Felpham Community College

Combined Inclusion / Special Educational Needs and Disability (SEND) policy and SEN Information Report

The Governing Body of Felpham Community College adopted the SEND Policy for all staff and students on 11 November 2020.

Review date: November 2021.

School Mission Statement

Regulation 1: The kinds of special educational needs for which provision is made at the school.

Felpham Community College is a co-educational maintained comprehensive school. We are an inclusive school and recognise that some groups of young people need additional support and attention in order to ensure that learning benefits are gained. We are developing our SEN strategy within a commitment to inclusion and aim to raise the achievement of all our students. We support all children and young people who are vulnerable and who may face additional barriers because of their race, ethnicity, religion, sexual orientation or because they are disabled. This includes putting in place strategies for Children Looked After (CLA) to ensure that their needs are met.

We are a Rights Respecting School and as such seek to foster a culture of respect for others and recognition of human rights. Our SEND policy supports the following articles:

Article 3 (best interests of the child)

Article 12 (respect for the views of the child)

Article 13 (freedom of expression)

Article 15 (freedom of association)

Article 23 (children with a disability)

Article 28 (right to an education)

Article 29 (goals of education)

Children are identified as having SEND when they have a learning difficulty or disability that requires special educational provision that is different from or additional to that normally available to pupils of the same age. There are some students at the school that present with

needs in one or more of the following areas:

- Communication and interaction, including Asperger's Syndrome, Autism and selective mutism
- Cognition and learning, including moderate learning difficulties (MLD) and specific learning difficulties (SpLD). SpLD encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties
- Sensory and/or physical needs. This includes children and young people with hearing impairment and Achondroplasia.

Regulation 2: Information about the school's policies for the identification and assessment of pupils with special educational needs.

Question: How does the school know if children/young people need extra help and what should I do if I think my child or young person may have special educational needs?

Some students do not make expected progress despite high quality teaching and this could be because of a variety of reasons. One possible reason is that the child or young person has a special educational need. Students may have special educational needs either throughout, or at any time, during their school career and these may present in different ways.

The majority of children with SEND transitioning to the school at the start of year 7 are already diagnosed with a special educational need and this information is passed on by the previous school. In order to facilitate this process SEN staff visit primary feeder schools in the Spring and Summer terms of year 6.

We also use other sources of information to help identify SEND. These include end of key stage 2 levels, baseline testing for reading and spelling that are completed on entry, application form information and any available outside agency reports. Mid-year admissions, are also assessed before or on entry to the college with standardised tests for reading and spelling.

Three tracking points per year take place in all subjects throughout Key Stage 3 and 4 and teachers use this tracking data to further identify students with possible SEND. Where teachers identify that a pupil is not making sufficient progress, despite high quality teaching targeted at their areas of weakness, then discussion takes place with the curriculum leader / year leader and a referral is made to the Curriculum Support Centre.

Where a potential special educational need is identified then a graduated model to identifying and assessing needs is adopted in line with the Special Educational Needs (SEN) Code of Practice 2015. Parents will be informed and their partnership sought in order to support the identification of action to improve outcomes. This multi-stage approach consists of assess, plan, do, review. This involves establishing a clear picture of the student's needs by drawing on information that is likely to come from a range of the following sources:

- Teachers' assessment and experience of the student
- Pupil progress, attainment and behaviour.
- Views of parents / carers and pupil's own views.
- Advice from external agencies.
- Individualised assessment tools (standardised tests, profiling measures, questionnaires, tests where verbal, quantitative and non-verbal skills are tested).

If you think that your child may have special educational needs not already identified then please

contact the Curriculum Support Centre at the college:

Curriculumsupport@felpham.org.uk.

Curriculum Support staff 2020-2021 are:

- SENDCo Mr David Foster
- Senior SEN Teacher Mrs Sarah Oliver
- EAL Mrs Alex Purcell
- LSU Mrs Sally Covill

Regulation 3: Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

(a) how the school evaluates the effectiveness of its provision for such pupils;

Interventions that target specific areas of weaknesses in groups of students are subject to a process of quality assurance that entails a monitoring cycle involving assess-plan-do-review. Interventions are monitored for their effectiveness against success criteria that are shared with parents/ carers at the start of an intervention. Where a student is in receipt of intervention then this is recorded on a provision mapping system and value for money is calculated in order to shape future development plans. There is a governor linked to SEN who has specific oversight of the school's arrangements for SEN and disability and reports back to the full governing body. This is Dr Duncan Reavey. The Annual Report to Governors also details the types of provision made and their impact including an analysis of full GCSE, BTEC and GCE results.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Question. How will both you and I know how my child / young person is doing and how will you help me to support my child / young person's learning?

All staff are responsible for assessing, monitoring and tracking the progress of our students and academic progress is measured against challenging nationally agreed standards to ensure ambition. Tracking systems are used to routinely monitor the progress of individuals as well as identified groups. Year leaders, curriculum leaders, form tutors and the SENDCo regularly check on the progress of students and raise a concern if students are not making expected progress. These pupils are then discussed and a review of the impact of differentiated teaching for the pupil takes place. Additional strategies to further support the pupil will be provided to teachers if necessary.

Every term, students will be assessed in all subjects and given feedback comparing their current attainment against their target grade. You will receive a termly progress report and be informed about their 'Attitude to Learning' grade in each subject. Parents/carers of students who access time limited interventions are provided with information at the end of the programme. This sometimes takes the form of a brief written report. For students with an Education and Health Care Plan (EHCP), a Review meeting is held at least annually. At these meetings, progress and targets are discussed along with plans for the next year from September 2020. Outcomes will be recorded in a Personal Learning Plan to help the student make progress in their area of weakness. These will then be reviewed termly and progress towards them shared with parents/carers and subject teachers. Teachers in all subject areas follow carefully planned schemes of work and these are available to view and download from the school's website.

If you have concerns about your child's progress then please contact the relevant year leader at the college.

September 2020 – August 2021

Year 7	Mrs S Reeves
Year 8	Mr T James
Year 9	Ms R Greenland
Year 10	Mrs Elkins
Year 11	Miss L Hamblin
Sixth Form	Mrs Z Brixey

(c) The school's approach to teaching pupils with special educational needs;

Question. How will school staff support my child / young person? How will the curriculum be matched to my child / young person's needs?

Our teachers have high expectations of all students including those with SEND and we are committed to making high quality inclusive teaching available to everyone. When planning lessons, teachers identify potential areas of difficulty at the outset and then devise ways to remove barriers to learning. They do this by including teaching strategies that specifically target your child's area of weakness and this means that teachers are able to address any learning gaps within normal mainstream classrooms. Where necessary, teachers can seek specialist help and advice on implementing appropriate strategies or modifying curricular materials.

One page profiles (information sheets for all teachers that include strategies) are shared with all relevant staff including study supervisors and guidance on subject choices for Key Stage 4 is given to all Year 9 students.

For a very small proportion of students whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education and health care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

Felpham Community College is an inclusive school and we actively seek to promote the inclusion of students with SEN and disabilities. Whilst most of the accommodation is accessible to wheelchair users, including the Blake building which is accessible by a lift, part of the college is on two floors, which is not.

Mathematics classes including after school revision sessions are re-located to a ground floor classroom when necessary

The majority of our students follow a traditional curriculum though a small number of learners follow a more personalised one to match their individual needs. Examples of this are the History/literacy option at KS 4, alternative college provision, EAL (English as an additional language) and ASDAN.

Some students receive the support of assistive technology such as an AlphaSmart.

e) additional support for learning that is available to pupils with special educational needs;

Question. How is the decision made about what type and how much support my child/young person will receive? How are the school's resources allocated and matched to children's / young people's special educational needs?

Where a need for SEN support is established then targeted provision is also planned. A student on SEN support is recorded in the SEN register. Students may be supported through a range of short or long term interventions depending on their type of difficulty and extra support may be agreed based upon the progress and needs of the students. This may include one or a combination of the following or other provision appropriate to the needs of the young person.

- Small group lessons with learning support teachers
- Enrolment on the Corrective Reading Programme
- Participation in the Paired Reading Programme / Reading Challenge
- 1:1 tuition
- Speech and language programme as directed by Speech and Language Therapist
- Behaviour and emotional support (Learning Support Unit)
- Social and communication group involvement
- Use of computer aided learning support
- Special consideration for Access Arrangements in module assessments and examinations
- Targeted support from key-workers
- Support from outside agencies
- Key Stage 4 specific courses
- Teaching assistant support (Support in curriculum areas is usually through subject specialist teaching assistants who work alongside class teachers to promote independence)
- CSC Homework Help
- Break / lunch-time support

For pupils with an EHCP then the decision about what type and how much support the young person receives will be reached in agreement with parents either at the time it is written or at the Annual Review.

The college receives its school budget from West Sussex County Council and funding is allocated from the school budget share to fund the work of the Curriculum Support Centre and the Learning Support Unit.

Disability specific to exams / exam access arrangements

Some students with additional needs and who are disabled within the meaning of the Equality Act 2010 are eligible for access arrangements. They are put in place to give equal access to examinations and allow for the demonstration of skills, knowledge and understanding without changing the demands of an assessment. Without these adjustments these students would otherwise be at a substantial disadvantage. They are agreed before an assessment and may include one or a combination of the following:

- supervised rest breaks
- extra time
- a word processor
- a reader
- a scribe
- a prompter
- coloured overlays
- coloured /enlarged papers
- a separate room
- read aloud

Access Arrangements are the responsibility of the Special Educational Needs and Disability Co-ordinator (SENDCo), Mr D Foster, directed by Assistant Headteacher, Miss L Szymura. The SENDCo ensures that the agreed access arrangement represents the normal way of working and that where required, supporting evidence is in place. The candidate must sign a data protection notice and the SENDCo then makes the application by the published deadline. These students will generally have scores that indicate a substantial impairment. For a successful application there must also be evidence of need, including the involvement of teachers in determining the arrangement, as well as evidence of the candidate's normal way of working.

Exam Access Assessment processes are administered with regard to the Equality Act 2010 and the SEN Code of Practice (2015). Assessments are carried out by an appropriately qualified assessor appointed by the Headteacher. The assessor's qualifications are checked and held on file by the SENDCo. The assessor carries out the exam access assessments usually in the first year of their two year GCSE course and reports the results of their assessments in Section C of Form 8. Mrs Oliver is the current assessor and she holds a Level 7 postgraduate Award of Proficiency in Assessment for Access arrangements.

Teachers and the SENDCo identify students who have need for an access arrangement. The majority of those that are identified will have already benefited from an access arrangement in primary school though a small number of cases may be identified through whole school screening. In all cases there are clearly defined reasons and supporting evidence is available. Teachers are responsible for providing evidence of need when this is requested by the Curriculum Support Centre (CSC). For example for a young person that needs extra time this may take the form of unfinished work.

Students entering the Sixth form must continue to meet the published criteria. Efforts are made to involve learners fully in the process so that individual needs can be met but it is important to be clear that an access arrangement can only be given for BTEC/GCSE/GCE examinations if all of the relevant published criteria set down by JCQ have been achieved by the student and an application has subsequently been approved. FCC will need to show that students and parents have accepted support and worked hard alongside the school to address any weaknesses before access arrangements can be applied for.

Once an application for access arrangements has been submitted and has been approved, parents / carers are informed in writing and teachers are notified. Arrangements are then monitored to check that they constitute normal working practice for students. If a candidate does not make any use of the access arrangement in tests / mock examinations where this support is made available to them, then in accordance with the regulations of the Joint Council for Qualifications, it may be withdrawn.

Files for inspection purposes are available in the SENDCo office.

Centre delegated access arrangements
The SENDCo keeps a record of all centre delegated access arrangements.

Word processors
A candidate may be approved the use of a word processor but it cannot be granted to a candidate simply because he/she prefers to type or is faster on a keyboard. It is put in place to address an underlying difficulty and as well as being appropriate to the candidate's needs, it must be their usual way of working. For example, candidates with learning difficulties which impact adversely on their ability to write legibly, or who experience planning and organisational difficulties when writing by hand may be considered for this arrangement.

Separate Invigilation
Where there is a need for separate invigilation then this must be substantiated by appropriate and current medical evidence in the form of a letter from the GP, CAMHS or an EHCP.

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

Question. How will my child be included in activities outside the school classroom including school trips?

At FCC we use our best endeavours to ensure that students with SEND are able to participate fully in the life of the school and they are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. All students are encouraged to join one or several of the wide range of academic, sporting and interest clubs available and that are open to all students including those with SEND. The extra-curricular timetable is available on the school's website.

Every effort is made to include all students in day visits, residential trips and other activities which are open to all students. Staff planning educational visits, give full consideration to the accessibility and inclusion of all pupils and where necessarymake adaptation and provision for SEND students to participate. For students with medical / physical needs then an individual risk assessment is undertaken.

The PE staff have developed extra- curricular activities to encourage students with SEN to join.

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

Question. What support will there be for my child's overall well-being?
Every young person is supported by a form tutor. There is a year leader and a year manager in place for each year group. They are responsible for the well-being of the students. Some students are supported by mentors and some by key-workers. There is a school welfare officer who works full-time on site and a large number of staff who are qualified in first aid. A first aider always accompanies students on educational visits. The college employs a part-time counsellor who takes referrals from year leaders and some students are assigned key-workers.

The College has a clear behaviour code that students are expected to follow. There is a Learning Support Unit that provides behaviour and emotional support for individuals or small groups of students with identified needs. The Education Welfare Service is provided by the Local Authority for support regarding attendance.

Pupils with medical needs are provided with a detailed Health Care Plan, compiled in partnership with the school welfare officer, the parents and if appropriate the student themselves. All staff are trained to use an Epi-pen. The policy for supporting pupils at school with medical conditions is available to view or download via the school website.

http://www.felpham.com/Policies

The Learning Support Unit offers a variety of evidence-led interventions to targeted students. These are aimed at supporting improved interaction skills, emotional resilience and well–being. Vulnerable students who find unstructured break or lunch-times difficult to cope with are provided with a safe-haven and opportunities to socialise in small groups.

Felpham Community College has achieved the Level 2 UNICEF Rights Respecting School Award. This is the highest level of the Award

Regulation 4: In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

The person responsible for the implementation of the school's SEND policy and management of SEN related issues is David Foster. Contact details: 01243 826511 extension 232. Email

dfoster@felpham.org.uk

Regulation 5: Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Question: What specialist services are available for access by this school?
What training are the staff supporting children and young people with SEND had or are having?

The Curriculum Support Centre has staff with a range of expertise and specialist skills in teaching young people with learning needs. It is made up of the SENDCo, a senior learning support teacher and a number of teaching assistants. Additionally there is a higher level teaching assistant in maths. Training is given to all staff as required in various areas of SEN, including teaching assistants who receive fortnightly training. All staff receive regular training in Safeguarding.

Some teaching assistants have attended training on:

- Dyslexia
- Autism
- Speech and Language
- EAL
- Mental Health awareness

Where a student with SEN is not making progress and we feel that we need advice and support from external professionals we will discuss this with parents/carers. If it is felt appropriate we will then refer a student to an external agency/other professionals for diagnosis, support and advice. FCC work with outside agencies such as Speech and Language Therapy Service, Child and Young People's Mental Health Services, Educational Psychology Support Service, Physiotherapy and Occupational Therapy Services, Health and Social Care Services.

Regulation 6: Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Question: How accessible is the school environment (indoors and outdoors?)

Whilst most of the accommodation is accessible to wheelchair users, part of the college is on two floors, which is not. Entrances to classrooms have ramps where necessary and there are twelve toilets with disabled access. There is a changing and showering facility in the PE department with disabled access. Most classrooms are carpeted and have satisfactory acoustics, though the main hall and gym areas are exceptions to this. The recently completed Blake building is accessible to wheelchair users by a lift.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. This is available to view or download via the school website http://www.felpham.com/

Regulation 7: The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Question: How are parents involved in the school? How can I be involved? Who can I contact for further information?

Parents/Carers are involved in decisions to investigate any potential diagnosis and in referring to external agencies. We are working towards our aim of involving parents and carers in decisions about planning and evaluating support for their children and feedback from parents / carers is sought through questionnaires. There is an annual parents' consultation evening with subject teachers for all students.

There is parental representation within the School Governing Body.

Some parents volunteer to hear children read. Parents' evenings, awards evenings and special events are generally well attended by parents. The school organises a number of parent workshops each year providing useful opportunities for parents to learn more about how to support their child's learning. For example there is an information evening at the start of each key stage. These are advertised in the school bulletin and on the school's website.

Regulation 8: The arrangements for consulting young people with special educational needs about, and involving them in, their education.

SEND students are encouraged to take part in student voice activities and like all pupils regularly self-assess/evaluate their work in lessons. Students with an EHCP complete the 'About Me' profile and contribute to target setting at their Annual Review meeting. 'Have Your Say' documents are also completed as appropriate. Some students are allocated a learning mentor with whom they have detailed discussions about attainment, progress and steps for improvement.

Regulation 9: Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

In the event of any complaint to do with the response of the school to your child's SEND then the SENCo and Assistant Headteacher or Headteacher would try to resolve this in the first instance. If the matter is not resolved, please contact the Chair of Governors (clerktogovernors@felpham.org.uk). The schools complaints procedure is also available on the school's website.

Regulation 10: How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

We are able to access a range of specialist staff, including those from outside agencies, and they are able to provide additional training for staff on understanding various medical conditions, sensory impairments and emotional needs.

Outside Agencies include:
Bereavement counselling
Asphaleia
Aspens (formerly Autism Sussex)
Careers
Child & Young People's Mental Health and Emotional Wellbeing Service
Think Family
Educational Psychology Service
Education Welfare Service

Ethnic Minorities Achievement Team
School nurse
Sensory Support Service
Speech and Language Therapy
The Alternative Provision College
Children's Services

These services are contacted when necessary according to your child's needs. The school works closely with West Sussex County Council and uses the Holistix system when appropriate.

Regulation 11: The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

The West Sussex Special Educational Needs and / or Disabilities Information, Advice and Support Service (SEND IAS) offers independent advice and support to parents and carers of all children and young people with SEND in West Sussex. It can be accessed using the following link http://www.westsussex.gov.uk/parentpartnership

The contact details for this service are also included on the West Sussex Local Offer (see Regulation 13).

Regulation 12: The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Information to help with transfer comes from a variety of sources. The college holds an evening in July when all parents / carers of students transferring into year 7 are encouraged to attend. Meetings are offered on a one to one basis with staff from the Curriculum Support Centre.

The transition co-ordinator and a member of the SEN team visit primary schools and liaise with staff. In some cases key-workers meet the young person prior to transfer. Extra transition sessions take place for students nominated by the primary schools.

For students transitioning to the school with an EHCP then a representative from the school will attend the Year 6 statement review meeting. From year 9 onwards all reviews of EHCP include a focus on preparing for adulthood, including employment, independent living and preparation for society.

Young people transferring at the end of year 11 are offered Careers Education Advice Information and Guidance to support them in choosing their route. Where required a teaching assistant, who is usually the key worker will accompany the young person on a transition visit to a new college. For students entering our Sixth Form, their support will be discussed with them and provision put in place as appropriate.

Regulation 13: Information on where the local authority's local offer is published
The West Sussex Local Offer contains information about services relating to special educational needs, disabilities and education. This includes the contact details for the SEND IAS. This and much more can be accessed using the link below:

https://**westsussex.local-offer.**org/

Admission arrangements for SEN students can be accessed using the link below:

www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/send-school-places/