

SEND policy, current practice and planning for improvement

Policy Aims as agreed March 2017, to be updated in March 2019

- **To ensure students with learning difficulties and/or difficulties make good or better progress due to the well targeted support they receive and that they are fully integrated into the other aspects of College life.**
- **To make early identification of students who are in need of extra provision by ensuring a smooth and detailed transition between schools and key stages. Ensuring good communication systems within the college to refer students who may be in need.**
- **To ensure all staff are aware of each individual's needs and how best to support them in class, so that they are confident in responding to students of all abilities and needs.**
- **To keep parents/carers fully informed and to actively seek the involvement of them in the education of their children.**
- **To ensure students are involved in all decisions**
- **To create strong partnerships with Outside Agencies and alternative provision networking**
- **To keep the Governors updated.**

Key terms:

SENco	Special Educational Needs coordinator
SEND	Special Educational Needs and Disability
Progress 8	the measure by which schools are assessed in student performance across 8 GCSE subjects. 0 representing expected progress.
EHC	Education, Health and Care plan
AP	Alternative Provision
HTLA	Higher Tier Learning Assistant
DoE	Department of Education
TA	Teaching Assistant
SEMH	Social Emotional Mental Health
Annual Review	Professional meetings to review support for students who are on an EHC plan or who are statemented.
PEX	Permanent Exclusion

1. To ensure students with learning difficulties and/or difficulties make good or better progress due to the well targeted support they receive and that they are fully integrated into the other aspects of College life.

Assessment of practice and impact of actions to date:

- Governors reviewed SEN files in Spring 2017 and subsequently identified key weaknesses in evidence of planning and teacher contributions to reviews. There is no evidence of any further action.
- SENco plus SEN teacher left the college in July 2017. A letter was sent to SEN parents stating that the college had no SENco until 2018.
- In GCSE results of 2017, the gap between SEN students' outcomes and others was -0.51 for progress 8
- The gap in outcomes for our current year 11 students is -0.41. Whilst this gap appears smaller it is important to recognize that some SEN students are not educated at Frome College but will be included in our final measures. We currently have SEN students in alternative provision 5 in Yr11, 3 in Yr10 and 2 in Yr9 and so not educated by Frome College teachers.
- In A level results of 2017, 7 students were SEN. Across their subjects, on average, 54.1% achieved above or at target, 7.6% were 1 grade below target and a 7.6% were more than 1 grade below.
- Over 2016/17 a disproportionate % of SEN students were excluded. There is also evidence that SEN students received unofficial exclusions; for example one student whose family appealed successfully against PEX. To date over this academic year 2 SEN students have been excluded both in the Spring Term.
- Over 2016/17 attendance of SEN students significantly low 91.96 %. Over 2017/18 attendance of SEN students overall remains low currently at 90.6%, however, during this time 2 students with historical poor attendance have gone on the SEN register, and 3 other students have been encouraged not to be Home Educated. A College wide focus on attendance, systems and structures, has begun to show improvements in attendance overall.
- In September 2017, the structure of SEN staffing and teams was divided across Aspire, SEMH and SEN- all in different locations across the site. The move to centralize SEN in one area has built capacity in staffing but there is still work to do.
- The use of Accelerated Reader, a program designed to track and improve students reading ages, is into the second year and addresses the prevalent SEN need of progress in reading. This has now been developed into year 10 and for those students whose reading ages are below 12 through the use of 'Catch Up' and Reading Plus.
- In the year 11 mock exams in autumn, some students were not using or were unaware of exam concessions. In year 13 there were some students also unaware of their concessions. The second round of year 11 mocks saw new roomings, briefings and support for SEN concessions. Year 13 SEN have been briefed on concessions but this was later in the academic year and less successful.
- The college has identified in which subjects outcomes are strong to share best practice. Currently there is no consistent pattern across of Core subjects in terms of results. Option subjects are affected year by year by numbers opting. Last year Geography had far greater numbers than History, Geography as a subject didn't perform well, SEN students followed this pattern. Product Design and the Art based subjects consistently have larger numbers of SEN students and produce good outcomes.

Ongoing and future actions:

- Commission SEN review from LA. This has been commissioned and is underway. Helen Berryman supports Vicky West, has had three meetings and two consultations,. A further review is booked for 13/06/18.
 - A year-end review of accommodation following the move of staff to a more centralized position in Northcote
 - The team is now fully staffed and training has been delivered but this is an ongoing action.
 - Timetable TA support for key underperforming subjects. Maths and English have TA's in place for targeted interventions and this work to be reviewed in term 6.
 - Timetable all Year 11 SEN students to have early careers advice
 - Develop Accelerated Reader to Reading Plus for those SEN students with Reading ages of below 9
 - Ensure exclusions are solely Head's decision
 - All reviews- Science, Skilled Occupations, Attendance to have data on SEN students
- 2. To make early identification of students who are in need of extra provision by ensuring a smooth and detailed transition between schools and key stages. Ensuring good communication systems within the college to refer students who may be in need.**

Assessment of practice and impact of actions to date:

- In our current year groups- 11, 13 and 10, there is a lack of clear evidence of planning for, delivery of and assessment of SEN need. Governors' review in 2017 identified this and sampling at the start of this academic year confirmed this judgment.
- Student reviews to date

Year Group	Number of students with an EHCP	Annual Reviews happened / (booked)	Number of students SEN K	SEND Reviews / booked	Parental meeting with SENCO and or team
8					15
9	3	2 (1)	41	14	7
10	7	3 (3)	45	7	10
11	4	2 (2)	39	8	5
12	2	1 (1)	14		
13	0		11		3

- In particular Year 8 transition does not consistently provide adequate information on SEN meaning some students in year 9 have no planned support on arrival. The college has identified 3 students in year 9 and has been successful in applying for funding for 2 and will be applying for an EHCP for the third next year.
- There was no evidence of clear referral process for teaching staff to alert the SENco to a possible student need. A simple, clear referral system is now in place which has been agreed by heads of faculty and is being trailed ready for full implementation in Sept.
- Students were regularly sent to SEN area from lessons- some of whom were SEN, some not. The move to one centralized location has made some impact in addressing this but more needs to be done in this area, ensuring each student has a clear timed plan.
- Staff- teaching assistants, SEN admin, SEMH manager, were in different offices which meant it was sometimes unclear who is dealing with which students
- Middle school SEN provision is different between schools, as is parental understanding of offer. Some parents whose child is SENK expect the same provision as an EHC plan for example on going reviews, one to one TA support for all lessons.

Ongoing and future actions:

- SEN referrals from teachers show that training needs to be ongoing and INSET on SEN differentiation is planned for September 2018
- The SENco is attending and documenting all Year 8 reviews of SEN students in middle schools. More clarity from SENCOs around which students require a school entry plan. We will need to consider casual admissions and those from other schools as a next action.
- We have built in personnel capacity for file reviews and this work is ongoing. It is our aim to have reviewed every SEN file for current year 9 -12 by September 2018.
- By the end of this academic year all annual reviews of all current EHC/ statement students take place

3. To ensure all staff are aware of each individual's needs and how best to support them in class, so that they are confident in responding to students of all abilities and needs.

Assessment of practice and impact of actions to date:

- Staff voice shows lack of awareness of SEN support and need. There was heavy reliance on paper booklets distributed around college and in September 2018, lists of SEND students were openly displayed in staff room and were out of date
- The SENco now delivers weekly staff meeting to whole staff. These focus on SEND need but also individual students and the sharing of best practice. When reviews are to take place, the teachers are reminded in these meetings for their contribution. This simple strategy had considerable success and has meant that teachers' contributions to reviews are much improved. However there is still work to be done in this area,
- The HTLA and SENco now hold a weekly SEN team meeting to update on student progress and the SENco delivers weekly briefing to TAs. Training from Educational Psychologist on Attachment has formed part of this.

- The SENco has delivered INSET training in the autumn term on current policy and practice.
- The college uses a centralized database, SIMs. For collation of SEN information this was underused and records not completed. Therefore teachers were not receiving the information needed on SEN students.
- The evidence gathering of support was not found to be clear – as shown in PEX appeal where the student concerned was SENK but records did not accurately assess support given by the college.

Training completed to date:

- Somerset SEN banding- introduced Autumn 2017
- Assessor's qualification. Leanne Casey begun this course in Feb 2018 and is scheduled to complete module 1 end of May and final module end of June .This will then give us a qualified assessor on site for exam access arrangements but not a specific dyslexia tester.
- Two Apprentice TA's qualified in Spring 2018 and have now been appointed to permanent positions.
- Educational Psychologist trained TAs on Attachment Spring 2018.

Ongoing and future actions:

- Review 'booklet'/ register currently used to inform staff about SEN need. Set up SIMs for September 2018
- The college calendar for 2018/19 includes 2 days of INSET in September of which SEN be will a key theme.
- SENco qualification to be completed at Bath Spa University. Whilst the Local Authority could have delivered this, we are aiming for the best in national practice.
- ELKAN (communication) in house training of 3 TA's by Leanne, potential to offer this to more TA's in the future including other schools.

4. To keep parents/carers fully informed and to actively seek the involvement of them in the education of their children

Assessment of practice and impact of actions to date:

- Parents' and governors concerns have been documented for 24months +. The data dashboard for 2015 and 2016 identified SEN as a weakness
- There is evidence of parental complaint for example the PEX appeal, two KS5 complaints
- SEN area of website is updated and clearly accessible to show support systems
- The SENco has attended every parents' pm and significant numbers of parents have met her both those on the SEN register and others just wishing to discuss any concerns.

Ongoing and future actions:

- A parental survey in term 1 2018/19 needs to show progress and increased satisfaction rates
- We need to ensure all parents understand the support offered to their child and do not assume provision of unrealistic or unnecessary support from previous setting.
- Intervention support needs to be clearly understood by parents and students, publicized on the website, shared in letters home
- We want attendance at parental events of SEN students to be high. When parents do not attend parent's evenings, we will follow this up with a phone conversation and/or rescheduled meeting.
- We want all annual reviews to include parental view, all to be calendared and completed. The LA have agreed to moderate and advise on current files

5. To ensure students are involved in all decisions**Assessment of practice and impact of actions to date:**

- Students are sometimes involved but files show little record of students' comments

Ongoing and future actions:

- Ensure all review paperwork includes student voice, and encourage students to attend their reviews.
- Set up an SEN student working party
- Track numbers of SEN students attending extra curricular events

6. To create strong partnerships with Outside Agencies and alternative provision networking**Assessment of practice and impact of actions to date:**

- College has some good links with some agencies. Over this academic year either the Principal or SENco or SEMH manager has met or visited all AP providers. AP providers report on student progress in a range of different ways.
- Aspire is a valuable resource for the college to educate, full and part time, students who are struggling in mainstream. Some of these are SEN students. This year we have reviewed the use of Aspire and developed a focus on reintegration to college. This work is ongoing.
- Student files in a number of year groups evidence a lack of evidence of review and impact of outside agencies
- Frome Learning Partnership is used to access AP. This system is bureaucratic and builds a time lag for student support, which means some SENK students do not, received the support they needed quickly. The Principal has challenged the FLP to assess the impact of Alternative Provision and to ensure fiscal decisions are based on student progress when attending the provider
- In 2016/17 the college had a high number of students who did not achieve progress in their exams, who are SEN and were using Alternative Provision. The college has written a bid for AP provision to the DoE and is awaiting a response.

Ongoing and future actions:

- To build capacity within the Frome Learning Partnership for Alternative Provision
- Principal to maintain FLP focus on Alternative Provision
- This year SEMH manager has attended all reviews at AP and chased the paperwork associated with these, this will continue in the future.

7. To keep the Governors updated**Assessment of practice and impact of actions to date:**

- The college has had an SEN Governor in place for a number of years.
- There is no evidence of an annual report to Governors. FGB May 2018 will include an annual report.
- The SEND policy is in date and on website
- The date of Families Committee was moved so no information on SEND was shared until Spring 2018

Ongoing and future actions:

- We will brief our SEN Governor to cascade knowledge to FGB
- SEN main point on agenda at FGB and Families
- Annual review proforma completed and presented to FGB

