

The Fermain Academy SEND Report

Regulation	Question	School Response
1 The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do students have in your school?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (The Special Educational Needs and Disability Regulations 2014).</p> <p>Students at The Fermain Academy have a range of difficulties including: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties, and Sensory or Physical difficulties.</p>
2 Information, in relation to mainstream schools about the school's policies for the identification and assessment of students with special educational needs	<i>How do you know if my child needs extra help?</i>	<p>When your child is placed with The Fermain Academy, we use information from a range of sources to help identify SEND and other needs. Primarily, these will come from the referral form from your child's host school. If you have any initial concerns or think there is anything we need to know then please discuss this during your initial meeting.</p> <p>Our class teachers closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at The Fermain Academy will further identify students with a special educational need. This identification may come from subject teachers, support staff, outside agencies, parents/careers or the students themselves. If your child needs to be assessed, we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support staff's or other's concern, underpinned by evidence about a student who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEN Register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or</p>

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		individual work across a broad range of activities.
3a. How the school evaluates the effectiveness of its provision for such students	<i>How will I know that my child is making progress?</i>	All students, including those with SEND, are assessed on a regular basis, in accordance with The Fermain Academy's assessment and reporting schedule. Teachers formally assess and review progress and attainment 6 times a year. Parent's evenings are held during the school year and this is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & Care Plan will have an Annual Review meeting held by the SENCO.
	<i>How do you evaluate progress?</i>	The Fermain Academy has a quality assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed. Additionally, progress and attainment data is analysed for effectiveness.
3b. The School's arrangements for assessing and reviewing the progress of students with special educational needs	<i>How do you check and review the progress of my child and how will I be involved?</i>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with The Fermain Academy's assessment and reporting schedule. Teachers formally assess and review progress and attainment 6 times a year. Parent's evenings are held throughout the year and this is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & Care Plan will have an Annual Review meeting held by the SENCO. Governors also monitor the progress of all students.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents evenings, messages on Class DoJo, weekly form tutor phone calls and messages and Annual Reviews (for those with Education, Health & Care Plans).</p> <p>The school provides information for parents through newsletters, information on the website, parent events, Class DoJo, Twitter and letters home. Curriculum Maps for each subject and year are published on the school website for parents to access.</p>

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<p>3c. The school's approach to teaching students with special educational needs</p>	<p><i>How do teachers help students with SEND?</i></p>	<p>Our teachers have high expectations for all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements and deliver Quality First Teaching. Teachers have experience and/or are trained in doing this. This may involve employing different learning strategies, more practical/adaption of resources and activities.</p> <p>Within school, there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional support available. Should a student require this, it will be discussed with parents/carers.</p> <p>When your child is at the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
<p>3d. How the school adapts the curriculum and learning environment for students with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p>	<p>All of our students follow the National Curriculum. This may include option choices, additional literacy and/or numeracy, nurture groups, intervention groups and flexibility around the number of qualifications studied.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community.</p>
	<p><i>How accessible is the school environment?</i></p>	<p>All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to access areas; disabled toilets; ramps; and equipment to help with reading and writing.</p>
<p>3e. Additional support for learning that is available to students with special educational needs</p>	<p><i>Is there additional support available to help students with SEND with their learning?</i></p>	<p>We have a wide range of staff to support students and address any additional needs they may have, including students with SEND. This includes Teaching Assistants and Pastoral Assistants.</p>

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	<p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How the decision is made about how much/what support my child will receive?</i></p>	<p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Teaching/ Pastoral Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with EHCPs will have targets and strategies set by the SENCO and class teachers. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. Decisions are based on evidence of need and impact.</p>
<p>3f. How the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p><i>What social, before and after school, and other activities are available for students with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>Academic and hobby/interest clubs are available at The Fermain Academy. These are open to all students, including students with SEND.</p> <p>Additionally, we run a range of activities to support all students including SEND students. This includes darts, pool, table tennis, gardening, art and literacy and numeracy board games which are available before school, at break, at lunch and after school.</p> <p>The extra-curricular timetable is regularly updated and communicated in form time and displayed on boards and screens throughout the school.</p> <p>All students in school are encouraged to take part in extra-curricular activities at break time, lunchtime and afterschool. Day and residential trips are open to all students and your child's specific needs can be discussed if they wish to join such a trip.</p>

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<p>3g. Support that is available for improving the emotional, mental and social development of students with special educational needs</p>	<p><i>What support will there be for my child's overall wellbeing?</i></p>	<p>At The Fermain Academy, we take our pastoral responsibilities very seriously. We pride ourselves on providing support and guidance. One way we support our students is by assigning them to a form tutor who will meet with students every morning. This provides continuity and builds a strong relationship between tutor and students.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Pastoral Head: Mr. Mark Robinson, Safeguarding Officer: Miss. Rebecca Sadler, SENCO: Mrs. Lucy Wheelton, Pastoral and LAC Coordinator: Miss. Emily Archer, Mental Health Lead: Miss. Jenna Young, Deputy Headteacher: Mrs. Emma Sandbach and the Headteacher: Mr. Cambray.</p>
<p>4 In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how The Fermain Academy supports students with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<p>The SENCO is Mrs. Lucy Wheelton Contact details are: l.wheelton@thefermainacademy.org or via the main switchboard.</p> <p>We recommend that you speak to your child's subject teacher, if it is specifically related to a subject. If it is more general, please contact your child's form tutor in the first instance.</p>
<p>5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>All staff are annually trained in moving and handling, evac chair use, epi pen use, child protection and safeguarding, dyslexia, attachment and access arrangements.</p> <p>Training is provided to all staff, including teachers and TAS, as the need arises, and there is ongoing training for all staff as well as opportunities to develop further skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p>

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<p>6 Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As a school we can access a range of services including the Sensory Services Team and Inclusion Teams. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Mrs. Lucy Wheelton (SENCO).</p>
<p>7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> ◆ Helping them to be organised for their day ◆ Full attendance and good punctuality ◆ Attending any meetings specifically arranged for your child ◆ Checking Class DoJo regularly <p>We will support you by having regular communication and a named form tutor for your child who will liaise with you on a regular basis. Curriculum maps will be available on the school website for you to access and support your children with their learning at home. Teachers are available through the main reception number.</p>
<p>8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Students are encouraged to take part in Student Voice activities; regularly evaluate their work in lessons; attend review meetings; attend Parents Evenings; contribute to target setting and reviewing and reflect on their learning and achievements, progress and next steps for improvement.</p>

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<p>9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.</p>	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>Please contact Mrs. Lucy Wheelton (SENCO) for further information.</p> <p>In the first instance, contact the relevant teacher or your child's form tutor who may refer your concerns to the relevant person if they cannot resolve your concerns immediately. The school's complaints procedure is available on the school's website.</p>
<p>10 How the governing body involves other bodies, including health and social services and voluntary organisations, in meeting</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Speech and Language Service; Occupational Therapy service, to name a few. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Cheshire East Borough Council (and other Local Authorities, as necessary) and use the CAF process where appropriate to do so.</p>

<p>the needs of students with special educational needs and in supporting the families of such students</p>		<p>If you believe your child needs support from a specialist service please contact Mrs. Lucy Wheelton (SENCO)</p>
<p>11 The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p><u>Cheshire East Parents and Carers</u> ceias.cheshireeast.gov.uk/parents-forum.aspx <u>Families Information Service</u> www.cheshireeast.gov.uk/livewell/care...i.../family_information_service.aspx <u>Cheshire East Parent Partnership</u> www.advicece.org.uk/node/11380 <u>Common Assessment for Families (CAF)</u> www.cheshireeast.gov.uk/livewell/care.../common_assessment_framework <u>Cheshire East Council SEND Team</u> www.cheshireeast.gov.uk/livewell/local...send.../special-educational-needs <u>Child and Adolescent Mental Health Service (CAMHS)</u> www.cwp.nhs.uk/services-and-locations/services/east-cheshire-0-16-camh <u>Cheshire Autism Practical Support</u> www.cheshireautism.org.uk</p>
<p>12 The school's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with your child's host school to provide additional transition support both before your child starts and afterwards, if it is needed.</p> <p>All students receive advice on careers and are encouraged to visit providers to explore post 16 courses. The Fermain Academy works closely with Year 11 students to ensure a post 16 pathway. We support all Year 11 who may want to attend open evenings and or taster courses. If additional support is needed this will be put in place. We have an in-house Careers Advisor to ensure relevant paperwork is completed for students with EHCPs.</p>
<p>13 Information on where the local authority's local offer is published</p>	<p><i>Where can I find out about other services that might be available for our family and</i></p>	<p><u>Cheshire East Council's Local Offer information:</u> https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx</p>

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