

SEND Information Report

Frome College December 2020



SENDCO: Ms Su Perkins.

1.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

1.2 Identifying students with SEND and assessing their needs

There are a number of ways Frome College identify and assess the needs of students with SEND.

- Through on-going teacher observations, assessments, experience.
- Baseline testing screeners e.g. CATs, reading ages.
- Through dyslexia screening tests.
- Through a teacher/parent expressing a concern, and then implementing a cycle of 'Assess, Plan, Do and Review'.
- Outside agency reports, including paediatrician diagnosis.
- Discussions with parents / carers and use of their knowledge, including meetings prior to transition.
- Information shared from previous establishments (middle schools) and other settings.
- The college's SENCO is Ms Su Perkins and can be contacted at FCCSENCO@Fromecollege.org

1.3 Consulting and involving students and parents

We will discuss with students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take in to account the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a student will receive SEND support.

1.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teachers and heads of house will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student 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 student's progress.

1.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student's which information will be shared as part of this.

1.6 Our approach to teaching students with SEND

At Frome College we aim to give all student's, including those with SEND, access to a broad and balanced curriculum.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

To help every student fulfil their potential we value a wide range of approaches to support student's learning.

1.7 Adaptations to the curriculum and learning environment

At Frome College we provide a broad and balanced curriculum for all students. We have an inclusive approach to provision which means that the majority of students have their needs met within the classroom through appropriately differentiated lessons. Where appropriate some personalised learning opportunities may occur and we make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

1.8 Additional support for learning

We have number of teaching assistants who are trained to deliver interventions such as:

- Maths Interventions to enhance number skills
- English interventions, focusing on literacy skills
- Elkan trained staff to enhance language development
- Learning support mentors to provide pastoral and emotional support
- 1:1 and small group interventions focusing on specific subjects, depending on individual need.

We work with the following agencies to provide support for students with SEND:

- Visual Impairment Support Team
- Hearing Impairment Support Team

- PIMS Team
- Speech and Language Team
- Autism and Communication Service
- Educational Psychologist
- Parent Family Support Advisors
- Family Intervention Workers

1.9 Expertise and training of staff

Our SENCO has 2 years' experience in this role and has worked as teacher and teaching assistant for many years previously.

They are allocated dedicated time each week to manage SEND provision.

We have a team of 9 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We use specialist staff for exam access arrangements testing and dyslexia screening.

In the last academic year, staff have been trained in:

- Manual Handling Training
- Self-Injury Training
- Sensory Processing Training
- Understanding Autism and Asperger's
- Introduction to Adverse Childhood Experiences
- Introduction to Dyslexia and Inclusive Practice
- Developing Pupils Emotional Literacy and Skills
- Cygnet course
- Visual Awareness Training
- Medical Training – 3 teaching assistants are first aid trained.

1.10 Securing equipment and facilities

We work the PIMS team, Visual Impairment Team and Hearing Impairment Team to ensure specialist equipment is available to SEND students, where required.

1.11 Evaluating the effectiveness of SEND provision

At Frome College we have a variety of different approaches to evaluate the impact of provision for our SEND students.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals throughout the academic year
- Reviewing the impact of interventions to ensure the effectiveness of the provision is matched with the students' needs.
- Using student questionnaires
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans

1.12 Enabling students with SEND to engage in activities available to those in the college who do not have SEND

All of our extra-curricular activities and college visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trips.

All students are encouraged to take part in sports day/school plays/special workshops.

Frome College is a large and sprawling site. Classrooms are situated at ground level and on the first floor. There are lifts available in 2 buildings and students requiring ground level classrooms in other buildings will be accommodated accordingly. There is a ramp into all buildings where required and an accessible disabled toilet. We also have a disabled changing area and hoist.

Our accessibility policy can be found on the college website.

1.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the college council.
- Students with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships.
- We have a number of intervention programs to support students with mental health needs.
- Access to our college counsellor
- We have a zero-tolerance approach to bullying.

1.14 Working with other agencies

In some case's the complexity of needs or lack of clarity around the needs of the student, means the college may want to access some external agencies which may provide advice or support to the student and college. An EHA (Early Help Assessment) form is completed in discussion with parents/carers. Specific agencies are then named on the EHA for the parents/carers to approve and sign. Some of the agencies include:

- CAMHS
- Speech and Language Team
- PIMS Team
- Family Intervention Service
- Educational Psychology Service
- Parent Family Support Worker
- Social Services

(annotate in tier of need)

1.15 Complaints about SEND provision

If you have a complaint about SEND provision in the college, please make contact with the SENCO/Head of House/Principal.

Further information can be found in our complaints procedure policy on our website.

1.16 The local authority local offer

Our local authority's local offer is published here: <https://www.somerset.gov.uk/education-and-families/somersets-local-offer/>