

Farlingaye High School SEND Information Report September 2021

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| <p>Contact details:</p> | <p>Mrs L Rudge Assistant Head Teacher (Inclusion)</p> <p>Julie Moore SENCO</p> <p>Telephone number: 01394 385720 Email: mail@farlingaye.suffolk.sch.uk website: www.farlingaye.suffolk.sch.uk</p> |
| <p>Admission arrangements for Farlingaye High School</p> | <p>The school admits students based on the Academy Policy on Admissions.</p> <p>How places are offered.</p> <p>For admission into Year 7 for September 2021/22, the academy will offer places to a maximum of 297 children. This is the Published Admission Number (PAN) for that Year group.</p> <p>If more than 297 applications are received, the oversubscription criteria will be applied to determine priority for places. On a yearly basis, the school may offer additional places, using the same priority criteria. Governors have a statutory duty to admit applicants with an Education Health and Care Plan where this school is named.</p> <p>For in-year applications and entry into the 6th Form please see the full admissions policy on our website.</p> |
| <p>What should I do if I think my child may have Special Educational Needs or Disabilities (SEND)?</p> | <p>If your child is already attending Farlingaye High School and you think your child may have special educational needs, or a disability please contact the SENCO who will discuss your concerns with you.</p> <p>The SENCO may then arrange for assessments to be made and if necessary, appropriate interventions to support the child's learning can be put in place.</p> <p>This may involve appropriate differentiation by the class teachers, small group or short-term one to one support or a focussed support intervention, where a very specific learning difficulty has been identified.</p> <p>These interventions are monitored and kept under regular review to ensure the intervention is having a positive impact on progress.</p> <p>Students receiving additional support are placed on the school's SEND register and information is shared with the teaching staff and Learning Support team to ensure support for your child is coordinated and focussed.</p> |
| <p>How does the school know if children need additional support?</p> | <p>At Farlingaye, the identification of SEND students begins before transfer from primary school.</p> <p>There is close communication between the school and primary schools combined with an effective transition programme. SEND students with</p> |

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| | <p>a high level of need will also be able to have additional visits to the high school and if required a personalised transition booklet.</p> <p>The Lower School Coordinator, the Year 7 Co-ordinator and the SENCO liaise with primary schools to obtain as much information as possible about individual students. Whenever possible they also meet with parents/carers prior to the arrival of their children in Year 7.</p> <p>If invited by the primary schools the SENCO will attend the Year 6 Review Meeting whenever possible.</p> |
| <p>How will the school support my child?</p> | <p>Having identified your child’s needs, in discussion with subject teachers, the SENCO will assess the type of provision that would support the student’s learning in class.</p> <p>This, at first, is delivered through quality-first teaching and potentially shared in class support from a Learning Support Assistant (LSA). If appropriate, a specific one-to-one or group intervention may be put in place.</p> <p>Some of our additional interventions may be short term (maximum 6 weeks) and their effectiveness is evaluated by the SENCO and if necessary, by the pastoral teams in school who also works closely with the student’s subject teachers to ensure social skills and learning is transferred to the classroom. We also have long term ongoing support around literacy, communication and interaction for certain students’ needs.</p> <p>A range of methods are used to track progress and identify students not attaining the expected levels of progress. It is essential that students achieve literacy and numeracy basic skills.</p> <p>For students on the SEND register there maybe additional curriculum time may be used to deliver additional literacy and numeracy lessons. These could be in a small class or a withdrawal group. There are after school clubs that the students may attend including Reading Club, Homework Club. During registration time students may work with an LSA on a specific literacy or numeracy programme or attend a group club on handwriting (Year 7 and Year 8) and also touch typing.</p> |
| <p>How will the curriculum be matched to my child’s needs?</p> | <p>All SEND students have access to quality-first teaching and a broad and balanced curriculum following a mainstream timetable.</p> <p>The high-quality teaching available at Farlingaye is the first step to enabling students with SEND to achieve to the best of their ability.</p> <p>Teachers are trained to differentiate appropriately for individual students.</p> <p>Teachers are provided with detailed information about individual student’s learning needs and as the academic year progresses, teachers get to know individual strengths and weaknesses.</p> <p>Access to shared LSA support may be provided if appropriate. In very exceptional cases there may be a specific requirement for one-to-one LSA support.</p> |

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| | <p>Resources and equipment can be adapted to meet the needs of learners.</p> <p>Individual students in the upper school, who are on the SEN register, are assessed for exams access arrangements e.g., reader, scribe in line with the JCQ guidelines.</p> |
| <p>How will I know how my child is doing and how will you help me to support my child's learning?</p> | <p>Parents and carers are informed of their child's progress via regular progress reports/annual reports and parents' consultation evenings.</p> <p>For students with an EHCP, an annual review meeting and informal meetings can be arranged with staff.</p> <p>For those students with significant special educational needs a support plan may be discussed with parents/carers and students and reviewed termly.</p> <p>Students are encouraged to contribute to the targets in their support plan.</p> |
| <p>What support will there be for my child's overall well-being?</p> | <p>The Form Tutor will monitor your child on a daily basis.</p> <p>The Year Co-ordinator oversees the well-being of students in the year group and may organise mentor support if appropriate.</p> <p>A student with an EHCP will have a Lead LSA who will talk to, and support, the student on a regular basis. In addition, Sixth Formers are trained every year as volunteer 'buddy mentors' to support students who may prefer to talk about their difficulties with someone closer in age to them.</p> <p>Students who find social skills difficult can be included in a number of interventions designed to help them develop their social skills. Participation in Discovery Club enables students to socialise and learn skills of co-operation and communication. Students can also be offered 'chat time' so that they can develop skills necessary for holding a conversation.</p> <p>Students with a specific learning difficulty may receive one to one or small group support from our specialist LSAs.</p> <p>School can access the Local Offer from County through a referral system to access further support if required through SES (Special Education Services) when this is deemed appropriate.</p> <p>An NHS Speech and Language Therapist works with certain students that have this support as part of their EHCP. This service is provided by NHS.</p> <p>SEND students are encouraged to join in lunchtime and after-school activities and when necessary, an LSA may accompany the student to an activity to support them in successful participation.</p> |
| <p>What kinds of special educational needs are provided for at Farlingaye?</p> | <p>Farlingaye is an inclusive school, and we want all our SEND students to participate and succeed. We have students with a wide range of learning and physical needs and our well-trained staff are experienced in supporting students with social and communication disorders, cognitive learning difficulties, physical disabilities, sensory needs and a</p> |

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| | <p>range of illnesses. We work closely with outside agencies to ensure our staff have the necessary knowledge and skills to support students effectively.</p> <p>We ensure that students are able to access their learning safely and with the highest degree of independence possible. Most areas of the school are accessible by wheelchair users and, where this is not the case, classes are timetabled in an area that is accessible. We will work with the parent/carer and the student to find out what their learning and physical needs are and plan their timetable and daily routines accordingly.</p> |
| <p>What specialist services and expertise are available at or accessed by the school?</p> | <p>The LSA team are able to offer an extensive range of support with literacy and numeracy programmes. This also includes touch typing, handwriting and phonics. Some of our LSAs have specialist skills in speech and language, dyslexia and autistic spectrum disorder.</p> <p>A number of specialists visit the school to work with individual students. They are professionals from the areas of physiotherapy, occupational therapy, speech and language therapy, educational psychology, vision impairment, auditory impairment, ICT specialist provision, child mental health. The school works closely with the Local Authority to ensure our students are receiving effective mainstream school SEND provision. If the school is unable to meet the needs of an individual student, we will work with the Local Authority to secure provision within the Suffolk County local offer.</p> |
| <p>What training have the staff supporting pupils with SEND had, or are having?</p> | <p>The SENCO is a qualified SENCO, Specialist Assessor as well as a fully qualified teacher and holds Level 7 qualifications in assessing students for examination access arrangements.</p> <p>At Farlingaye, there are two Senior Higher Level Teaching Assistants and two Higher Level Teaching Assistants who may work with small groups of students to deliver literacy and numeracy within mainstream classes. There are thirty LSAs who work in mainstream classrooms supporting identified students and providing planned additional interventions.</p> <p>The school organises training in-house to ensure LSAs are skilled and effective in their role. Outside experts are also used to deliver training to support students with a very specific learning difficulty. All school staff are trained in safeguarding skills and manual handling training is available for staff as needed.</p> <p>The school's performance management process enables staff to identify the skills they wish to develop to support the development of their role. The Learning Support faculty also contributes towards whole school training needs in the area of SEND provision. All our classroom teachers receive regular training in the main aspects of SEND. Where a student has a very specific special need their classroom teachers receives enhanced information and training as required.</p> |
| <p>How will my child be included in activities outside the classroom including school trips?</p> | <p>SEND students are able to take part in the full range of school activities, with reasonable adjustments made as necessary. If an individual risk assessment is required, it is completed by the SENCO or senior HLTA, along with parental consultation, in order to ensure the safety of the student and of others. Additional support is provided to help your child prepare for any activities out of the school routine. The school is proactive in ensuring SEND students have every opportunity to participate in school activities. When and wherever possible students with SEND are actively involved in school sports, teams and school clubs, some with the support of an LSA.</p> |

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| <p>How accessible is the school environment?</p> | <p>All of the buildings are accessible by wheelchair and most of the rooms on upper floors are accessible via lifts. There are disabled facilities in most buildings. Where a classroom is not accessible by wheelchair, we ensure that no student with a disability is timetabled into these rooms. For students with a visual impairment, potential hazards are identified within the buildings and the school grounds. Adaptive ICT equipment is available for identified students to use. The Accessibility Plan is available on the school website.</p> |
| <p>How will Farlingaye High School prepare and support my child to join the school?</p> | <p>The Lower School Co-ordinator has oversight of the transition for primary school students. Students who transition at other times are supported by the respective Year Co-ordinator. The process for Year 6 students starts in the autumn term of Year 6 when students from feeder primary schools visit for a curriculum day. They are also welcome to attend Open Evening with their parents/carers in October.</p> <p>Students visit again in the summer term for a transition day and parents/carers are invited to attend a meeting with a senior member of staff to have an individual discussion about their child. There is also a New Intake Parents Evening when the Head teacher welcomes the new parents/carers and explains about the ethos and expectations of the school and how we support our students. For SEND students with a high level of need additional visits and meetings will be arranged as required. The Assistant Head teacher (Inclusion) and SENCO play a full part in the transition of SEND students meeting with primary school staff, the student and parents/carers. If the school requires the support of specialists to ensure a smooth transition, the SENCO will arrange this.</p> |
| <p>How will Farlingaye prepare and support my child to transfer to a new school or college?</p> | <p>Transition to Post 16 provision (other than at Farlingaye High school) for students with an EHCP is co-ordinated between the SENCO and support staff at the receiving institutions. Additional support may be provided by a transition coach from the Suffolk Coastal Integrated Team. At the Transitional Review meeting, a Learning Support Assessment is completed detailing the type and amount of support required at college for that student. In addition, the SENCO passes on details of exam access arrangements in place. College visits are arranged, if appropriate, and college staff visit and speak to students. Individual careers advice is given to students with SEND.</p> |
| <p>How are the school's resources allocated and matched to children's special educational needs?</p> | <p>Funding is sourced from the school budget and from High Needs Funding (for those children with greater needs). We allocate support according to need and the provision detailed in a student's EHCP. The SENCO monitors the cost and impact of the provision and the Assistant Head teacher (Inclusion) reports to the Governing Body each year.</p> |
| <p>How is the decision made about what type and how much support my child will receive?</p> | <p>The nature of the support a SEND student needs receives is based upon their individual needs. Due regard is given to the SEND Code of Practice 0-25 years (2014) and updated (May 2015). If the student has an EHCP, the provision will be set out in the document and the school will do its best to provide support appropriate to the needs of the student at the time, and within the resources of the school. Through consultation with parents/carers support will be agreed and a Graduate Support Plan written to outline targets to be achieved through appropriate means. The support will then be evaluated as to its impact on progress.</p> <p>The school uses a number of assessments and screening methods to gather information about individual students which helps inform decisions concerning the most appropriate interventions. Parents/carers are also asked to comment on additional needs via admission forms and at parents' consultation evenings. Provision for students with EHC plans will support the objectives listed.</p> |

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| | <p>Students who join the school at a later date are assessed on entry to the school. Data on progress and attainment from their previous school is evaluated.</p> <p>If students on the SEND register are not making expected progress, teachers will discuss this with the SENCO and appropriate support considered.</p> |
| <p>How are parents involved in the school? How can I be involved?</p> | <p>Farlingaye encourages parents/carers to work alongside the school to support their child. Students who make the best progress in school most often have the regular support of their parents/carers to complete homework and daily reading.</p> <p>Parents/carers can communicate with teachers or the SENCO using the student's journal or email. In very bespoke situations some students may need a daily contact book for communication between the parents/carers and lead LSA for an individual student.</p> |
| <p>Who can I contact for further information?</p> | <p>If you would like further information about SEND provision at Farlingaye High School, please contact the SENCO using the school contact details. You may also like to look at our Local Offer on the school website under SEND provision. You can also see the Local Offers of other schools on the Local Authority website. For wider support, SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) can be contacted for an independent listening service about your questions and concerns. Contact information can be found on Contact us - Suffolk SENDIASS</p> |
| <p>What if I have concerns about the SEND provision?</p> | <p>To make a complaint about SEND provision, in the first instance, please contact the SENCO or Assistant Head teacher (Inclusion). If the issue is unresolved, the Head teacher can be contacted. The governor with specific responsibility for SEND may be involved, if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors' complaints procedure.</p> |

Frequently Asked Questions by Students with SEND

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| <p>How does Farlingaye know if I need extra help?</p> | <p>Your primary school will alert the SENCO of any children who are on the SEN register and outline any learning difficulties. As a result, the SENCO may arrange some extra visits for those who the Primary school have identified as requiring an enhanced transition. Some of you may also require a transition booklet containing important information including the times of the school day, a map and photos of key staff and rooms in school. In Year 7, you will take a number of tests to assess your abilities in various areas. The results will help us decide if you might benefit with some extra help either within your lessons, in a small group or on a 1:1 basis. The school will also look at what your strengths are - which subjects do you think you will be good at? If you arrive in school after Year 7, your reading and spelling will be checked as appropriate to decide whether you need additional support in these areas. Your previous school will also inform Farlingaye about the type and level of support you might need.</p> <p>During exam time in Years 7, 8 and 9 access to extra support is available for students who require additional support. In Year 10 and above, students with SEND are assessed for exams access arrangements reflecting their normal way of working.</p> |
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| | After you have been with the school for two months, a member of staff will come and talk to you to check there are no additional issues that need addressing. |
| What should I do if I think I need extra help or support? | If you are concerned about anything, talk to your parents/carers and chat to your Form Tutor or, if you have one, your lead LSA. The SENCO will also be happy to talk to you. All of these people are approachable and you can see them about any worries you may have. At lunchtimes and after school there is a homework club where you can get help. |
| How will my work be organised so that I can cope and get it all done? | You will have a journal to write your homework in which will help you to plan your work and organise your time. |
| If I have additional needs, how can I be involved in planning my learning? | Many students who have learning difficulties have a lead LSA. You can talk with this person about what you would like to achieve and the members of staff can meet to discuss how you can achieve it. |
| Who will tell me what I can do to help myself and gain greater independence? | At Farlingaye, we like to encourage you to think and work more independently so being involved in setting your own targets will help you do your best in school and recognise your strengths and weaknesses. You are growing up and will also learn many skills from your friends. Teachers and LSAs will show you ways in which you can work more independently and build greater levels of confidence. |

Glossary of terms

SEND: Special Educational Needs and Disabilities.

Special Educational Needs (SEN): 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her 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.

SEN Policy: There are a number of school policies on the school website that impact on our SEND policy and practice. The main ones are:

- Accessibility Plan
- Admission Policy
- Social Inclusion Policy
- Equality Information and Objectives Policy

Special Educational Provision: Special educational provision is provision that is different from, or additional to, that normally available to pupils or pupils of the same age, which is designed to help children and young people with SEN or disabilities to access the school curriculum.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

SENCO: Special Educational Needs Co-ordinator: A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the Head teacher or Deputy may take on this role. In high schools, there is usually a Learning Support Department, with the Head of Learning Support / SENCO reporting to the Head teacher and the Deputy Head teacher (Pastoral).

LSA: Learning Support Assistant, a person employed by the school to provide support in the classroom or undertake specific intervention work with a child or group of children who have learning difficulties. They work under the direction of the SENCO.

HLTA: Higher Level Teaching Assistant

Support Plan: This may be drawn up by the SENCO to help the parent/carer and the school identify the child's needs and to target areas of particular difficulty. It should show the steps that are to be taken to support the child's learning and be reviewed termly.

Local Offer: Local Authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain. Please refer to: <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>