

# SEND Information Report



FEARNHILL  
SCHOOL

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## **SEN information report**

Our school currently provides additional and/or different provision for a range of needs, including:

### **Communication and interaction**

Children identified with Speech Language and Communication Needs (SLCN) may display difficulties with some or all of the difficulties at different times of their lives for example, children who are identified with autism.

### **Cognition and learning**

This includes general learning difficulties and disabilities which impact on learning across the curriculum. This area also includes specific learning difficulties (SpLD) with aspects of learning such as literacy (dyslexia), numeracy (dyscalculia) or motor coordination (Developmental Coordination Disorder – DCC).

### **Social, emotional, and mental health difficulties**

Children may experience a wide range of difficulties which may manifest in different ways. for example, anxiety, depression, eating disorders or physical symptoms which are medically unexplained. Other needs that fall under this area may include; Attention Deficit Hyperactivity Disorder (ADHD) and Attachment Disorder.

### **Sensory and/or physical needs**

This area of need includes children with a Visual Impairment (VI), Hearing Impairment (HI), processing difficulties, or a physical disability.

## **1. How does the school know if my child needs extra help and what should I do if I think they may have special educational needs?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

We have a detailed transition process where we liaise closely with our primary feeder schools to plan pupils transition to secondary school or for in year transfers their previous secondary school. We use baseline assessment tests such as reading, spelling, numeracy and CAT4. We monitor student progress to identify those who are making slower progress than their peers and we explore the possible reasons for this. Any member of staff who has concerns about a pupil can make a referral to the Inclusion Department. Parents who have concerns about their child's progress can discuss this with their child's form teacher or relevant subject teacher, but if the difficulties persist can contact the SENDCo for advice. Pupils can also speak to any member of staff if they have concerns.

## **2. How will the school support my child?**

Evidence suggests that the best support for all students, including those with special educational needs is high quality teaching. All teachers are teachers of and responsible for SEND they are also responsible and accountable for the progress and development of all the pupils in their class.

Inclusive teaching strategies will mean every pupil will be able to access lessons fully. Our aim is to support pupil learning in timetabled lessons and to allow access to a broad and balanced curriculum. However, we recognize that some pupils may need additional support and interventions are provided accordingly, either by the inclusion team or from local services. More details of these are given at the end of the report. In Key Stage 3 there is a guided options process which allows a greater personalization of the curriculum at Key Stage 4.

## **3. How will I know how my child is doing?**

The school will send home individual reports each year which will show target levels, progress towards target and report on classwork and behaviour. We hold parent consultation evenings with subject staff and information evenings with a specific focus for each year group. Parents of pupils with an Educational Health Care plan have an additional annual review meeting with the SENDCO. Teachers can issue House points and send postcards home to congratulate pupils for noteworthy contributions. We hold termly Key Stage rewards assemblies and an annual Celebration of Achievement ceremony. Parents may also be contacted at any point by either subject teachers, pastoral team, or the Inclusion team to discuss specific issues or areas of concern. You will be notified if your child is offered additional support through a targeted intervention.

#### **4. How will the school's approach to teaching and learning be matched to my child's needs?**

The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on teacher's assessment and experience of the pupil as well as the results of any baseline testing to match provision to needs. We will also take advice from external support services, if relevant and use this to implement strategies, access resources or equipment.

Individual Pupil Profiles devised by the Inclusion Department with pupils and parents will ensure all teachers and support staff will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5. What support will there be for my child's overall wellbeing?**

At Fearnhill we take our pastoral responsibilities seriously and we pride ourselves on providing a high level of pupil support and guidance. Pupils receive support from their form tutor, Head of Key Stage and Student Support Services. All pupils have a form tutor who is their first point of contact for parents and oversees the wellbeing of pupils in their form. If additional support is needed this may be provided by the Head of Key Stage, Pastoral Support Assistants and the Student Support Services coordinator who can signpost pupils and their families to information and support services. Referrals can also be made to the school counsellor and external professionals.

Our Student Support Manager leads on student mental health and oversees initiatives within the school. We take bullying very seriously and pupils are encouraged to report concerns/incidents to any adult.

For pupils with a medical condition, parents complete a Care Plan outlining their child's needs. If pupils need to take medication in school, parents complete a medical administration form and trained staff help administer medication.

## **6. What training have the staff, supporting children and young people with SEND had, or are having?**

Our SENCO has worked as a Head of English for six years and a Head of Year for six years as well as holding a Postgraduate Diploma in psychotherapy. Ms Brown has also completed the National Award for SEN coordination.

Our SENDCO is allocated eleven hours a week to manage SEN provision.

We have a team of Inclusion Support assistants, four of which are permanently deployed to Science, Maths, English and Humanities including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

The Inclusion team attend external training courses and where appropriate we work closely with external organisations to implement their advice. The SENDCO in conjunction with the Assistant Head for teaching and Learning provide internal professional development opportunities to develop staff skills and knowledge. The SENDCO attends the local Secondary SENDCO forum on a termly basis.

## **7. What specialist services and expertise are available at or accessed by the school?**

External expertise is requested from agencies such as the Educational Psychology Team, SEND officer, DSPL 1, the Speech, Language, Communication and Autism Team, NESSie as well as the Visual and Hearing Impairment teams. Within the Inclusion team we have a trained psychotherapist, support assistants with accredited speech and language training, Level 1 British sign language, drawing and talking therapy and a Social Care qualification with a focus on Autism.

## **8. How will you help me to support my child's learning?**

All parents can support their child's learning by encouraging them to fully engage with their learning and any interventions offered by the school. You can help them be organized for their day (including bringing the right equipment and books), ensuring your child has full attendance and good punctuality. Homework is set on Google Classroom where parents can see exactly what homework has been set. Homework club is run every night after school by an inclusion support assistant.

As well as parent's evenings with subject staff and form teachers, we also offer additional information evenings for making important decisions such as GCSE and Post-16. Our weekly newsletter, 'Fearnfile' also includes information from departments about upcoming events, activities, and trips.

## **9. How will I be involved in discussions about and planning for my child's education? How does school enable a constructive partnership with parents?**

The inclusion team follow a person-centred approach so that all families and pupils are part of the discussion about their learning, progress and needs. We regularly meet with and speak to parents regarding provision. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Subject teachers will work with the SENCO to carry out a clear analysis of pupils' needs. Parents, children, and staff will work together to set clear targets so that your child can make progress. The plan will be reviewed regularly. If your child has an Educational and Health Care plan, your detailed comments will be requested in advance of the annual review meeting and the views of all parties including your child's will be discussed at the review.

We hold a summer school as part of our transition process and the week ends with parents being invited in to celebrate their child's week. On a wider level parents can be elected as a Parent Governor. Parents are also invited to school performances and sporting events.



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

Fearnhill is a fully inclusive school and all efforts will be made to accommodate any student who wishes to participate in extra-curricular activities and trips. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Appropriate provision and reasonable adjustments will be made where necessary. Additional adults with expertise in supporting your child can accompany pupils to provide support if necessary.

## **11. How accessible is the school environment?**

Fearnhill is fully wheelchair accessible with small lifts in the ground floor to enable access to all departments and a lift up to the first floor. The Student Support Centre and Inclusion Department have a ramp for accessibility. There is visual signposting throughout the school and there are disabled changing and toilet facilities. Technology rooms including Catering have height adjustable workstations. We encourage parents to visit our site at the Open Evening to make their own assessment of suitability and contact us to discuss any specific requirements.

## **12. Who can I contact for further information?**

Ms Brown, SENDCO / Head of Inclusion and Mr Spencer, Deputy Head may be contacted via the school switchboard on 01462 621200. We also have a Governor Rhona Cameron with responsibility for overseeing arrangements for SEND. She can be reached via [rhona.cameron10@fearnhill.herts.sch.uk](mailto:rhona.cameron10@fearnhill.herts.sch.uk).

### **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

Strategies to support transition include:

- Induction visits for all new Year 7 students (summer term Year 6).
- Year 6 Parent's Information Evening (summer term Year 6).
- Additional visits for students with SEND (summer term Year 6).
- A week long summer school for all students (August).
- Year 7 induction during week 1 of term where all form groups have enhanced support from an inclusion assistant.

Students with SEND will have advice for their options during Year 9 and the opportunity to seek career advice. Their options interviews will take place with the SENDCO, and their parents will be invited to be present. Students with SEND will have the opportunity to seek careers in Year 10 and 11 and where appropriate additional support may be put in place. All students in Year 10 take part in work experience. If students with an Educational Health Care Plan have an interview at a post-16 placement, they can request the SENCO to attend with them.

### **14. How are the school's resources allocated and matched to children's special educational needs?**

Fearnhill employs Inclusion support assistants and facilitates staffing ratios whereby pupils with SEND have access to smaller groups and class sizes in all year groups. Our budget is spent on support according to need, taking into account any provision outlined in Educational Health Care plans. Pupils with an EHCP will be allocated funding according to a banding system. For students who may have significant and complex needs but no EHCP we are able to apply for the local Exceptional Needs Funding. More information about this can be found on the Hertfordshire Local Offer website.

## **15. How are decisions made about the range of support my child will receive?**

Robust screening procedures allow us to allocate extra support based on the level of need. Some decisions about additional support will be made by the SENDCO. There are clear thresholds as to when the Inclusion Department will be involved with a pupil and the screening process in Year 7 across the whole year group supports us in making consistent and transparent decisions over the allocation of extra support. Our aim is to always encourage independence and parents will be consulted about support and interventions. Advice from external agencies can also determine support allocations.

## **16. How can I find information about the local authority's Local Offer of services and provision for children with SEND?**

Please see Hertfordshire's website: [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)