



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Name of School

Name of Headteacher:	Dr Andrew Morrison
Name of SEN Co-ordinator (SENCO):	Chrissy Cook (Acting SENCO)
Name of SEN Governor:	Jacqui Edwards
School address:	Furze Platt Senior School, Furze Platt Road, Maidenhead, SL6 7NQ
Contact telephone number:	01628 625308
School email address:	office@furzeplatt.com
School website:	www.furzeplatt.com
Type of school:	Academy, Mainstream, Secondary

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Communication and interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic spectrum disorder (ASD).

Cognition and learning

- Moderate Learning difficulties (MLD)
- Specific learning difficulties (SpLD e.g. dyslexia)

Social, emotional and mental health

- Anxiety, depression, self-harming, eating disorders, attachment disorder (e.g. CAMHS involvement)
- Attention deficit hyper activity disorder (ADHD)

Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Physical disability (PD)
- Medical (M)

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

Students' educational needs are identified in a variety of ways:

Information from the primary schools

- Primary school liaison visits;
- Students' files;

- KS2 scores and other data.

Teachers

- Feedback about learning, behaviour and emotional need from subject teachers, pastoral staff and LSAs as a result of observation and assessment;
- AIMS meetings where pupils who have been flagged up are discussed

Testing in school

- NFER Cognitive Ability tests on entry;
- Standardised reading and spelling ages tests on entry (further phonics and comprehension testing for those who are flagged up at this screening);
- Reading, spelling, comprehension accuracy and processing speed for all year 9 (further access arrangement testing for those who are flagged up at this screening)
- All pupil who enter mid-year also are given these tests
- 6 weekly data meetings with SLT

In class observation by SENCO and LSAs.

Information from relevant outside agencies such as the Educational Psychologist (EP) and Children and Young People's Integrated Therapies (CYPIT).

Pupil and parental concerns.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

Contact the Learning Support Department and speak to the SENCo (Christina.cook@furzeplatt.net) or SEN Administrator (phone: 01628 625308 ext 410)

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

It is the responsibility of the classroom teacher to meet the needs of all pupils (CoP 2015) through quality first teaching. Subject teachers will differentiate resources, strategies and materials to provide appropriate access to the curriculum for every pupil.

Teachers have access to Pupil Profiles. Pupil Profiles are written by the Learning Support Department for all students at SEND support or have a statement/EHCP. Using this information all teaching staff will be made aware of appropriate strategies for the student. The Learning Support Department will work with the student's teachers, LSAs and outside agencies to ensure that they are reviewed and amended when appropriate.

Teachers receive ongoing training and advice during briefings, learning walks, observations, inset days and department meetings on how to support pupils with a range of needs. Teachers also receive an inclusion booklet from the Learning Support Department that outlines what different SEND means and what strategies can be used.

Teaching groups are mixed ability and LSA support will be in some lessons where pupils have EHCPs.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- Literacy Interventions (phonic, spelling, comprehension)

- Maths intervention groups in tutor time in year 11 and the Maths intervention teacher supports pupils in years 8-11 who require intervention..
- Some students have reduced timetables so that they can have additional support with their basic skills, support with classwork and study skills.
- Anxiety intervention groups
- Mentoring
- Learning Support Assistants (LSA) in some lessons for pupils with EHCPs
- Year 12 students support the Learning Support department as a part of their community service. This involves paired reading with lower school students and a mentoring programme.
- Some students at risk of exclusion have pastoral support. This team supplements the work of Learning Support and identifies ways in which the student will be supported to reduce the risk of exclusion. The Learning Support department works closely with the pastoral team on this.
- Outside agencies, such as the Educational Psychologist, the Sensory Consortium, the Specialist Inclusion Service, Counselling, Cognition and Learning, Speech and Language Therapy, the Ethnic Minority Achievement Service support a number of students throughout the school to enable these students to manage more easily within the mainstream.

c. How is the decision made about what type and how much support my child/young person will receive?

- Through initial data on entry from primary schools and screening done on entry (as mentioned above)
- Feedback from teachers and LSAs
- Discussions with primary colleagues, parents, children and outside agencies
- Monitoring after progress reports
- Test and examination performance
- Annual Review meetings

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

Furze Platt Senior School recognises and values the important relationship between the school and the parents of children with Special Educational Needs and Disability. The effectiveness of any school-based action is enhanced by the involvement of parents. Parents are always invited in to discuss any additional special needs provision such as their Key Stage 4 courses and the Literacy Programme. Reviews of the child's progress require a comprehensive knowledge of the student, which will only be possible with input from parents and this is written into the school's review process.

Parents/Carers participation is encouraged in the following ways:

- Their knowledge and views are utilised as fully as possible in assessing and meeting the needs of their child
- Involvement in both long and short term planning (provision, targets)
- Communication via letter, emails and phone
- Advice and shared resources via the school newsletter.
- Attendance at Parents' Evenings
- Informed via reports
- Attendance at Transition and Annual Reviews

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

- Pupils are consulted on decisions which affect them via meetings
- Talks about options and transition

- Annual review feedback and attendance

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

Pupils' progress is assessed, planned, monitored and reviewed in the following ways:

- Class teachers and Heads of Departments monitor the progress of pupils with SEND through formative and summative assessment, this is then discussed with a member of the Senior Leadership Team (SLT) to discuss targets to move pupils forward.
- Interventions are assessed regularly by the Learning Support Department and reported back to a member of SLT to discuss targets to move pupils forward.
- SENCo has regular meetings with members of SLT to discuss progress and concerns
- Pupils who have an EHC plan, also have their provision and progress reviewed at the Annual Review.
- There is regular correspondence via phone and email with external agencies
- Learning Support Assistant feedback on pupil progress in morning meeting

b. How do you involve my child/young person and parents in those reviews?

- Parents and pupils complete a form prior to Annual Review with their opinions.
- Parents and pupils are invited to their Annual Review.

c. How do you know if the provision for children and young people with SEND at your school is working?

- Regular monitoring and analysis of reports
- Feedback from teachers and Learning Support Assistants
- Feedback from parents and children
- Feedback from external agencies
- Observations and Learning walks
- Comments from Annual Review

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

- Transition support lunch clubs (helping year 7s to settle and make friends)
- Pastoral support from the Form Tutor, Head of Year and student support
- School Counsellor
- LSA mentors
- Peer Mentoring from sixth formers
- Friends for Life intervention

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Tour with Senior Leadership Team (SLT) member
- Attendance at Year 5/6 Annual Review by SENCo
- Communication with primary staff and outside agencies

<ul style="list-style-type: none"> • Examples of timetables, maps, planner etc. • Transition day • Enhanced transition day for the most vulnerable 10% • Extra tours and induction meetings with the SENCo or other relevant staff
b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?
<ul style="list-style-type: none"> • Careers interview from as early as Year 9 from an outside agency (Adviza) • Extra meetings with individuals to discuss options at key points of transition at GCSE, A level and beyond school • Help to find appropriate courses • Support in completing application forms • Access arrangements for examinations

6. Accessibility and specialist equipment
a. How accessible is the school environment? <i>(A link to the School's Accessibility Plan can be found in section 8b)</i>
<ul style="list-style-type: none"> • School is partially wheelchair accessible and lessons can be moved to accommodate this. • There is 1 large disabled toilet in the main building and 3 in the new building (English/Science block) • There are designated disabled parking spaces • There is an elevator in the new building (English/Science block)
b. What if my child needs specialist equipment or facilities?
<p>Additional specialist equipment is provided by external agencies and the school:</p> <ul style="list-style-type: none"> • Radio Aids for hearing impaired children • Tablets and laptops available for pupils with Visual or Hearing impairment if prescribed by sensory consortium • Shine outreach for pupils attending the Shine resource unit (ASD)
c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?
<ul style="list-style-type: none"> • Access to lunchtime, afterschool clubs and extra-curricular visits • Learning Support Assistant support on trips • Individual risk assessments written as and when necessary

7. Training for staff, specialist services and further support
a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?
<p>Teachers:</p> <ul style="list-style-type: none"> • Initial training in September for all teachers on new and existing pupils with SEND • SEND register and Pupil Profiles includes strategies to support individual and different types of need <p>Resources and up to date articles on Staff Shared Area</p> <ul style="list-style-type: none"> • Twilight training on range of topics depending on need of pupils • Safeguarding • Access to online training

- External courses
- SENCo speaks to new staff and Trainee Teachers

Learning Support Department

- The SENCo holds the National SENCo Award
- Access arrangement training
- New SEND changes training

Learning Support Assistants:

- Induction training
- School based design and technology training
- Online training
- Safeguarding
- Learning Walks and Observations

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

School coordinates regularly with the following external agencies:

- The Sensory Consortium
- The Shine Team (ASD Support)
- Educational Psychologist Service
- Speech and Language Therapist
- Occupational Therapists / Physiotherapists
- Behaviour Support,
- Specialist Teachers e.g. From Manor Green, Berkshire,

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

<https://rbwm.afcinfo.org.uk/>

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

<https://sites.google.com/a/furzeplatt.com/academy-business/our-policies>

- SEN Policy (June 2020).
- Accessibility Plan (March 2020). *(included in Equalities Policy)*

- Child Protection and Safeguarding Policy (June 2020).
- Behaviour for Learning Policy (Nov 2019).
- Equality & Diversity Policy (March 2020). (*Equalities Policy*)
- Medical Needs Policy (March 2020)

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

Were any parent to complain about provision for their child's educational needs our normal complaints procedure would apply. The complaints policy is available on the school website.

11. Glossary

Terms used in this document	Description/explanation of term
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
TA	Teaching Assistant
KS2	Key Stage 2, final stage at primary school
CATs	Cognitive Ability Tests
SATs	Standardised tests at the end of primary school
SIMS	School Information Management System

Date of last update of this document: Dec 2019

Date of next review: July 2020