

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 SEN:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

The Inclusion Manager will liaise with 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 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)
- Progress tests in English, Maths and Science (GL Assessment)

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)
- Dyslexia Screener (GL Assessment)
- Basic Number Screening Test (Hodder)
- British Picture Vocabulary Scale (BPVS)

Students who have 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 Inclusion Manager, 1 x Higher Level Teaching Assistant, 9 x teaching assistants () 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). 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 focussed 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, with adult supervision.

Targeted support is aimed at those children who were working below expectation in Year 6 for Reading and Maths (these children are withdrawn from MFL for literacy/numeracy interventions). They are taught in a small group during their English lessons for Year 7. We follow the Fresh Start programme using the Read Write Inc© materials. In Year 8, students still needing support join our 'Fun French' group. In Year 9, the same group will be offered additional literacy to prepare them for GCSE. Alongside these groups we run complimentary interventions using the following programmes:

- Units of Sound (personalised computerised programme, building reading and spelling skills)
- Catch up Literacy (1:1 literacy intervention)
- Handwriting practice (shared with parents)
- TRUGs (Teaching Reading Using Games)
- Guided reading groups
- Typing skills
- Social Skills
- Numeracy (basic skills)

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. This happens in the summer term of Year 9.

If a student needs medication/special arrangements during school hours, a personal care plan will be put in place. The school nurse can advise on the implementation of such a plan.

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

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

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. A senior member of staff, the 'Student Champion,' is responsible for ensuring that the student voice is heard and acted upon. The Student Champion also oversees the provision for our Children in Care.

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 Inclusion Manager will be available to discuss any concerns.

Students are monitored across all subjects to track their progress. 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 and these feed into the Pen Profiles. Students' progress is reported on using the school system of Interim Grade Reports (two per year for Y7 and Y8, one for all other years) and all students receive a more detailed summary report during the school year.

Pen profiles are reviewed with the student 3 x per year by the Learning Support Team. Parents will be asked for their views as part of this process.

Parents are encouraged to see the Inclusion Manager 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

✉ nsturla@farmors.gloucs.sch.uk

The Learning Support Department is line managed by Mr Evans, Headteacher

Mrs Dunmall (Admin Assistant) works Mon-Thurs from 0900 to 1445

✉ hdunmall@farmors.gloucs.sch.uk

Further sources of information (available on the school website)

- SEND policy
- Accessibility Plan
- Early Help offer
- Parent Partnership at www.glospps.org.uk

Noelle Sturla
Inclusion Manager
Farmors School