Our SEND Information Offer at Falconer School

Welcome to our SEND pages, providing information on the support we provide for Students who have Special Educational Needs or Disabilities. We hope you will enjoy reading about the variety of ways in which Falconer School is able to support Students with additional needs to reach their full potential.

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for Students with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and please fine relevant information below.

Type of Need that is provided for at Falconer.

Falconer is a school for boys aged 11-16 years' old who have special educational needs and have an Education, Health and Care plan ('EHC plan'). To be placed at Falconer the Student must have a main diagnosis of Autistic Spectrum Condition (with the possibility of additional needs). Placement can only be made through the Local Authority (Herts. County Council).

Policies for identifying children and young people with SEN and assessing their needs.

As all students attending Falconer have an EHC plan the identification of their needs has already been agreed. The school however has local policies related to the education and support of children with special educational needs. These policies can be found on the school website under our school policies:
https://www.falconer.herts.sch.uk/

Special Educational Needs Coordinator is **Bernie Murphy**.

Governor with responsibility for SEND is **Adam Dabin.**

Arrangements for consulting parents of children with SEN and involving you in your child's education.

At Falconer School we recognise and value the importance of working in partnership with parents. We listen to parents/carers and work together with them to ensure their child gets the best out of their time here.

This starts from the end of year 6 at the young person's annual review meeting, where a transition plan is agreed. Ample opportunities are provided to parents for visits to the school, before admission, with their child. Children also come for a number of visits with other students to allow them to become more familiar with staff and the environment before admission and during the summer term.

On entry termly parent review meetings are held. This means that parents meet with class teachers 3 times per year, as a minimum. These meetings are to set goals for the term ahead and record progress and to give parent and child an opportunity to discuss any matters of concern.

An individual One Page Profile is also completed for each Student. The One Page Profile is an overview of needs of the child and identifies the reasonable adjustments needed for the child to access learning. The One Page Profile is also reviewed termly in conjunction with the parents and supports the Student's education, health and care plan.

At the end of each term parents receive an end of term report. This allows teachers to share the progress and good work a child has achieved in the term and to set out any new goals within subjects going forward.

Parents and children are invited to the formal annual review meeting related to the child's educational, healthcare plan.

All parents/carers are able to contact key staff at the School by email, phone or in person and are welcomed to attend a number of events, including target setting and review days where parents receive information regarding their child during the school year.

During the School day, parents/carers are encouraged to contact their child's form tutor or Head of Year if they have an urgent query. Similarly, school will contact parents should any relevant information be needed to be passed on.

Students are allocated mentors as needed and these will meet regularly with students to ensure they are accessing learning and to monitor and support their wellbeing.

Arrangements for consulting young people with SEN and involving them in their education

Students are involved at the transition stage prior to admission. They also have the opportunity to visit the school site and Falconer staff visit the Students in their existing setting.

Students are involved in target setting on a termly basis. Students are also invited to their annual review meetings and as a minimum are asked for their views and input.

In lessons and throughout the day student voice is encouraged in a number of ways. Students choose subjects within a carousel from year 8 and this allows is to support students interests and their life goals. Within lessons students are given choice where possible of the activities they choose in learning and will also have opportunities to choose strategies that will help them regulate and be more engaged in the learning process. Students are encouraged to be more independent with this and to learn strategies that will take them on into adulthood.

Every Student at Falconer has an assigned form tutor who use ‘Zones of Regulation’ as a means to keep a regular check on Students well-being. Students are able to use this as a mechanism to help self-reflection and self-regulation. Development in this area is seen as a key factor in support student success at Falconer.

Falconer has a Learning mentor, an Alternative Provision Coordinator and an attendance lead who support students in their engagement and wellbeing and who can support Students who become dysregulated or require additional help. School also provide various therapeutic support where this is identified within their EHCP or as a short term measure where a specific need maybe identified (in partnership with the Student).

Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This includes the opportunities available to work with parents and young people as part of assessment and review.

Baseline assessments when students are ready to engage and are subsequently followed up to check for progress when appropriate. Reading is captured yearly in January, Access arrangements are captured in June for year 10 and other forms of assessment such as Phonics, Talc2 and Sensory checklists are completed as appropriate. These newly developing mechanism,s are creating some detailed and thorough information in supporting us to further understand the needs of the students. The information in these reports are acted upon with support from our Occupational Therapists, Speech and Language Therapist and Phonics teacher.

Subject progress is captured termly when small steps in progress is measured via the online platform B Squared. The progress is also captured for communication and social interaction goals which students will have from their EHCPs and their One Page Profiles. Students also receive end of term reports and are invited to a termly progress meeting to discuss the content of the report.

As previously stated all Students are invited to be involved in their annual review meetings (this includes transition arrangements in preparation for their next step of employment/education or training).

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

In preparation for next phases Falconer School delivers PSHEE and Personal Development as discrete subjects as it is a very important part of preparing Students for adulthood. Careers education is delivered through the PHSEE and Personal Development Curriculums, enhanced by super-curricular activities within and beyond the school.

Careers Education: Falconer School will ensure that all Students between years 7 to 11 are provided with impartial careers guidance from HCC(see Careers Policy). Falconer School will ensure that it works to raise the career aspirations of all our Students and broaden their employment horizons via opportunities such as taster

days; work experience; mentoring; enterprise experiences; role models and inspiring speakers.

Key Stage 3 to Key Stage 4 Transition: Students in year 9 are fully supported to make their curriculum choices for Key Stage 4. Within the ECHP, Students will discuss appropriate subject choices that meet their needs and aspirations for the future, including post-16 Education. Students at this point will have access to impartial careers advice (independent careers advisor).

Support to Prepare for Adulthood: Falconer School will work to understand the interests, strengths and motivations of our Students and use this as a basis to plan the support around them (including EHCP requirements). In addition, all Students are encouraged to take part in enrichment activities both within and beyond the School day, this includes the extended day; trips and visits.

Preparation for Adulthood: For Students in year 9 onwards, Falconer School will seek to work in partnership with other agencies such as employment services; West Herts College; post-16 providers and 6th forms; alternative education partners; disability organisations and other relevant agencies as required to ensure that Students understand what support and opportunity is available for them as they get older.

Planning Transition into Post-16 Education and Training: In year 11, Students and families will be supported to decide on a firm destination post-16 and to familiarise them with the expected new setting. This will include contingency planning.
Information about previous SEN provision will be shared with any post-16 provider before the young person takes their place, preferably in the Spring Term prior to their start to enable the provider to develop a suitable support plan. Falconer School will share this information sensitively and with the best interests of the student at the centre. Students must agree the information to be shared.

The approach to teaching children and young people with SEN

Curriculum: All Falconer School Students have access to a broad and balanced curriculum. The curriculum offer is personalised to the individual student in order for them to be successful both in terms of their learning, progress, outcomes, character development and their progression to their future pathways. Due to recent changes in the Student population the school is utilising Autism friendly curriculum delivery methods. Staff continue to receive training in Autism teaching approaches.

We personalise our teaching as necessary to ensure that the learning needs of all Students are met. This may take the form of:

- School utilises a range of social communication strategies that support Autism engagement
- Working individually or in small groups.
- Using reasonable adjustments and resources in the classroom for individual Students.

- Using a range of strategies as stated in Student's educational health and care plan and One Page Profile.
- Support from a Teaching Assistant.
- Advice from a professional.
- Using technology such as a laptop, IWB
- Small class sizes and additional adults.
- STEPS trained staff – all staff at Falconer use the HCC STEPS approach to support learners with the emotional regulation
- Structured lessons that provide certainty and help to reduce anxiety due to consistency
- A talk for Learning programme is implemented across the school, based on strong Speech and Language principles and drawing on the Talkabout for Teens approach to support learners in being successful socially.
- Regular breaks to help with movement needs and a range of strategies such as sound proofing, heavy lifting opportunities, therapeutic playground equipment and sensory breaks to support with sensory needs

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Our teachers will set high expectations for every student, whatever their prior attainment. Assessment targets (based on prior attainment) are set on a case by case basis and take into account the students spikey profiles when needed. These are supported by the GSL targets from the SAS scores.

Teachers will set individual student next steps towards their targets based on their assessment of student's individual work and their developmental needs which are deliberately ambitious for the individual and are in line with this policy. In addition, teachers will provide specific, subject based, written, formative feedback in the form of marking to enable Students to work towards their next milestone in the subject. Lessons will be planned to address any potential areas of difficulty and to remove barriers to student achievement. In the majority of cases, this will mean that Students with SEN and disabilities will be able to study the published curriculum.

Alternative Provision: Falconer School may commission alternative provision for Students who face barriers to participation in mainstream education. Alternative Provision will be used only when other options have been exhausted. Parents and Students need to be in agreement. Alternative providers are available from the HCC list of recognised provisions.

Providers are quality assured by the Vocational Learning Co-ordinator who works closely with all chosen providers. Falconer School only works with providers who meet our high expectations of our Students in terms of education, support, safeguarding and aspirations. Parents are kept closely informed of their child's progress by the Vocational Learning Co-ordinator. With parental/carers agreement,

information is shared with the provider regarding the child's SEND. Falconer School will, in the main through the Vocational Learning Co-ordinator, ensure that there is a clear progression plan and keep the arrangements under review, adapting to the needs of the student. Should an alternative provider have concerns about a child who may have SEN that are not being met, they should raise their concerns with the Assistant Head teacher who leads on Alternative Provision.

Enrichment: All Students are encouraged to attend at least one enrichment session per week. Students have many wider enrichment opportunities within their curriculum, including trips and visits. Individual student's needs will be taken into account when planning for these. A student with SEND should not be prevented from participating fully in enrichment because of their SEND needs.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

At Falconer School, we have a training programme for all staff which focuses on supporting teaching and learning. Included in this programme are a range of INSETs on topics such as adaptation (personalising the curriculum to meet every student's needs) and different special educational needs (English (Phonics), Maths, ASC, Speech and Language, STEPs annual refresher training. Our teaching assistants attend training that is relevant and specific to the needs of the Students.

Our training focuses on:
• **Quality first teaching and learning-** leading to improved progress for all Students (assessment and target setting).
• **Structured conversations with parents/carers –** to improve parents'/carers' engagement with school and their involvement in their child's learning and achievement (ehcp/parent review meetings).
• **Wider outcomes –** to support the participation, enjoyment and achievement of children in all elements of school life.

In addition to the above, all staff are encouraged to share good practice and attend external training which enables them to build on their strengths and develop skills in other areas that will help them to provide effective support to our SEN Students.

Specialist expertise has been utilised through the services of Herts. For Learning. This includes core subject specific training and curriculum overviews.

Evaluating the effectiveness of the provision made for children and young people with SEN.

The following are methods in which the school is evaluated: -

- As a maintained community special school Herts. County Council have overall oversight on the provision and provide the necessary support as required.
- Governors review all aspects of the provision annually (including health and safety, safeguarding and the school development plan).
- Falconer works in conjunction with Unity Schools Partnership in terms of supporting whole school's developments.

- Senior leaders evaluate the provision and produce any necessary development planning.
- Head of Key stages (3&4) monitor effectiveness of day to day provision.
- Outside agencies such as Ofsted.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

The school curriculum is designed to ensure that emotional and social development is embedded across all subjects and in particular PSHEE.

Staff are trained in STEPs, the Hertfordshire approach to facilitating positive behaviour management.

Students have access to staff at all times of the school day and can discuss any concerns at any time.

Therapeutic opportunities from outside professionals are also available when required. These include Mental Health Support Team, Psychotherapy, Educational Psychology.

Students are involved in annual review meetings and parent review meeting.

School has an up to date Anti Bullying Policy – see school's website.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

As every child has an education, health, and care plan, it is likely that all the relevant services are included in the provision for both the Student and the family on an individual basis. If the school or parents identifies additional services, this would be considered.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Should there ever be a reason for a concern please in the first instance contact the school. We naturally would wish to resolve any concern or complaint immediately. If, however, you feel the need to go beyond this the school has an up to date Complaints Policy – see school's website.

Information where the LA's local offer can be found.

Parents/carers are encouraged to visit the Hertfordshire County Council Local Offer website: https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx-

This website provides valuable information about support, services and activities available for children and young people with special educational needs and disabilities (SEND) and their families.