school closure this support will remain in place where possible.

7. How will the curriculum be personalised to suit my child's needs?

- Pupil Passports are on Synergy and linked to your child's name on registers, this enables all staff to be able to access them.
- In-class support from our team of learning support assistants for identified students;
- Subject specific intervention sessions;
- Specialist equipment provided for students where appropriate;
- Exam Access Arrangements;
- Alternative curriculum where necessary.

8. How are resources allocated to match the needs of children with SEN?

- All staff are teachers of SEND and are trained to enable them to meet the variety of needs of students within the classroom (all staff take part in regular CPD/training sessions);
- Learning support assistants will be available in lessons to support student's learning where necessary;
- Small group support/one-to-one support where necessary;
- SEND review meetings for you and your child termly;
- In-house Access Arrangements and Exam Access Arrangements;
- External agency support e.g. Speech and Language Therapists, Autism Team, Learning Support Team, Visual Impairment Team, Hearing Impairment Team, Educational Psychologist;
- Provision of specialist resources where an identified need is established.

9. What training and expertise do staff have with SEND?

- The SENCO has completed the National Award for SENCOs;
- The LSU manager is working towards the completion of the National Award for SENCOs.
- Two Learning Support Assistants are completing the HLTA qualification;
- Regular CPD sessions are available for all teaching staff and support staff;
- Specific training in aspects of SEN through in-service training;
- Qualified learning support assistants (some with specialisms);
- Strategy banks are shared with all staff on a regular basis;
- Social stories are updated and shared with staff and students on a regular basis to help support students through any difficult times.

10. How will decisions be made about what support my child will receive?

- Your child's progress will be tracked regularly across all subject areas;
- For students with SEND but without an Education Health and Care Plan (EHCP), the decision regarding the support required will be taken by the SENCO in consultation with staff and the Senior Leadership Team (SLT);
- For students with an Education Health and Care Plan (EHCP), the decision will be reached when a plan is being produced and the needs have been identified;
- Change in a student's circumstances which has an effect on their well-being may lead to certain interventions being arranged;
- Recommendations resulting from assessments by outside agencies.

11. What if the support provided for my child is not effective?

- The support provided for your child will be measured in a number of ways. If the support is effective we would expect to see that your child is happy in school and showing expected progress in most or all subject areas.
- If the support provided is not showing effective, then evidence will be gathered to see where your child needs further intervention and what kind of intervention will be appropriate.
- Any intervention that includes your child will be reviewed on a regular basis and if it is not successful then further intervention/a new style of intervention will be put into place.
- We can also measure the effectiveness of the support that your child is receiving through regular communication with parents and carers.

12. How will my child be included in extra-curricular activities?

- Your child will be invited to access all extra-curricular activities at lunchtimes and after school;
- Tutors and subject staff will inform all students about extra-curricular activities and timetables will be displayed in all tutor rooms;
- Any relevant risk assessments for out of school activities will be carried out;
- Planning for appropriate transport and reasonable adjustments to make sure that all students are able to take part;
- The Learning Support Unit (LSU) also provides break time, lunch time and after school opportunities for students.

13. How will my child be supported for life after Farnborough Spencer Academy?

Post-16 Transition

- All students at Farnborough Spencer Academy will have access to Futures (Career information and advice service). This includes interview experience (1:1);

- Futures can offer home visits for students and parents. This includes a specialist representative who works with students on the autistic spectrum;
- Information about sixth forms, colleges, apprenticeships and training providers is given to all students;
- All year 11 visit a careers fair and are offered guidance. A learning support assistant will normally accompany students and relevant information will be displayed in the Learning Support Unit (LSU);
- There are various enterprise and employability events that happen throughout the year with students in all year groups to prepare them for life after Farnborough;
- Visits arranged throughout the year to various colleges and universities to raise aspirations for all students;
- Transition meetings and visits can be arranged and relevant information is shared with support staff at college;
- In the event of a full school closure, the SENCO will work with colleges and external agencies involved to support with transition in line with any government guidelines that may be in place.

14. How does the Governing Body involve other people in meeting the needs of students with Special Educational Needs, including for their families?

The Governing Body has a duty to ensure that the Academy adheres to the SEND Code of practice under the Children & Families Act 2014. This means that the Academy governors hold the Principal, Mr. Smith, and the SENCO, Mrs Foulger, to account. The Governing Body appoints a governor who is specifically responsible for Special Educational Needs and Disabilities.

A SEND Governor will be appointed in September, they ensure that the Academy and the SENCO carry out their duties.

One of the key responsibilities of the Governing Body is to make sure that the Academy's policy for students with SEND is published on the Academy website. This information must be reviewed annually by the Governing Body. The Governing Body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all students, including those with SEND. You can find these policies on our Academy website. The Governing Body, through the SENCO, ensures that other appropriate agencies are involved in meeting the needs of students with SEND. The SENCO reports regularly to the Governing Body regarding the number of students and their additional needs.

15. What should I do if I think my child has SEN or a disability?

Contact your child's tutor or Head of Year or contact the Academy's SENCO for further advice or information. A meeting can then be arranged to discuss matters further.

If you have previously sought medical advice regarding your child's needs then please bring this information to the meeting.

16. How will I know how my child is doing?

You will receive a copy of your child's Pupil Passport within the first half term of the academic year alongside an invitation to review your child's profile at least 3 times during the academic year. Your child will be allocated a keyworker (an LSA) and your main contact, with regards to their SEND needs, will be with this member of staff.

You will be updated about your child's progress through regular progress reviews and parents' evenings.

Students who have an Education Health Care Plan (EHCP) will have annual reviews in accordance with the local authority guidance.

17. How can I help to support my child's learning?

- Visit the school website and the links to relevant information;
- Check your child's Synergy account regularly;
- Encourage your child to attend homework/revision clubs (these are available in the Library and Learning Resource rooms);
- Encourage your child to engage in extra-curricular activities;
- Follow advice given by staff/external agencies;
- Attend regular planning and review meetings;
- Attend parents' evenings;
- Keep in touch with the school if anything changes.

17.1 Your child will need to take responsibility for their learning by:

- Checking Synergy regularly and completing all homework (homework club is available in the Library and Learning Resource rooms);
- Talk to their tutors/subject teachers/learning support assistants/keyworker when they have a problem;
- Select their GCSE options carefully with parental and staff guidance;
- Undertaking relevant assessments to qualify for intervention;
- Discussions with staff/learning support assistants about how their education could be improved i.e. what intervention is necessary to enable them to achieve their targets;

18. What additional services could be available for my child?

18.1 Farnborough Spencer Academy

- SENCO
- LSU
- The Bridge
- The Learning Centre
- The Development Centre
- Experienced learning support assistants/ HLTAs
- Multi-Agency meetings
- Team around the child meetings

18.2 Independent Advice

- Parent Partnership – provide support for parents in student review meetings

18.3 Local Authority Support Services

- Special Educational Needs Support Service (SENSS)
- Educational Psychology Service
- Key Learning Centres
- Hearing Impairment Team (HI)
- Visual Impairment Team (VI)
- Physical Disability Support Service (PDSS)
- Occupational Therapist
- Autism Team
- Local Support Team (LST)
- Education Welfare Officer (EWO)
- Family Support Worker (FSW)
- Social Services

18.4 Health Services

- School nurse
- Children and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapists (SALT)

19. What should I do if I have a complaint?

In the first instance if you wish to discuss your child's educational needs or are unhappy about the support your child is receiving please contact one of the following:

- SENCO (Mrs H Foulger)
- Principal (Mr G Smith)

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the school's own complaints procedure.

20. Further Information and advice

- Farnborough Spencer Academy website - www.thefarnboroughacademy.co.uk
- National Parent Partnership Network - www.iassnetwork.org.uk
- Futures (Careers advice and information) - www.futuresadvice.co.uk
- British Dyslexia Association (BDA) - www.bdadyslexia.org.uk
- Autism support - www.autismeastmidlands.org.uk
- National Autistic Society (NAS) - www.autism.org.uk
- Autism Education Trust - <https://www.autismeducationtrust.org.uk/>
- PDA Society - <https://www.pdasociety.org.uk/>
- Emotionally Based School Avoidance - <https://www.annafreud.org/schools-and-colleges/resources/addressing-emotionally-based-school-avoidance/>
- Royal National Institute of Blind People (RNIB) - www.rnib.org.uk
- National Deaf Children's Society - www.ndcs.org.uk
- Child and Adolescent Mental Health Services (CAMHS) – www.youngminds.org.uk/for_parents/services_children.../camhs
- Inclusive Education Services (IES) – <http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19499>

21. The Local Offer

Nottingham City SEND Local Offer - <http://fis.nottinghamcity.gov.uk>