

Identifying special educational needs

At Farmor's, we are able to provide a broad and balanced curriculum for children whose needs fall within the 4 areas of SEND:

1. Communication and interaction

Speech & Language and Communication Needs (SLCN), Developmental Language Delay (DLD), Autism Spectrum Condition (ASC) including Asperger's Syndrome.

2. Cognition and learning

Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.

3. Social, Emotional and Mental Health Difficulties

Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)

4. Sensory and/or physical needs

Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

A whole school approach

High quality first teaching and additional interventions are defined through our dialogue across the school contributing to our provision management approach. All teachers are responsible for every child in their care, including those with special educational needs and they have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all pupils with special educational needs and disabilities in their classes, including where pupils access support from teaching assistants or any other specialist staff.

The identification of SEND is built into the whole school approach on assessment.

How do we identify children and young people with SEND and assess their needs?

Identification of students with SEND results from:

- Information from either the primary or previous school which is passed to the Learning Support team
- The school's own baseline assessments
 - KS2 SATs scores
 - Progress based on data collection
- Teacher referrals
- Head of Year referrals
- Parent / carer referrals
- Pupil self-referrals
- Referral from an outside agency

The SENCO will liaise with all feeder Primary schools during Year 6 and make additional visits as necessary. Further contact with parents helps to create a detailed picture of our students and their needs before they join us at

Farmor's. Students are invited to make additional visits during the summer term to ensure a smooth transition. Once they have joined us in Year 7 we assess the students (alongside their KS2 data) so that we know their starting point.

Assessing students:

Completed by all students in Year 7:

- Reading comprehension (NGRT)
- Spelling (GL Assessment)
- Cognitive Ability Tests (CATs)

In addition, students on the SEND register can be tested using selected assessments from this list:

- WRAT 4 (Wide Range Achievement Test)
- YARC (York A Reading Comprehension)
- DASH (Handwriting Speed)
- DRA (Diagnostic Reading Analysis)
- Basic Number Screening Test (Hodder)
- British Picture Vocabulary Scale (BPVS)
- TOWRE (Test of Word Reading Efficiency)
- CTOPP(Comprehensive Test of Phonological Processing)

Students who qualify for an intervention are assessed at the start and end of each programme and the results are shared with parents.

Provision

We are a team of 1 x Headteacher (Inclusion), 1 x SENCO, 1 x Higher Level Teaching Assistant, 15 x teaching assistants (13.7 fulltime equivalent) and 1 x administrative assistant. All teaching assistants (TAs) are fully trained in the interventions that they deliver to students. There is a programme of continuing professional development and this is tailored to the needs of our students (eg Autism, Dyslexia, ADHD, Dyspraxia, MLD, Down's syndrome). We continue to look at opportunities to further develop our skills base.

Our support is split between interventions and in-class support. The in-class support is focused on the core subjects (English, Maths and Science) and a larger share of TA time is afforded to Key Stage 3 (Years 7, 8 & 9). For both Key stages we run a lunchtime club. The club is offered in the comfortable accommodation of our Learning Support classroom and the library, with adult supervision.

Targeted support is aimed at those children who were working well below expectations in Year 6 for Reading and Maths (these children are withdrawn from MFL for literacy/numeracy interventions). We follow the Direct Instruction programme using the McGraw Hill materials. In Year 8, students still needing support have additional literacy/numeracy intervention, as required. In Year 9, the same group will be offered further literacy/numeracy teaching to prepare them for GCSE. Alongside these groups we run complementary interventions using the following programmes:

- Catch up Literacy (1:1 literacy intervention)
- Direct Instruction reading
- TRUGs (Teaching Reading Using Games)
- Guided reading groups
- Typing skills
- Social Skills
- Success@Arithmetic
- Toe by Toe reading intervention

In Key Stage 4 (Years 10 & 11) students are given a wide range of options to choose from and we can advise on suitable choices. All students have access to careers advice and support in making applications for post-16 destinations. We liaise closely with our colleagues in post-16 settings to ensure a smooth transition.

Some students may qualify for Access Arrangements for exams and controlled assessments. Should they meet the exam board criteria for this support and it is their 'normal way of working' we can put those arrangements in place. All Y9 students are screened using SPaRCS (Spelling, Processing and Reading Comprehension Speed) in the spring term. Further testing is then carried out with students who may qualify for additional access arrangements.

If a student requires medication/special arrangements during school hours, an Individual Health and Care plan will be put in place. The school nurse can advise on the implementation of such a plan and this is overseen by Gemma Hartshorn.

Accessibility

The school site has a mixture of modern accommodation and areas that have been refurbished in the last few years. Physical accessibility issues are met by taking the individual needs of the student or adult into account. For example, classes can be rescheduled into downstairs classrooms in areas with rooms not in the ground floor, and students are given additional time to move between rooms if this is felt necessary.

There are 4 x accessible toilets and shower facilities and ramp access to the new 6th form Learning Resource Centre.

All SEND students have equal access to day trips and residential trips and extra-curricular activities by making 'reasonable adjustments'.

Specialist services

The school aims to work in partnership with other agencies to provide effective support based on the needs of the student. We work with a range of support services and are able to offer advice and support to staff and students. These include:

- Advisory teacher for Hearing Impairment
- Advisory Teacher for Visual Impairment
- Advisory Teacher for Communication and Interaction
- School Nurse
- Educational Psychologist
- School Counsellor
- Primary Mental Health practitioners
- Occupational Therapy
- Speech and Language Therapy
- Health professionals (Paediatrics, Clinical Psychology)

Wellbeing

At Farmor's we pride ourselves on our pastoral care. All students are looked after by a form tutor/Head of Year who gets to know them very well. This pastoral system is supported with a PSHCE curriculum and a range of policies, including the Anti-Bullying policy. Noelle Sturla is the designated teacher for Looked After and Post –Looked After Children.

Review and Evaluation

Strategies to support students with SEND are summarised on individual Pen Profiles and these are made available to all teaching staff. The Pen Profile is a working document and has joint input from the student, their parent/carer and

the staff who work with them. Parents are invited to review the Pen Profile and can raise any issues at Parents' Evenings where the SENCO will be available to discuss any concerns.

Students who are withdrawn from lessons for an intervention will also have a 'My Plan' detailing the provision and agreed outcomes.

Students are closely monitored across all subjects to track their progress at regular intervals. As students are seen to make progress they may come off the SEND register. If they are not making progress, then the support that is offered will need to change. Parents are informed of this progress through the school's reporting system.

Communication

We encourage regular conversations with students, parents and staff, which will shape the Pen Profiles. Students' progress is closely monitored through our tracking system and any concerns quickly flagged to parents for early intervention.

Pen profiles are reviewed with the student 3 x per year by the Learning Support Team. Parents are requested to share their views as part of this ongoing process.

Parents are encouraged to meet with the SENCO at parents' evenings; talk through concerns on the telephone; through email contact and also face to face meetings.

Getting in touch

If you need to get in touch to discuss any issues, to find out more, or make a complaint there are a number of ways that you can do this:

☎ 01285 712302

✉ mdan@farmors.gloucs.sch.uk

The Learning Support Department is line managed by Ms Noelle Sturla Headteacher (Inclusion)

Carrie Hughes (Admin Assistant) works Tuesday to Friday 08.30 – 1pm

✉ chughes@farmors.gloucs.sch.uk

Further sources of information

- [Gloucestershire SEN and Disability Local Offer](#)
- [SENDIASS Gloucestershire](#)
- [Independent Parental Special Education Advice](#)

Useful Organisations

[The National Autism Society - Understanding Anxiety at School](#)

Useful links

- SEND policy
- Accessibility Plan
- Early Help offer
- Parent Partnership

Marius Dan

Senco

Farmor's School