



SEND Information Report

Frome College SEND Team

SENCO - Bill Owsley, Assistant Principal (wowsley@fromecollege.org)

Deputy SENCO - Becca Beveridge (rbeveridge@fromecollege.org)

SEN Administrator – Lisa Hughes (lhughes@fromecollege.org)

Enhanced Learning Provision Teacher (ELP) – Emma Hurst (ehurst@fromecollege.org)

For all general enquiries and questions, please email: fccsenco@fromecollege.org

Teaching Assistants:

Tracey Eames (Team Leader)

Amy Nicholls (Team Leader)

Heidy Parfitt

Nancy Chandler

Corrine Foot

Tramaine Hughes

Carole Leigh

Catherine Trijard

Brontë Burge

Mark Hewitt

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1.1 The kinds of SEND that are provided for

Frome College currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- Moderate and multiple learning difficulties.

1.2 Identifying students with SEND and assessing their needs

Frome College identifies and assess the needs of students in various ways:

- Through on-going teacher observations, assessments, experience;
- Via baseline testing screeners e.g. CATs, EXACT, reading ages;
- Through dyslexia screening tests;
- Through a teacher/parent expressing a concern, and then implementing a cycle of 'Assess, Plan, Do and Review';
- Using outside agency reports, including paediatrician diagnosis;
- Discussions with parents / carers / feeder schools and use of their knowledge, including meetings prior to transition;
- Information shared from previous establishments (middle schools) and other settings.

1.3 Consulting and involving students and parents

We will discuss with students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the student;
- Everyone is clear on what the next steps are for the student;
- We will formally notify parents when it is decided that a student will receive SEN support.

1.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teachers and Heads of House will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, where relevant.

Assessments will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress. We share this information via the student's Pupil Passport which will be sent after any update in a Round Robin. The Pupil Passports are also available in Provision Map and via Class Charts.

What is the Graduated Response and the Assess, Plan, Do, Review Cycle?

The Graduated Response

The SEND Code of Practice outlines the requirement for educational settings to have **arrangements in place to support children and young people (CYP) with SEN**. This includes a clear approach to identifying and responding to SEN. Code of Practice (CoP), Chapter 6.

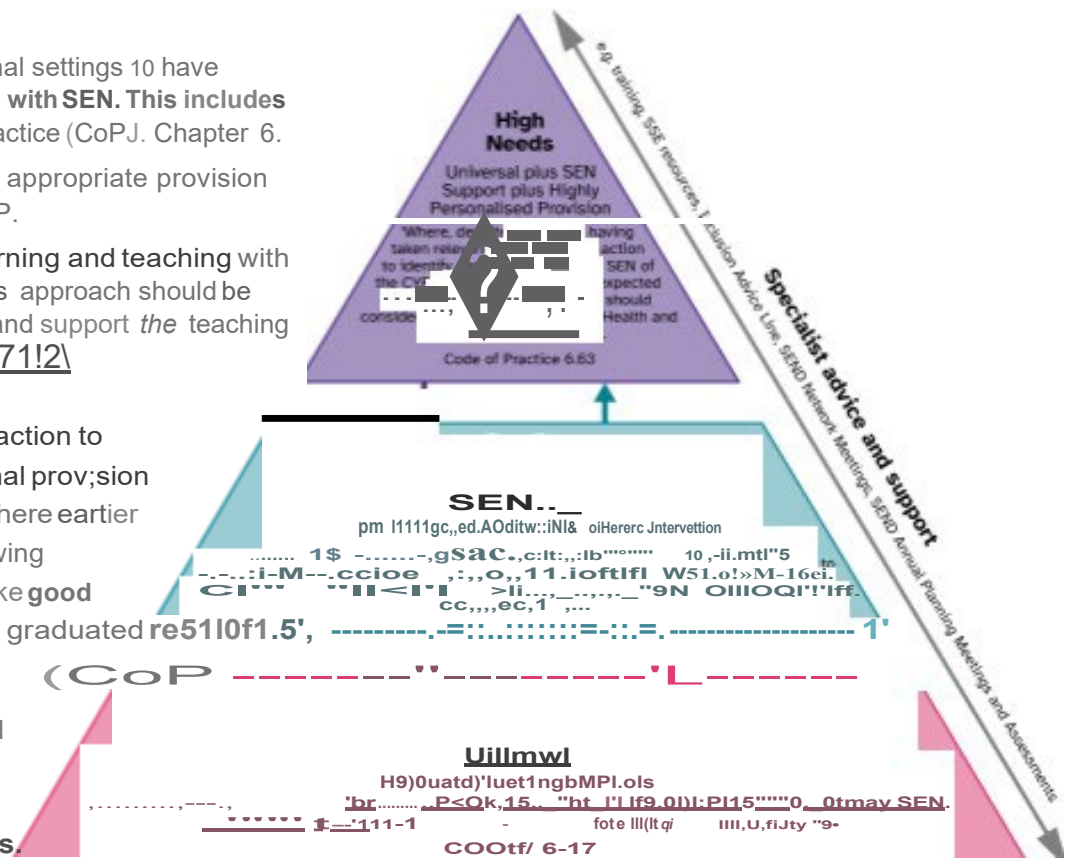
The importance of early identification of *the* needs of CYP so that appropriate provision can be put in place at the earliest opportunity is central to the CoP.

Educational settings should offer an inclusive approach to learning and teaching with high quality teaching which is differentiated for individual CYP. This approach should be embedded in their provision in all subject areas, and at all levels, and support *the* teaching of all CYP, including those with SEN as per the Leads standards 71-2

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This support should take the form of a four part cycle where earlier decision and actions are revisited, revised and refined with growing understanding of the pupil's needs and what supports them to make good progress and secure good outcomes. This is known as *the* graduated response.

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's needs, the **school should consider involving specialists** which they can do **at any point** to advise them on identification of **SEN and effective support and interventions**.

A school should always involve a specialist when **a pupil** continues to make little or no progress or where they continue **to work at levels substantially below those expected of pupils of a similar age despite evidence based SEN support delivered by appropriately trained staff**. The pupil's parents should always be



For most children or young people where there is a concern, the school should work through a **graduated response** to ensure the relevant and purposeful action to identify, assess and meet *the* special educational needs of the child or young person has been taken: (CoP 9.14) and as per the Code of Practice 6.44. 'In a very small minority of cases of children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out the chosen assessment procedure: (CoP 9.3)

1.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other settings where the student is moving.

1.6 Our approach to teaching students with SEND

At Frome College we aim to give all students, including those with SEND, access to a broad and balanced curriculum. Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

To help every student fulfil their potential we value a wide range of approaches to support students' learning.

1.7 Adaptations to the curriculum and learning environment

At Frome College we provide a broad and balanced curriculum for all students. We have an inclusive approach to provision which means that the majority of students have their needs met within the classroom through appropriately differentiated lessons. Where appropriate some personalised learning opportunities may occur and we make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

1.8 Additional support for learning

We have a growing team of teaching assistants who are trained to deliver interventions such as:

- Maths Interventions to enhance number skills
- English interventions, focusing on literacy skills
- Elklan trained staff to enhance language development
- Learning support mentors to provide pastoral and emotional support
- 1:1 and small group interventions focusing on specific subjects, depending on individual need.

We work with the following to provide support for students with SEND:

- Visual Impairment Support Team
- Hearing Impairment Support Team
- PIMS Team (Physical Impairment and Medical Support Team)
- Speech and Language Team
- Autism and Communication Service
- Educational Psychologist
- Parent Family Support Advisors
- Family Intervention Workers
- Advisory Teachers from the Inclusion Team

We are currently working with the Autism in Schools Project (2023-2024) as well as the British Dyslexia Association to improve our universal and SEND support for all students in College.

ELP – Enhanced Learning Provision

The ELP provides a bespoke course of study for students who would otherwise find it difficult to be successful in other qualifications. It supports students who benefit from developing both social confidence strategies and their study skills. The ELP provides a supportive environment in which we build positive relationships and equip our students with essential life skills. Students are supported and encouraged in their personal and academic development.

ELP students would normally struggle to access full or partial mainstream education generally due to literacy/ numeracy levels; their SEND need and/or their ability to cope with a mainstream environment including moving around the school site. ELP students are encouraged to access mainstream lessons where possible.

1.9 Expertise and training of staff

Our SENCO team has many years' experience in leadership, pastoral support and high-quality teaching and support. Mr Owsley holds the NASENCO Award (National Award for Special Educational Needs Coordinator) as well as an MA¹ in Education and an MBA² in Senior Leadership. Miss Beveridge has an extensive background as a SEND teacher and is a fully qualified TEEP trainer (Teacher Effectiveness Enhanced Programme), has specialist training in SCERTS³ and Makaton and is currently studying for her NPQML⁴.

They are allocated dedicated time each week to manage SEND provision.

We have a team of 10 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We use specialist staff for exam access arrangements testing and dyslexia screening.

Staff have been trained in:

- Manual Handling Training
- Self-Injury Training
- Sensory Processing Training
- Understanding Autism
- Introduction to Adverse Childhood Experiences
- Introduction to Dyslexia and Inclusive Practice
- Developing Pupils Emotional Literacy and Skills
- Visual Awareness Training
- Literacy interventions.

1.10 Securing equipment and facilities

We work with the Physical Impairment Medical Support Team (PIMS), Visual Impairment Team and Hearing Impairment Team to ensure specialist equipment is available to SEND students, where required.

¹ Master of Arts degree

² Master of Business Administration

³ Social Communication, Emotional Regulation and Transactional Support

⁴ National Professional Qualification for Middle Leadership

1.11 Evaluating the effectiveness of SEND provision

At Frome College we have a variety of different approaches to evaluate the impact of provision for our SEND students. We evaluate the effectiveness of provision for students with SEND in the following ways:

- Reviewing students' individual progress towards their goals throughout the academic year
- Reviewing the impact of interventions to ensure the effectiveness of the provision is matched with the students' needs.
- Using student questionnaires
- As part of whole college evaluation process
- Informal discussions via the Hub drop in
- Monitoring by the SENCO and Deputy SENCO
- Holding annual reviews for students with EHC plans
- Receiving staff feedback from briefings
- Parents' Evenings

1.12

Enabling students with SEND to engage in activities available to those in the college who do not have SEND

All of our extra-curricular activities and college visits are available to all our students, including our before-and after- school clubs.

All students are encouraged to go on our residential trips.

All students are encouraged to take part in sports day/school plays/special workshops.

Frome College is a large site. Classrooms are situated at ground level and on the first floor. There are lifts available in 2 buildings and students requiring ground level classrooms in other buildings will be accommodated accordingly. There is a ramp into all buildings where required and an accessible disabled toilet. We also have a disabled changing area and hoist.

Our accessibility policy can be found on the college website.

1.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the college council.
- Students with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships.
- We have a number of intervention programs to support students with mental health needs.
- Students can be referred to ELSA and external counsellors
- We have a zero-tolerance approach to bullying and we are part of the Anti-Bullying National Alliance.

1.14 Working with other agencies

In some cases, the complexity of needs or lack of clarity around the needs of a student, means the college may want to access some external agencies which provide advice or support to the student and college. An EHA (Early Help Assessment) form is completed in discussion with parents/carers. Specific agencies are then named on the EHA for the parents/carers to approve and sign. Some of the agencies include:

- CAMHS
- Speech and Language Team
- PIMS Team
- Family Intervention Service
- Educational Psychology Service
- Parent Family Support Worker
- Education Safeguarding Service
- Young Carers
- Vision Support Team
- Social Services
- Autism and Communication Service
- CAOT – Children’s Autism and Outreach Team
- SALT

1.15 Complaints about SEND provision

If you have a complaint about SEND provision in the college, please make contact with the SENCO or Vice Principal in the first instance.

Further information can be found in our complaints procedure policy on our website found here <https://www.fromecollege.org/> .

1.16 The local authority local offer

Our local authority's local offer is published here:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Introduction

Somerset's SEND Local Offer is our hub of information, advice and guidance about the support and services available locally to children and young people aged 0-25 years with special educational needs and/or disabilities (SEND) and their families.

The information and services on this website are for **all** children and young people with SEND that the local authority is responsible for, whether or not they have an Education, Health and Care Plan (EHCP), to help families to make the best decisions.

Somerset's SEND Local Offer is also an important resource for professionals to support understanding of the range of services and provisions for children and young people with SEND across the county.

You can read more about what we aim to do, how we will get there in the [SEND Strategy and our plans](#). And you can read more about [our plan for improving services](#) for children and young people with SEND in Somerset.

There is also a video explaining the changes to the local offer in March 2023

<https://youtu.be/giEdsVIMAEw?si=bwdLnV8Awf2YGEcN>

How is the Local Offer is produced?

Somerset's Local Offer was first published 1 September 2014. It has been co-produced between Somerset Council, [NHS Somerset](#), [Somerset Parent Carer Forum \(SPCF\)](#) and young people's groups in schools and colleges. It was also initially developed through commissioned activity with [Compass Disability](#).

Some of the principles we work towards are described in [Somerset's SEND Local Offer Accessibility Strategy](#). We now [keep it up to date](#) and make sure it reflects and embeds the needs of service users through a process co-produced with the SPCF and Somerset Council's [SEND Participation and Engagement Team](#).

Working with parents and young people

All aspects of services in Somerset's Local Offer are developed in partnership with parent carers, young people and practitioners in agencies and the voluntary sector. Somerset's Local Offer empowers parents, carers, young people and practitioners by setting out clearly what can be expected locally, how to access services and where to find more information. We are working more closely with children and young people with SEND and their families to understand and learn from their experiences when formulating strategies to improve the area.

We work directly with parents and carers through:

- the [Somerset Parent Carer Forum](#), and
- [Somerset Special Educational Needs and Disability Information Advice and Support Service \(SENDIAS\)](#)

We work directly with young people through:

- Somerset Council's [SEND Participation Team](#).
- Somerset Council's [Young Person's Champion](#).

Get in touch

Somerset's Local Offer is reviewed regularly. We encourage all forms of feedback – positive and negative – so that we can continue to develop and improve the website and our offer of services to make sure it remains useful.

You can find out how to give feedback in the 'How can I include my feedback' section of our [Keeping the Local Offer up to date page](#)