

# **SEN Information Report**

Farrington Community Academy is a fully inclusive school. As legally required by the revised Code of Practice 2014, this report sets out what we can offer students with special needs. Each student is a unique individual. Support packages will be suited to identified needs, as accessible from the resources available to us.

## **How can my son/daughter attend Farrington Community Academy?**

We are a mainstream secondary school situated in the west of the city. Parents are able to express their preference to Sunderland Authority during year 6. However, FCA also accommodates an Autistic Spectrum Provision with places for in the region of 35 students. Access to this is governed by the Authority. Students must have a primary diagnosis of ASD, be able to cope' with support, in a mainstream environment and have either a statement of SEN or education, health and care plan in place.

## **How will my son/daughter be supported and prepared before attending/leaving Farrington CA?**

Farrington CA has a well-established working partnership with feeder primaries, as well as a range of schools across the city. The year 7 manager leads an extensive transition programme, which allows ample opportunity for parental involvement. Staff from our Inclusion Support Centre attend transitional year 6 reviews; students who require a more individualised transition are catered for. Students will meet their form tutors prior to year 7 commencing.

Students, who have the AS Provision named in their EHC plan, are observed in their primary school setting and are part of an extended, staged transition process.

Advice is collected from all concerned with the student We greatly value parental input. Additionally, we conduct our own baseline assessment in order to ensure that students are placed correctly.

From year 9 the Connexions service becomes involved with our SEN students. We have excellent relationships with a range of post-16 providers. Farrington CA facilitates and supports the post-16 transition. We ensure that all relevant information regarding special needs is passed on to the appropriate party.

## **How will my son/daughter be transported to Farrington CA?**

If the student has an EHC plan and lives outside of a 3 mile radius of the school, the Authority transport department will decide upon the allocation of funded transport according to their publicised criteria. This contract is directly between the parent and the transport department. Occasionally, due to mitigating circumstances, transport is allocated at the discretion of the Authority.

Outside of this, transport to school remains a parental responsibility. Disabled parking is available, as well as a dedicated entrance to the ASP/ISC if required.

## **How will the curriculum be matched to my son/daughter's needs?**

Farringdon CA uses primary information, as well as baseline information, to place students appropriately according to their academic ability in English, maths and science. Movement across ability bands is a regular feature of our practice. Subject areas are able to elect the type of grouping that is preferred. Extensive target setting and monitoring are in place. The progress of our students with additional and special needs is followed closely. The 2014 Code of Practice is adhered to, as well as advice from outside agencies used to improve our teaching.

Students in the green pathway are attaining at significantly lower than age related expectations on entry. On exit, they perform well and make excellent progress. At KS3 these students access a 'stage not age' curriculum in literacy and numeracy, together with a multi-sensory approach to their learning. Groups are smaller than in the wider school. At KS4, students access subject specialist teaching in readiness for life at post-16, but still within a smaller group. Specialist teaching assistant support is allocated to these groups.

For our ASP students we aim to provide an 80% mainstream experience. PHSE is taught within the provision. Timetables can be modified according to individual need, as resources permit. Our students have access to relaxation, sensory and nurture facilities.

It is our aim to support all children, in order to enable them to access the curriculum.

### Accessibility Plan

<http://www.farringdonschool.co.uk/images/policies/Accessibility%20Policy.pdf>

### Equal Opportunities and Diversity Policy

<http://www.farringdonschool.co.uk/images/policies/FCA%20Equal%20Opportunities%20and%20Diversity%20Policy%20Apr%2014.pdf>

### SEN Policy

<http://www.farringdonschool.co.uk/images/policies/Inclusion%20Policy%20FCA%20Reviewed%202017%20KH%20AL.pdf>

In addition to PSHE and Pastoral Support for all pupils, emotional and social development is developed in a number of ways.

If required, referrals are made to appropriate outside agencies, internal intervention include, counselling, risk and resilience and Wearkids.

The school runs a 'Nurture' room, which is in effect a mental health, respite and regulation area. Access is arranged by Year Managers and the nurture room manager.

## **How will I know that my son/daughter is making progress?**

All students in Farringdon CA are closely monitored. Data is collected and targets set each term. Additionally, students in the green pathway are tracked via PIVATS and a range of other standardised assessments.

Assessment information is sent home termly. A range of parental meetings are calendared. Additionally, appointments can be made at any time. Farringdon CA values social progress as equally as academic.

## **What special resources, services and expertise are available or accessed by Farringdon CA?**

Farringdon CA accommodates a specialist ASD provision. We are a centre of excellence for ASD and winner of the 2013 NAS award for 'Outstanding Educational Provision.' We are highly regarded nationally as well as locally.

Additionally, we are able to access outside agency support should a students' identified needs require it:

- Portage Service
- Language and Learning Partnership
- Behaviour Team
- Autism Outreach Service
- QUEST
- Visual and hearing impairment team
- Physiotherapist
- Speech and Language Therapist
- Occupational Therapist
- Medical Team (e.g. school nurse)
- Connexions
- Social Services

## **How are the school's resources allocated and matched to my son/daughter's needs?**

Farringdon CA follows the staged response indicated by COP 2014. It is imperative that resources are allocated to the most needy as identified by primary records, baseline assessment and observation. In the first instance, teaching assistant support is allocated within the green pathway.

Students with AS Provision places are funded at a higher level of support as indicated by their statement/ EHC plans. Students outside of the ASP, but with a statement/ EHC plan are also resourced as indicated within their documentation.

Additionally, the literacy coordinator leads a range of interventions directed at students whose reading is delayed.

## **What training do staff have that support my son/daughter?**

The Senco attends regular cluster meetings with the Authority. Staff from the ASP and ISC are trained to a high standard. Expertise includes:-

Autistic Spectrum Disorder at NVQ Level 3 and post grad certificate

Dyslexia Awareness

Behaviour Management at NVQ Level 3

Administration of Medicines NVQ Level 3

Therapeutic Strategies NVQ Level 3

Speech, Language and Communication Diploma

Sex Education

Independent Travel

Epi pen Training

Buccal Training

Working Memory Awareness

Standardised and diagnostic testing for exam access arrangements

Classroom Assistant Levels 1-3

First Aid

Our support staff include qualified teachers, nursery nurses and beauty therapists. Regular training is provided for the wider school staff.

## **What activities could my son/daughter be included in within and outside the school day/extra-curricular activities?**

All students are offered a wide range of activities and trips, although specialist support cannot be guaranteed to be available on every occasion. In addition to the opportunities provided by the wider school, the ASP and ISC are staffed during break and lunch time, offering a safe haven with a range of activities available for our more vulnerable students. Many students enjoy library and Launch Pad access.

## **How can I as a parent be involved?**

Farringdon CA works together with parents. We appreciate that they can provide us with invaluable insight into their child's needs. There are calendared parents' evenings, information evenings and review meetings. Parents are able to make additional appointments if needed. The ASP and ISC host a number of social events throughout the year. Students in the ASP also have a home/school communication diary.

## **How can I support my son/daughter's needs?**

Parents can support their child by attending parents' meetings and checking their planner (and home/school diary for ASP students). We welcome contact regarding health or home changes that might impact on a student's education.

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

Mr A Lewis – Senco (Email: [andrew.lewis@farringdonca.net](mailto:andrew.lewis@farringdonca.net))

Ms K Holt - Leader of ASP, ISC & SEN

Mr R Lane – Link Governor