

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 6 Transition Manager leads an extensive transition program, 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 assessments 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.

Careful preparation goes into transition arrangements. As soon as possible after Year 6 applications for entry are confirmed, contact is made with Junior Schools. The SENDCO attends as many reviews as possible and visits schools to ensure a smooth handover of information. The SENDCO meets Year 6 SEND pupils and their families. Visits and taster sessions are arranged in addition to the full school transition program.

To ensure a smooth transition at Year 11. A representative of the City of Sunderland College learning support team is invited to all Year 11 SEND reviews. This enables an individualised support package to be put into place for the pupils college placement

How will my son/daughter be transported to Farringdon 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.

At KS4, students access subject specialist teaching in readiness for life at post-16, but within a smaller group. Specialist teaching assistant support is allocated to these groups.

For our ASP students we aim to provide an 90% mainstream experience as a minimum. 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%202014.pdf>

SEN Policy

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

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.

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.

The effectiveness of SEND Provision at Farringdon is evaluated in several ways. Externally by Ofsted (rated Good in the last two reports) and internally through reviews, meetings and self-assessment. These all lead to an on-going effort to improve our support and intervention, whilst maintaining the flexibility required to meet new challenges. The SEND policy of the school is regularly reviewed.

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.

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 SENDCO 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

Regular training is provided for the wider school staff.

Members of the SEND Team both lead and attend CPD. The SENDCO attends external CPD whenever it is available, and relevant. The SEND Team frequently lead in house CPD for all the staff and also more targeted training for groups of 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 Nurture 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.

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

Parents can support their child by attending parents' meetings and checking their planner. We welcome contact regarding health or home changes that might impact on a student's education.

How can I complain?

Complaints would normally be directed to Mr Lewis, Main school SENDCo. Complaints are dealt with swiftly and effectively. Complaints can be dealt with by either telephone or in meetings. Actions taken are fed back to parents.

<http://www.farringdonschool.co.uk/index.php/parents/complaints>

What steps are taken to support disabled pupils?

Disabled pupils are supported on a case by case basis according to their individual need. The school uses the Autistic Spectrum Provision, and a variety of support networks to ensure that disabled pupils can fully access all aspects of the school. Student support can encompass, Nurture Room Access (Mental Health), Learning Zone (Physical), and the Autistic Spectrum Provision. Other pupils are supported with equipment for (Hearing Impairment), (Visual Impairment) or reading pens (dyslexia). Pupils are supported in lessons, in P.E., on trips, at break and in the school canteen.

How are disabled pupils supported during admission?

Pupils with additional needs are supported during admission on a case by case basis. Usually after initial introduction, parents and child tour the school with the SENCO to answer the support available. Parental meeting with the SENCO enable an individualised package of support for the child to be formulated and implemented.

How are facilities provided to help disabled pupils?

The school runs a suite of specialist activities

Autistic Spectrum provision	- Autistic pupils
Nurture Room	- Mental Health
Learning Zone	- Physical Difficulties
Some Specialist Equipment	- Visual Impaired, hearing Impaired, specific learning difficulties eg dyslexia

Who can I contact for further information?

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

Mrs D Green - Leader of ASP

Ms J Reay – Assistant Head SEN