



FEARNHILL
SCHOOL

Special Educational Needs Information Reports for Faculties

Special Educational Needs Information Report for ADT

December 2020

1. How does ADT support the identification of students who may have a special educational need?

ADT supports the identification of students who may have a special educational need through:

- Constant staff monitoring of each independent learner.
- Reporting of any signs or issues to SenCo immediately.
- Monitoring data closely to identify learning gaps and address specific students with bespoke learning needs.
- Collaborative discussions with staff members in other faculties to determine learning patterns and specific difficulties on a student to student basis.
- Staff have subject seating plans with identified SEN students'. The seating arrangement of SEN students are carefully considered so that they have full access to learning from the teacher, ISA and their peers.

2. How does ADT support my child/young person with SEN?

ADT supports children/ young people with SEN needs by:

- Looking at learning passports whilst planning curriculum and resources.
- Quality first teaching of well-planned and structured curriculums.
- The use of technician and ISA support in both theory and practical settings.
- Reasonable adjustments in the classroom to task or resources to enable access for all.
- Personalised differentiation where needed.

3. How will I know how my child/young person is doing in ADT?

ADT will communicate with you through:

- Scheduled meetings at parents' evenings.
- Thrice yearly reporting through the use of up to date classroom data.
- One to one parental conversations where appropriate and required.
- Giving feedback and comments to the SenCo for their reports and meetings with you.

4. How is the curriculum in ADT matched to the needs of my child/young person?

In ADT we ensure the curriculum is matched to all learners by:

- Having an emphasis on practical learning skills alongside required theory elements to enable kinesthetic learners to thrive.
- Teaching across a wide range of disciplines and materials, allowing your child/ young person to find their passion.
- Assessing in both practical and written topics to allow for a balanced approach to data collection
- offering alternative routes to the traditionally academic at KS4 - having vocational opportunities available to all students, assessing as you go through the courses.
- Giving students freedom to explore their own interests, whilst still being fully engaged in their learning.

- Developing curiosity of the unknown through exposing children/young people to new materials, experiences and concepts.
- Allowing all students a safe space to make mistakes and learn from them without judgement.

5. What training have the staff in ADT had or are having to support my child/young person?

Within ADT we have an understanding of SEN needs and how to cope with them through:

- SEN focused INSET training.
- Professional discussions with the SenCo.
- Collaborative work with the ISAs.

6. What specialist services and expertise is available in ADT?

You will probably need to speak to ECR/ABM for some ideas here. May not be much to say for some subjects.

7. How will you help me support my child/young person in ADT?

If you have a concern about your child/ young person in ADT we will endeavour to help you however we can. Examples of this will be:

- Conversations with you, either in person, on the phone or across an online forum.
Sending instructions or recipes for a task home prior to the lesson so you can go through it with your child/ young person to dispel any possible misconceptions.
- Providing additional materials or resources to take home to encourage and enable your student/ young person to practice a skills with your help and guidance.
- Revisiting your child/young person's learning passport with you to better understand how we in ADT can use your child/young person's interests and ambitions to develop their core skills.

8. How will I be involved in discussions about planning for my child/young person's education in ADT?

As ADT has an element of freedom and choice to it, we would love to be able to marry that, and our current curriculum with the needs and interests of your child/ young person. We will work with you, wherever possible to ensure we are able to make an exciting, manageable and accessible learning journey for all of our students.

9. How will my child/young person be included in activities outside the classroom including school trips?

In ADT all students are welcome on trips. We can accommodate the needs of SEN students by:

- Having discussions with the venue of the trip about the specific need of your child/ young person.
- Ensuring all additional needs are considered when suggesting locations and types of trip.s
- Asking a personalised ISA to attend the trip, if needed.
- Requesting information from you as a parent or carer to better support our student on that trip.
- Opening up in school, extra-curricular activities to all pupils and ensuring relevant additional adult supervision or guidance is available as needed.

10. How accessible is ADT?

In ADT we make our rooms and learning as accessible as possible due to having:

- Lifts down to the workshop and art studio areas.
- Fully moveable tables and workbenches in all rooms to allow for wheelchair access when needed.
- Height adjustable workbenches and kitchen work surfaces/sink areas.
- Equipment specifically designed for those with lesser or minimal manual dexterity.

11. How does ADT support my child with key transitions?

Transition periods can be difficult for all students. In ADT we try to support by:

- Allowing students a taster session during their primary transition days.
- Talking to local primaries to see what expose your child/young person has had to ADT prior to attending secondary school.
- Introducing KS4 topics and language to all students in KS3 so they are learning key concepts, removing the element of surprise and ensuring an easy transition to our Level 2 courses.
- Bespoke lessons at KS3 and KS4 to invite students to better understand what would be expected of them at the next stage of the ADT education.
- Bridging projects to help with the transition at each key stage of learning. The wording description of the Bridging projects are accessible for all students to read.

In ADT we have fantastic technician support who can help students on a 1 to 1 basis or in small group settings, where appropriate. We have ISAs that will assist if your child/ young person has a specific need that needs to be monitored or resourced

12. Who can I contact for further information?

In ADT we are lucky enough to have a Subject Lead in Art, Mrs Clifton and Subject Lead in DT, Mrs Fullard. Please get in touch with either or us if you need more information.

Special Educational Needs Information Report for Business Studies and Economics

December 2020

1. How does Business Studies and Economics support the identification of students who may have a special educational need?

- Seating plans and access to learning maps.

2. How does Business Studies and Economics support my child/young person with SEN?

- Seating plan designed to promote good progress e.g. visually impaired student sitting at the front of the class.
- Dual coding used when teaching knowledge (at the start of lessons in particular).
- Planning with ISAs to meet the needs of vulnerable students in class.
- In house booklet for year 10 Business Studies designed with SEN in mind. Low level literacy required, minimising cognitive load, reflection and improvement opportunities.
- Writing frames used for tasks that require AO3.
- Questioning techniques: SEN students given time to consider a question before responding.
- Animations used on powerpoints to achieve effective sequencing – presenting new material in small steps.
- Microeconomic mindmap made available to enable students at the start of year 12 to help them organise their thinking.

3. How will I know how my child/young person is doing in (faculty)?

- Reports and parents eve.

4. How is the curriculum in Business Studies and Economics matched to the needs of my child/young person?

- At least one case study/context included in every lesson - developing cultural capital.
- Clustering lessons together to make transitions between them as smooth and simple as possible (recommended SOL from the exam board being followed).
- Assessment of prior knowledge used to plan future lessons, especially after an assessment.
- BTEC L3 Business offered if sufficient demand.
- Practical activities used in lesson where possible e.g. production methods game, market segmentation, market research, recruitment and selection types of activities students get to do, how students are assessed and prepared for assessment.
- SEN students encouraged to.

5. What training have the staff in Business and Economics had or are having to support my child/young person?

- In House Training at Richard Hale School - Understanding ADHD.

- Comparing SEN work with non-SEN work for students with similar prior attainment.

6. What specialist services and expertise is available in Business and Economics?

7. How will you help me support my child/young person in Business and Economics?

- Phone calls home for students with below expected progress after data cycles.

8. How will I be involved in discussions about planning for my child/young person's education in Business and Economics?

See Q7.

9. How will my child/young person be included in activities outside the classroom including school trips?

10. How accessible is Business and Economics?

N/A

11. How does Business and Economics support my child with key transitions?

Y9>10

- Taster sessions
- Transition assembly

Post-16

- Taster sessions
- Sixth form options evening

12. How are Business and Economics' resources allocated and matched to children/young peoples' SEN?

- Requests for ISA support directed to the KS4 classes with most SEN .

13. Who can I contact for further information?

<https://www.surveygizmo.com/s3/5377083/APP2021/>

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Special Educational Needs Information Report for Careers & WRL

December 2020

1. How does Careers support my child/young person with SEN?

Through equal access and opportunities both in and outside of the classroom. An 'all can achieve' approach with no barriers to their next steps. Information and decision-making support at key transition points at 14+, 16+, 18+. Guidance and application support with college, university and Apprenticeships. Supported visits to College Taster Days accompanied by a member of the SEND Department. Readily available careers resources in the school YC Hertfordshire library. Careers software packages (JED and Higher Ideas) available both at school and at home. Support from both the Head of Careers and the school, YC Hertfordshire PA with a 1:1 interview in Years 9,10 ,11, 12 &13. In receipt of a careers education and guidance programme that is mapped against the national Gatsby Benchmarks in order to best support every child in their career journey. Knowledge that historically, Fearnhill School has a very low % of Neets at both post 16 and 18.

Support from the Head of Careers, tutors, Heads of Key Stage, YC Hertfordshire PA and the SEND department form a network of support around your child at key transition points. Learning passports, EHCP's, records of careers meetings on SIMs, reading materials in the YC Hertfordshire careers library and careers software packages support your child's careers education and guidance.

2. How will I know how my child/young person is doing in Careers?

Parents' evenings at key transition points in Years 9 and 11 provide the opportunity to discuss next-steps and receive further guidance from both the Head of Careers and our YC Hertfordshire PA. This advice is also available on GCSE and A Level results day. Students have interviews with Senior Leaders at key transition points whereby parents can also attend. You will receive a telephone call at key transition points to ensure you are informed of your child's intentions regarding their next steps.

3. How is the curriculum in Careers matched to the needs of my child/young person?

The careers programme is sequenced according to age and individual/personal needs and becomes more bespoke as your child progresses through the school and their chosen career path becomes clearer.

In Year 7-the careers programme is about discovery -of their potential and the future careers that are awaiting them.

In Year 8, students go to work for a day to enable them to experience the needs of the workplace and in follow-up sessions, recognise how school will support them in meeting these needs.

Year 9 GCSE Options Day supports your child in their first big transition and decision-making period by helping them make informed GCSE option choices.

Year 10 work experience (1 week) is an exciting opportunity for students to shine in the world of work, build confidence and gain employability skills. During the preparation phase, they learn what is needed to secure a job in the future. Just as important, is the evaluation of the experience which enables them to review and set new targets for themselves.

Year 11 careers education involves CV writing, interview preparation and applications for next steps. Students apply their personal skills, qualities and predicted qualification levels to their future choices.

4. What training have the staff in Careers had or are having to support my child/young person?

In key stage 3 & 4, Careers Education is delivered in form time at specific times throughout the year (according to the PSHE scheme of work which can be found on the school website) by tutors who have access to a range of resources, information and support from the Head of Careers. Staff training is delivered through staff pastoral meetings.

In key stage 4, Careers Education is strategically delivered in additional 1-hour, fortnightly lessons by the Head of Careers in order to deliver a higher level of expertise for GSCE students moving on to their next steps. The Head of Careers is part of the Careers and Enterprise Company's hub which through shared resources and regular discussions/meetings supports the growth and delivery of the subject.

Our YC Hertfordshire PA (Level 6 Careers qualification) works closely with the Head of careers in order to further support our young people with their next steps.

5. What specialist services and expertise are available in Careers?

The Head of carers and the YC Hertfordshire PA are best placed to offer expert careers advice in school. Close work with the SEND Department will also provide additional support at key transition points and when planning and reviewing EHCP's.

Careers software programmes (JED, Higher Ideas), sources of information (The National Careers Service and YC Hertfordshire for example) that can be found on the website and social media, visits from and to employers' all direct students to specialist advice.

6. How will you help me support my child/young person in Careers?

Details of the Careers program can be found on the website and upcoming events are advertised in Fearnfile and Social media. You will be sent emails regarding any careers event that may be applicable to your child.

7. How will I be involved in discussions about planning for my child/young person's career education?

You will be invited to attend parent's evenings and the Year 9 and Year 11 Options interviews.

You will be sent details of discussions (action plans) between the YC Hertfordshire PA and your child from their 1:1 meetings in order that you are fully informed of their current thinking and intentions regarding their career path at 16 +.

You are welcome to discuss any questions you have at any time with the Head of Careers.

8. How will I be involved in discussions about planning for my child/young person's education in Careers?

Attendance at both Parents and Transition evenings will enable you to discuss your child's career intentions. You will also be invited to attend your child's Year 9 and 16+ options interview. Please also refer to points 1, 2 & 6 above.

9. How will my child/young person be included in activities outside the classroom including school trips?

PP and SEN students have equal and higher priority for access/involvement in careers trips. They will be approached first and invited to attend ahead of other students in order that they obtain a place if they so choose. You will be emailed information regarding the event in order that you can discuss with your child before giving your consent. Inclusion on such trips develops their cultural capital and opens their eyes to the opportunities that await them.

Activities outside the classroom include- Year 8 Go to work Day, Year 9 Health and Social Care Careers expo, Construction Days at CRC, University of Hertfordshire discovery Day, Year 10 work Experience (1 week) Employer engagement live webinars such as Generation Stevenage and Hop into Careers. CV preparation and Interview Day led by Job Centre Plus for Schools and Business mentoring from Barclays Bank. Students also take part in Enterprise Days in Year 7 and 11.

10. How accessible is Careers?

Careers is for ALL –there are no barriers in or outside of the classroom to access or opportunity. Your child will follow the same programme of study with equal access and provision and differentiated according to need.

11. How does Careers support my child with key transitions?

Options days in Years 9 & 11 alongside PSHE time being targeted towards decision-making and choices at these specific times. Parents' evenings and interviews. Opportunities to discuss and discover GCSE options and Post 16 options to include all entry levels, vocational and academic pathways, traineeships/ apprenticeships and Universities. Guest speakers from colleges and apprenticeship providers as well as visits to universities support the transition process.

12. How are Careers' resources allocated and matched to children/young peoples' SEN?

PP and SEN students receive equal and higher priority for allocation of resources such as priority invitation on trips, and YC Hertfordshire meetings. Resources such as reading materials and careers software are purchased to support your child.

13. Who can I contact for further information?

Miss L. Balchin – Head of Careers, PSHE and WRL - Lesley.balchin10@fearnhill.herts.sch.uk

Special Educational Needs Information Report for Humanities

December 2020

1. How does Humanities support the identification of students who may have a special educational need?

Humanities use a number of methods to help support the identification of SEN and potential students with SEN. These include:

- Teacher observation within classroom.
- Use of baseline/pre-assessment tests.
- Faculty meetings include students of concern, breakdown and consideration of assessment cycle grading excel sheet – specifically those high and discussion of strategies.
- Completion of Access To Learning Maps highlighting specific educational needs of all class students.

2. How does Humanities support my child/young person with SEN?

Humanities supports students with SEN in many ways:

- Curriculum
 - Differentiation methods and materials highlighted in schemes of work.
 - Scaffolding in writing frames – generic and assessment.
 - Task wording – use of ‘easier’ language.
 - Part complete or reduced in quantity material.
- Classroom Management
 - Seating plans with access information highlighted and EHCP list information known and included on class lists.
 - Group/Pair work – partner and group participants considered.
 - Knowledge of cohort – responsive teaching.
 - Use of reward points – actively looking to ‘catch’ students working well.
- ISA – used in and for ‘break away sessions. Learning objectives for specific lesson and students shared before class.

3. How will I know how my child/young person is doing in Humanities?

There is a continued cycle of assessment throughout the year at all key stages. Assessment Information highlights students with SEN attainment and progress, then discussed at faculty, subject and line management meetings. Humanities staff will also complete student specific Assess, Plan, Do and Review (APDR) coinciding with year group cycles. Humanities staff will use the channels of communication through the SENCO leaders and co-ordinators, however occasionally teachers will contact home to discuss findings and strategies with parents.

4. How is the curriculum in Humanities matched to the needs of my child/young person?

Through regular reflection and planning the Humanities curriculums, at all key stages are ambitious, challenging and engaging. The curriculums through the key stages are planned to allow a natural sequence to build on subject specific knowledge and skills. All three KS3 Humanities subjects have

key words pre-assessments to provide teachers with student prior knowledge and understanding of topic. The Humanities subjects loan themselves to discursive pair/group work, which is mapped out through SoL and SoW. Throughout the Humanities key stages SEN students have support to access the whole curriculum. Alternative pathways are discussed with students before each major key stage transition, for example the consideration of a BTec travel and tourism course.

5. What training have the staff in Humanities had or are having to support my child/young person?

Throughout the year there are weekly updates and briefings from SMLT informing us on students and good practice. The Humanities staff have undertaken the 'Active Reading' training to help nurture and develop literacy in our subjects. AFE is TEFL (Teaching English as Second Language) trained.

6. What specialist services and expertise is available in Humanities?

The SSC on school site takes students from classes when they realise they need a 'rest bite'. The SSC supports students with SEN with social skills and drawing and talking and Lego.

7. How will you help me support my child/young person in Humanities?

The Humanities department regularly sends 'postcards' home celebrating the success of students with SEN. Each report cycle Humanities completes an ASPD and information shared with ECR. Humanities teachers will contact home if no progress is made after two assessment report cycles. Humanities teachers will receive emails from SEN leaders and co-ordinators relating to student progress/strategies and updates. Any new strategies will be shared within faculty time.

8. How will I be involved in discussions about planning for my child/young person's education in Humanities?

Parents will be involved on planning through the specific school SEN depart.

9. How will my child/young person be included in activities outside the classroom including school trips?

Majority of school trips are whole class/year inclusion. Preparation for trips such as risk assessments and fieldwork will be completed with children with SEN in mind.

10. How accessible is Humanities?

Humanities is 90% within classroom. Fieldtrips would consider students with SEN before taking place. All Humanities subjects require a standard of literacy and numeracy. Humanities subjects are taking part in the 'Active Reading' program.

11. How does Humanities support my child with key transitions?

The Humanities subjects provide a 'bridging project' for transition from Key Stage 2 to 3 and also Key Stage 4 to 5. Open evenings where the requirements and details of the Humanities subjects are fully

explained to all students. Open evenings occur for every transition from each key stage. The Humanities department also completes a number of ‘taster days/sessions’ for those transitioning students from primary schools and also GCSE to A-Level courses. Humanities staff will have conversations with students with SEN to discuss potential ‘next step’ paths such as BTec Travel and Tourism instead of Geography GCSE.

12. How are Humanities' resources allocated and matched to children/young peoples' SEN?

Head of Humanities meets with Humanities ISA each term to discuss previous terms classroom allocation and decide upon next terms classroom allocation. ISA has access to Humanities staff google classrooms and adds specific key word and specific support straight onto classroom.

Humanities learning resources/curriculum is scaffolded to help develop knowledge and understanding in the subjects progressively through each key stage.

13. Who can I contact for further information?

Main contact point for Humanities SEN information is Nick Fowler, Humanities Faculty Lead.



Special Educational Needs Information Report for the Language Faculty

(Includes; English, media, MFL, drama and literacy)

December 2020

1. How does the faculty support the identification of students who may have a special educational need?

- Teachers and ISL report regularly any concerns with writing and literacy and make recommendation for testing for use of scribe, extra time etc.
- Literacy assessment programme for KS3 in the autumn term highlights any SEN due to literacy and informs the nature of the literacy issue.

2. How does the faculty support my child/young person with SEN?

- Excellent delivery of the curriculum by experienced teachers in all departments.
- Learning Maps are created for all SEN students and put together by the faculty ISL into teaching groups for each teacher in **English, media, drama and MFL**.
- Annotated seating plans used to maximise T&L opportunities and inform the teacher during lessons.
- The curriculum offers teachers the opportunity to adapt delivery of the lesson and resources according to the different needs of the students in their class.
- SOL resources are often differentiated both by teachers and ISL.
- **MFL** use external sites to support learning, such as, quizlet for learning vocabulary.
- **MFL** KS3 & 4 resources have been sourced to offer dual coding to SEN students with lots of scope to choose appropriate resources for the differing needs.
- Differentiated targeted questions in lessons.
- Deployment of ISA in **English and drama**.
- **Literacy** intervention programme tailored to individual student needs; phonics recovery, reading fluency and literacy sessions timetabled.
- Regular assessment for **literacy** to track progress and analysis of data compared to non-SEN.
- Use of visualisers in lessons to go through work and demonstrate good thinking and modelling for reactive teaching.
- In **English, media and MFL**, use of clear feedback forms that are easy to follow.
- In **English and MFL**, trailed use of QR codes to give more individualised feedback to SEN taking into account their individual needs.
- Use of Google Classroom with extra resources available for SEN students to access whether at home or in school.
- An EAL section on each **English** Google Classroom with specific resources for bilingual students and intermediate level resources to support in lesson and for homework.
- A Google Classroom set up and run by the **English** ISA specifically as a support classroom where students can go and ask for help, virtually, with their classwork or homework.
- Set routines in drama set clear structures for SEN students in a non-classroom environment.

3. How will I know how my child/young person is doing in the faculty?

- Termly assessment reports are completed by all teachers according to the whole-school calendar.
- SEND student progress and concerns is an agenda point on each faculty meeting. Concerns are passed on the SENCO and HOKS. Parents are called if there is an immediate concern by the subject teacher.
- Rewards and comments in Fearnfile.

4. How is the curriculum in the faculty matched to the needs of my child/young person?

ENGLISH

- Curriculum is ambitious through choice of challenging texts from different time periods, cultures and genres that are covered across KS3 & 4.
- SOLs ensure direct vocabulary instruction, cultural capital and key knowledge is mapped out.
- Students have vocabulary sheets for the SOL in their books.
- Student trackers at KS4 map out key knowledge for students, previous learning and assessment tracking.
- SOLs include a variety of methods to engage and inspire, including stand out texts in fiction and non-fiction, big questions, role play, debates, creative writing etc.
- SEN students have the opportunity to access the full, challenging curriculum with support and scaffolds where needed at both KS3 & 4.
- Currently considering different pathways for individual students, such as, Functional Skills, Entry Level, EAL qualifications.

MEDIA

- Curriculum is mapped to allow progression through all the theoretical framework with half termly topic tests allowing students to revisit each half term and fill knowledge gaps.
- Early introduction of the creative skills and use of the editing package allows SEN students time to gain confidence before the coursework unit.
- The media curriculum covers a range of different units and uses a visual approach to learning whilst offering a challenge in terms of analysis and theory; SEN students often find this an accessible subject.

MFL

- KS3 curriculum is ambitious and ensures that all students are secure in essential grammar and vocabulary for communication in written and spoken French and Spanish.
- Retrieval practice.
- Chunked learning & revisiting key concepts throughout the different topics.
- Writing models.

DRAMA

- Key dramatic strategies and techniques are covered in KS.3
- Exploring other cultures and time periods.
- Variety of stimulus is used to support SEN.

LITERACY

- The whole-school literacy programme offers 4 different routes to support students who need literacy support, many of whom are SEN and state literacy as their main SEN:
 - *Teacher led* – phonics recovery programme with a dedicated early years specialist.

- *Teacher modelling* – reading fluency programme, using echo reading to improve comprehension.
- *Student independence* – literacy programme, ready and writing.
- EAL 1:1 tutoring.

5. What training have the staff in the faculty had or are having to support my child/young person?

- We have had EAL training by our EAL specialist teacher.
- ETN and RTY have had training for reading fluency which supports SEN students with literacy concerns.
- HOF shares EEF and other research-led information to faculty to discuss at faculty meetings that looks at how SEND can be supported in and out of lessons.
- SEN student data from KS3 tests in September have been analysed and compared against non-SEN and discussed at faculty meetings.
- CHN to share dyslexia training at next faculty meeting.

6. What specialist services and expertise is available in the faculty?

- We have 2 EAL specialists.
- ETN and RTY have expertise in ‘Echo Reading’ for fluency technique.
- All English teachers are literacy specialist.
- ISL holds an Advanced Skills for Teaching Assistants Level 4 (SEN Focus) qualification.
- PWN has KS1 and KS2 expertise.

7. How will you help me support my child/young person in the faculty?

- Teachers in our faculty offer lots of support as seen in Q3. If the student is still not making at least as good progress as non-SEND students, then teachers will consult with the SENCO and communicate concerns to parents where advice about support can be given. E.g., homework details, invitation to the relevant Google Classroom, ask parents to support any intervention.
- VLe reader is available at home for parents to read with their child.
- Google Classroom has lots of available resources that can be used by parents and carers at home.

8. How will I be involved in discussions about planning for my child/young person’s education in the faculty? See Q7.

9. How will my child/young person be included in activities outside the classroom including school trips?

- All students at Fearnhill are expected to engage with the extra-curricular programme.
- Some SEND students may be asked to join some faculty clubs if they haven’t joined if we think it would be of benefit to them.

10. How accessible are the subjects in the faculty? N/A

11. How does the faculty support my child with key transitions?

ENGLISH

- Year 5 students are invited in to enjoy an English lesson and meet the teachers.
- Year 6 students are given a transition booklet to complete that is differentiated and allows students to choose their task depending on their confidence and abilities.
- Transition unit is based on the booklet so they are familiar with the material for an confident start.
- Year 7 Autumn SOLs focus on reading to allow teachers to gauge levels of need and to help students improve essential ready skills to access the full curriculum.
- KS4 transition unit is taught at the end of year 9 so students are familiar with the content before they start year 10.

DRAMA

- Year 5&6 students are invited to watch the school production.
- A performance unit at the end of year 9 is taught as a KS4 transition unit.

MFL

- Would like to explore involvement in the transition booklet in the future.
- KS4 transition unit is taught at the end of KS3 which focuses on the essential grammar and vocab needed for a strong start to KS4.

MEDIA

- An introduction unit is taught for the first 4 weeks of the GCSE course that focuses on all the basics of media that students can build on throughout the course.
- At KS5, an introduction unit is taught for 2 weeks for students who haven't studied GCSE media.

KS5 for all subjects

- Bridging project
- Taster day
- Induction day

12. How are the faculty's resources allocated and matched to children/young peoples' SEN?

- ISAs deployment to support SEN
- Google Classroom for support
- Literacy for SEN support
- MFL digital resources
- Kindles available
- VLe reader available at school and at home
- Accelerated Reader and library provision
- YouTube channels and support videos available
- EAL specialist pre-teaching vocab to EAL students

13. Who can I contact for further information?

- Sonja Nunneley (HOF and English, literacy and media)
- Mark Sheridan (drama)
- Karla Cross (MFL)

Special Educational Needs Information Report for Maths

December 2020

1. How does maths support the identification of students who may have a special educational need?

- Initial information from the SENCO, SEN register given from primary school.
- Seating Plans annotated with SEN needs.
- Access to learning maps.
- Pre skill tests/Baseline Tests (Year 7) identify any concerns.
- Looking up SEN needs via sims.
- Department staff can raise any concerns in the year.
- Interaction/observation with students in class.

2. How does maths support my child/young person with SEN?

- Quality first teaching in all classes – all teachers are teachers of SEND.
- Lunch time support club.
- Use of pupil passports.
- Use of time outs.
- Coloured cards highlight which students with SEN are struggling.
- Task planner.
- Curriculum set-up (foundation and higher) for KS4 and KS3. Differentiated outcomes for different attainment groups.
- Setting (allows for more 1-2-1 support for lower attaining students).
- Deployment of LSA's to support key groups.
- High expectations of students no matter who they are.
- Numeracy sessions which close gaps on key skills.
- Intervention sessions.
- Support with reading for assessments.
- Completing the relevant documentation for students who may need support for exams.
- Scaffold with examples in teaching and differentiated steps for SEN students.

3. How will I know how my child/young person is doing in maths?

- Reports from data point which the faculty discusses during faculty meet.
- Rewards.
- Parents evening and sharing of latest PLC.
- PLCs.

4. How is the curriculum in maths matched to the needs of my child/young person?

- Scaffolded curriculum i.e. Basic Core Advanced.
- Setting of classes based on prior attainment. Allows for differentiated pace.
- Vocabulary and key word banks.

- Small group interventions across KS3 and 4.

5. What training have the staff in maths had or are having to support my child/young person?

- SEN training in faculty meetings.
- Formal conversations regarding specific techniques.
- SEN training in twilight.

6. What specialist services and expertise is available in maths?

- *Use of ISL and ISA's in lessons who are directed to key students.*
- *HfL advisor for maths.*

7. How will you help me support my child/young person in maths?

- *Online platforms and instructions given through transition pack.s*
- *Clear instructions on SMH for parents to view.*
- *Parents are aware of support club through fearnfile/parents evening.*
- *Making parents aware that they can contact us through emails/phone call.*
- *Provide an opportunity for students to purchase revision guides (PP students have a revision guide purchased for them in Yr11.)*

8. How will I be involved in discussions about planning for my child/young person's education in maths?

- Information evening/parent's evening/options evening etc.
- Contact through emails, telephone calls etc.

9. How will my child/young person be included in activities outside the classroom including school trips?

- *Maths fair*
- *Mathalon*
- *UKMT Challenge*
- *Maths Feast*
- *NSPCC Number*
- *Pi Day*

10. How accessible is maths?

- N/A

11. How does maths support my child with key transitions?

- Bridging project between KS2-KS3 and KS4-KS5.
- Welcome packs for transition from primary school.

- End of key stage assessment completed at the end of year 9. PLCs produced which highlight key areas to students.

12. How are maths' resources allocated and matched to children/young peoples' SEN?

- HoD directs ISL and LSAs linked with department to key classes.
- Teacher directs ISL and LSAs within class to focus on key students in individual lessons.

13. Who can I contact for further information?

- Class teacher
- Key stage lead:
 - Mr Philpot: KS3
 - Miss Williams: KS4
 - Mr Hipperson: KS5

Special Educational Needs Information Report for the Pastoral team

December 2020

1. How does the Pastoral team support the identification of students who may have a special educational need?

- Transition work with feeder primary schools – 1 to 1 teacher feedback on strengths and weaknesses helps us develop a profile of student behaviour/learning needs.
- Cross referencing of students needs when form groups are designed.
- Weekly tutor team meetings ensure up-to-date information on students is shared with the Heads of Key Stage.
- Fortnightly behaviour data review for link meeting with SLT ensure trends are noticed and analysed.
- Attendance data monitored weekly to cross-reference to the concerns.
- Termly data cycles – focus on currently working performance and ATL scores ensure key individuals are discussed and actions agreed.
- Close liaison and communication with parents through phone calls, emails etc.

2. How does the Pastoral team support my child/young person with SEN?

- Close links with Heads of faculty to ensure SEN issues are addressed promptly.
- Pastoral Care Co-ordinators available all day to speak to parents and address issues whenever they arise.
- Close liaison with SENCO through pastoral team fortnightly team meetings – individual issues discussed and co-ordinated actions agreed.
- HOK report to SLT and SENCO on key trends after each data cycle – key focus on SEND students.
- Regular updates to staff regarding pastoral/ well-being issues.
- Behaviour policy and sanctions process reasonably adjusted to meet SEND needs e.g. pre warning and moderated sanction time.

3. How will I know how my child/young person is doing pastorally?

- Termly reports to parents identify strengths and areas for improvements.
- Parents' Evenings, including teacher consultation meetings, year 7 pastoral meeting, year 9 options evening etc.
- Regular communication by email and through Farnfile of ongoing progress of year groups/ key events.
- Tutor contact when issues arise, email communication.
- Rewards postcards sent by teachers/faculties.
- Termly rewards assemblies, certification rewards issued.
- Pastoral team contact by phone to update targeted students.

4. How is the curriculum in form time matched to the needs of my child/young person?

- PSHE curriculum taught weekly through form time – differentiated resources.
- Individualised rewards, form time journals moderated to support students with SEN need.
- PSHE days – each half term – focus on vital to all students.
- Work experience – SEND students have extra support/guidance to ensure placements appropriate.
- PSHE programme adapted throughout the year to address issues that arise throughout the year.

5. What training have the staff in the Pastoral team had or are having to support my child/young person?

- All pastoral staff are level 1 CP trained with 4 members level 2 CP trained and deputy DSPs.
- Mental first aid training for pastoral care-coordinators.
- Regular advice and guidance from Herts County advisors for SEND, behaviour, attendance.
- Staff teaching and learning briefings each Wednesday – focus on SEND each year for a term.

6. What specialist services and expertise is available in the Pastoral team?

- Mental first aid training for pastoral care-coordinators
- Both HOK are trained life coaches
- Student Support Co-ordinator is trained in CLA support
- School counsellor and student mentoring
- Social skills and resilience trained
- Spot the signs of suicide training
- Mental health champion training

7. How will you help me support my child/young person in the Pastoral team?

- Regular verbal and written communication signposting parents to a range of outside agencies and support including Children's services, CAMHS, ADASH, AIO, GP, CDC clinic, PALMS, counselling etc
- Student Support Co-ordinator responsible for all outside agencies – regular wider signposting through Fearnfile and on website, etc.

8. How will I be involved in discussions about planning for my child/young person's education with the Pastoral team?

- Students with SEND are supported through regular reviewing meetings with the SEN team. Where wider support is needed Support Plans, led by the HOK are used to triangulate support, including outside agency work, but also in-house support e.g. targeted reports, reduced timetable, and access to SSC. These are reviewed regularly (normally every 3 weeks) following the Assess, Plan, DO, Review model.

- HOK and pastoral team will have regular 1 to 1 meetings when issues arise to address concerns and ensure good communication.

9. How will my child/young person be included in activities outside the classroom including school trips?

- Rewards ladder ensures all students have access to termly rewards activities including in-house half day rewards, cinema trips for good attendance, summer term experiential trips as a whole year group
- Criteria for whole school trips are reasonably adjusted for SEND students to ensure equity of access
- Risk assessments for all trips ensure vulnerable students' needs are carefully planned for
- Careers and work experience activities e.g. work with a parent day, year 10 work experience – SEND students prioritisation in regard to access and appropriate placement
- All school trips are assessed to ensure they are inclusive and accessible students regardless of individual needs

10. How accessible is the Pastoral team?

- Pastoral team emails are available for all students and parents.
- Pastoral team office is open throughout the school day for student access.
- Regular pastoral team learning walks/ monitoring visits ensure high profile and visibility around the school.
- Pastoral team high visibility at break and lunchtime with pastoral team members always on the duty rota.

11. How does the Pastoral team support my child with key transitions?

- Head of Key Stage 3 responsible, alongside the SENCO, for the year 6 into 7 transition programme, including visits to primary schools, meetings with primary school SENCOs, transition activities including extra visits for SEND students, regular contact and updates through letters and parents' events, July transition day and evening, 1 to 1 meetings for all SEND students with HOK.
- Head of Key Stage 3 responsible for year 9 into 10 transition. Liaising with the SENCO, key points and pathways are designed to meet the needs of all students, 1 to 1 interviews, parent events and student evenings help all students. Key vulnerable students are more closely signposted and their option pathways are reviewed carefully throughout the process.
- Head of Key Stage 4 responsible, alongside the SENCO, for the year 11 into 12 transition, including organising 1 to 1 interviews, tasters lessons, parent events, PSHE preparation lessons, connexions meetings and college placement signposting. Extra SENCO support is given to SEND students.
- Autumn term pastoral day focused on key transition/ careers advice – "Next Steps" day in November covers all year groups and involves tutors and outside speakers helping student reflect and plan for their next step transition. Extra support and guidance is given to SEND students by the tutors and HOKs.

12. How are the Pastoral team's resources allocated and matched to children/young peoples' SEN?

- The SSC and Inclusion is open throughout the school day to support those with learning or emotional difficulties. Staffed by 4 members of the operational team. Individual guidance, care and support is offered and managed, including part-time timetables, respite and counselling.
- Pastoral Care Co-ordinators have a specific focus on the needs and welfare of the most vulnerable students and parents, ensuring their needs are prioritised.

13. Who can I contact for further information?

- Nathaniel Baker, Assistant Headteacher, Pastoral Care, nat.baker10@fearnhill.herts.sch.uk
- Andrew Wakeling, Head of Key Stage 4, andrew.wakeling10@fearnhill.herts.sch.uk
- Michael Turner, Head of Key Stage 3, michael.turner10@fearnhill.herts.sch.uk
- Verity Burgess, Student Support Co-ordinator, verity.burgess10@fearnhill.herts.sch.uk
- Rachel Brown, Pastoral Care Co-ordinator, Key Stage 4, rachel.brown10@fearnhill.herts.sch.uk
- Eve Sobotie, Pastoral Care Co-ordinator, Key Stage 3, eve.sobotie10@fearnhill.herts.sch.uk

Special Educational Needs Information Report for PE

December 2020

1. How does PE support the identification of students who may have a special educational need?

PE offers unique opportunities to assess needs of SEN students. These methods of identification are the following:

- Assess to Learning Maps- highlighting and describing appropriate strategies for all student's needs.
- Use of baseline assessments.
- Teacher observations of the class.
- The analysis of assessment reports and faculty meetings to plan and discuss strategies.

2. How does PE support my child/young person with SEN?

PE supports students with SEN in a range of different ways:

- Differentiation - The use of STEP (space, task, equipment and people) to support and challenge students.
- For students that have SEMH, SpLD and P&S, PE is generally a subject that SEN students enjoy.
- We highlight student's strengths and reward when they are working well.
- SpLD- In PE we group and pair students appropriately.
- P&S- The activities that are delivered can be easily adjusted to accommodate P&S students.
- ISA- The lesson and key outcomes will be shared. The ISA will be used in and out of the classroom to further support students' learning.

3. How will I know how my child/young person is doing in PE?

As a department the main point of communication will come from parents evening. However, we review the progress of SEN students throughout the academic year. SEN students will be monitored and any causes of concern will be shared with parents and the SEN department. The PE department will track any correspondence made with parents.

4. How is the curriculum in PE matched to the needs of my child/young person?

In PE we do not set based on prior attainment, as we believe that students benefit more so from a mixed set. All groups are carefully selected to ensure that students reach their potential. PE involves lots of small group activities to give the students diverse experiences. All students have opportunities to lead, coach, be coached, to model skills to others and watch others model skills. PE also offers a release for many students with SEN from the classroom experience. In PE this is celebrated and students who may struggle with responsibility in the classroom provided the opportunity to thrive with these responsibilities. Students are also encouraged to develop their speech, language, communication and social skills through teamwork and sporting challenges.

The curriculum and adapted SoW are sequenced based on the seasons but also starting with lessons that are most engaging (e.g. football begins with shooting and enjoying scoring goals) and then introducing the more technical aspects once students are engaged. Generally, a spiral curriculum is followed so that SEN students can make progress over longer periods of time and retain skills over several years. Alternative pathways are discussed prior to transitions for example WJEC Sports and Coaching and GCSE PE.

5. What training have the staff in PE had or are having to support my child/young person?

PE as a department we liaise with other practical subjects to discuss and develop SEN training and good practice. As a faculty we plan to use whole school strategies such as Assess, Plan, Do, Review lead by Emma Chandler, the school SENCO, to monitor our SEND students.

6. What specialist services and expertise is available in PE?

In PE we have occupational therapy services come and observe students as part of assessing and supporting students with P&S needs.

7. How will you help me support my child/young person in PE?

The PE department celebrates the success of students with SEN by sending ‘postcards’ home and nominating students of the month. As a PE department we will signpost online health and fitness training and sport clubs in the local areas. We encourage all students to continue to be physically active outside of school and therefore promote the involvement of sporting clubs including training and fixtures. As a school we receive emails for SEN leader and co-ordinators with updates on SEN students’ progress and strategies. As a department we will have directed time to communicate with parents and discussing new strategies for SEN students.

8. How will I be involved in discussions about planning for my child/young person’s education in PE?

Parents will be involved with planning through the SEN department. Additionally, further communication around planning will be made at parents evening, reporting and phone calls.

9. How will my child/young person be included in activities outside the classroom including school trips?

All PE trips are whole year/class inclusive. When planning school trips the PE department will liaise with the SEN department to ensure all activities are suitable and inclusive.

10. How accessible is PE?

Our PE curriculum develops all student’s competence and confidence. We offer a range of sporting activities. In PE students are assessed in many kinds of ways including their ability to use tactics, strategies and compositional ideas to perform successfully. We adapt the curriculum to ensure all student can learn and progress.

11. How does PE support my child with key transitions?

We support KS2-3 transitions through several activities of which include primary school athletics and transitional clubs. The PE department alongside our year 10 sport coaches organise primary school athletics in the summer term. In addition, we have communicated with local primary schools to understand the KS2 curriculum and ensure a smooth transition into KS3.

The first lesson that our year 7 students will be delivered focuses on expectations, etiquette and rules regarding PE. We feel that this will embed high expectations we have in PE and set a clear message to our students.

We have several events to prepare our students for their next key transitions, for example open evenings, option evenings as well as taster sessions from primary school all the way through to post 16. These events provide students with key information and dates. Therefore, students have confidence when making important decisions.

12. How are PE's resources allocated and matched to children/young peoples' SEN?

In PE as a faculty we will meet with the ISA. ISA has created subject specific vocabulary to support our SEN students. As a department our learning resources and teaching styles are scaffolded for each key stage, to progressively challenge our SEN students throughout their journey at Farnhill.

13. Who can I contact for further information?

The main contact for SEN information is Miss Straughn, Head of PE.

Special Educational Needs Information Report for Science

December 2020

1. How does Science support the identification of students who may have a special educational need?

The department identifies those students who are presenting with having significantly more difficulty with their Science learning than their peers. This identification may be through observation in lessons, the analysis of assessment data, identifiable difficulty completing class or homework. Regardless of the source of evidence the key identifier will be an individual making significantly less progress than their peers. Once identified students will be highlighted to the SENDCo to establish if this is a whole school issue or Science specific.

2. How does Science support my child/young person with SEN?

There is a department focus on the difference between task adjustment and differentiation- the twin process of either making tasks more accessible or adjusting the difficulty of tasks to suit ability.

We aim to achieve this through a variety of strategies such as the use of glossaries to teach new terms in each topic, different teaching strategies such as group work and the use of mixed ability teaching to allow the most able students to act as role models for their peers. We aim to ensure that lessons use as wide a range of types of task as possible. Where there are opportunities to present information in alternative ways than plain text these opportunities are taken.

3. How will I know how my child/young person is doing in Science?

The main regular point of contact will be through the annual parents evening and associated assessment reports. In addition staff may make contact with home via phone calls or e-mail. In addition communication may be made through SMHW as well as through feedback on work submitted via Google classroom. Parents also have access to the reports generated by Educake.

4. How is the curriculum in Science matched to the needs of my child/young person?

In Science our stated mission is to encourage aspiration and ambition, empower students to challenge themselves and each other and ensure everyone has the opportunity to excel. As a department we understand that a student with SEND does not mean a student with low ability. Through our teaching we focus on the 'different ability' rather than the disability.

We aim to achieve this through a variety of strategies such as the use of glossaries to teach new terms in each topic, different teaching strategies such as group work and the use of mixed ability teaching to allow the most able students to act as role models for their peers. We aim to ensure that lessons use as wide a range of types of task as possible. Where there are opportunities to present information in alternative ways than plain text these opportunities are taken.

We are currently undertaking a curriculum review with a focus on delivering a knowledge rich curriculum that appeals to all. As part of this review we will be ensuring that the new SoL contains SEND friendly strategies that staff can use and share.

5. What training have the staff in Science had or are having to support my child/young person?

So far training has been limited. We are currently undertaking a curriculum review with a focus on delivering knowledge rich curriculum that appeals to all including SEND friendly strategies and most training has focused on this. Through the year we will be looking at how SEND friendly strategies can be incorporated into our work

6. What specialist services and expertise is available in Science?

CLEAPPS provides guidance as to the safety of practical work and experiments and provides advice as to how best to use these with students. THE ASE, IOP, RSC and IOB all provide subject specific resources that can be used or adapted to suit individuals of all needs.

7. How will you help me support my child/young person in Science?

The main regular point of contact will be through the annual parents evening and associated assessment reports. In addition staff may make contact with home via phone calls or e-mail. In addition communication may be made through SMHW as well as through feedback on work submitted via Google classroom.

8. How will I be involved in discussions about planning for my child/young person's education in Science?

The main point of contact will be parents evening. If there are specific decisions to be made, such as tiers of entry, then parents are involved in those discussion. Where possible decisions such as tiers of entry are kept to a minimum to reduce the chance of students being disadvantaged by such decisions.

9. How will my child/young person be included in activities outside the classroom including school trips?

The Disability Discrimination Act provides a legal obligation on schools to ensure that students are not disadvantaged by their disability. This means that schools are required to make reasonable adjustments to ensure that all individuals can access events. This could be offering additional staff for supervision on trips or requesting a parent accompanies their child as part of the support team.

10. How accessible is Science?

In Science we have a number of wheelchair friendly desks to ensure that students with physical disabilities can still engage with practical work. All classrooms have an accessible pathway through. Some only have accessible internal doors.

11. How does Science support my child with key transitions?

We support KS2-3 transition through a series of activities and events such as taster days, science clubs and masterclasses. In addition we have worked with local primary schools to understand the KS2 curriculum and build upon this in KS3. Our 5 year curriculum means that KS3-4 transition is not an event relevant to Science. At the end of year 11 we offer additional classes, bridging projects, taster sessions and other resources to help support with the move from KS4 to 5.

12. How are Science's resources allocated and matched to children/young peoples' SEN?

Largely thought the deployment of ISAs to the classes which need them- especially in year 10 and 11. In addition financial resources, such as through photocopying, are used to support progress especially of those with difficulty reading and writing.

13. Who can I contact for further information?

You can contact Mr Dewar (HoD) or Miss Cotter (2i/c). In addition within the department we have the SENDCo and the Deputy Head.