

Featherstone High School SEN Information Report



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Last Reviewed: January 2024
Next Review: January 2025

Statutory Policy

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This SEND Information Report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and has been written with reference to the following guidance and documents:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for students with SEN and disabilities
- **The Special Educational Needs and Disability Regulations 2015 (revised)**, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Information Report
- **Equality Act 2010**.

Introduction

Featherstone High School is committed to working in partnership with all members of our school community. Our mission statement and school motto 'Together We Achieve' encapsulates our strategic aims:

"At Featherstone High School each individual will realise and achieve their full potential academically, personally and socially through a rich and varied curriculum, state of the art technology and outstanding teaching and learning. We will inspire all members of our community to become global ambassadors in our increasingly interconnected world."

As a school we strive to support our students in their emotional, social, physical and academic development, which means that personalised learning is at the heart of the school's teaching and learning policy. We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach their full potential
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2015)
- Parents/Carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach
- We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

What kinds of needs can be supported at Featherstone High School?

Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood.

The department for education has recognised four types of Special Educational Needs and Disabilities (SEND), in the SEND Code of Practice 2015 (revised):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical.

As a school we will sometimes commission other professionals to help us meet an individual child's needs in school or we may need to recruit staff or buy specialist equipment in order to support a child with SEND. We maintain close links with both the Local Authority and other external support services to ensure that the school makes appropriate provision for students with special educational needs.

Additionally, the School can refer parents/carers to the following agencies for information and support:

- SEND Ealing Local Offer
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>
- Special Education Needs
https://www.ealing.gov.uk/info/201020/children_and_families/2110/special_educational_needs_and_disability/1
- Educational Psychologist
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=taV36bzyQrA>
- Ealing Speech and Language Communication Services
https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=jEvPsTV_LRU
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=WV27ckxQsao>
- CAMHS, Child and Adolescent Mental Health Service:
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=ntcu8LQ9dX8>
- Occupational Therapy
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=TnNwGxtCtJY>
- ISAID (Impartial Support, Advice and Information on Disabilities and Special Educational Needs)
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=l-VLX650d-0>.

We recognise that sometimes a child who has very complex needs is happier and makes better progress in a more specialist school or resourced provision. As a school we do not have the power to make this decision, although we can give advice. It would be a decision made by parents/carers and the child or young person with SEND, with advice from the professional involved, usually within an Education, Health and Care Plan meeting. This decision would be recorded in an Education, Health and Care Plan.

Who can I talk to about my child's Special Educational Needs?

- Form Tutor
- Head of Year and Deputy Head of Year
- SENCo (Special Needs Coordinator)
- Learning Mentor (signed to year group)
- Teaching Assistants (assigned to your child's classes)
- Class Teacher (subject).

How are children's needs identified at Featherstone High School?

At Featherstone High School, we recognise that students are different and they will make progress at different rates and not always in a steady linear pattern. So, as a school we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life. This helps us ensure all children settle in well and feel happy and confident in school and make good progress in

their lessons. If the school feels that a child might have a Special Educational Need then a meeting with parents/carers (and the child if appropriate) will always be arranged to investigate the needs further before the child is classed as having an SEN.

The SEND Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. Have a significantly greater difficulty in learning than the majority of others of the same age: or***
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”***

SEND Code of practice January 2015

If a learner is identified as having SEN, we will provide a provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

At Featherstone High School we are aware that some learners can fall behind in school for lots of reasons such as:

- Absence from school
- Attending lots of different schools and not having had a consistent opportunity to learn
- They may not speak English very well or at all
- They may be worried about different things that distract them from learning.

As a school we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

How are children’s needs identified before they start at our school?

As soon as we know that a child will definitely be transferring into our school in Year 7, we start finding out more about each child so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons. In the summer term the AHT/SENCo will visit feeder primary schools to liaise with their SENCo's and/or Year 6 teachers to find out information on all students, including those identified as SEND, MAT and EAL. The information collected during these meetings will be used by the school to place students in the correct forms groups and teaching classes. In addition to this, the SENCo will use the information to create profiles for SEND students on the SEND electronic register for teaching and support staff. Most students with SEND are, therefore, identified before admission to Featherstone High School, and appropriate teaching and support can be arranged prior to their transition into the school.

In Year Admission

- All students admitted to the school after the start of the academic year are interviewed on entry, to identify any areas of need and to provide information to staff about the student's learning
- A student 'buddy' is chosen to support the new student for the first few days of being at Featherstone High School. The buddy takes the new student to lessons, introduces

- them to other students, answers questions and informs the students tutor and Head of Year or Deputy Head of Year how well the new student is settling into school
- The SEN administrator in liaison with the SENCo will contact the child's previous school to ensure the transfer of information and the child's school file.

Year 6 Parents Evening

This is held for the parents of the Year 6 students that will be transferring into the school. The meeting takes place in the summer term before your child starts our school. The aim of the evening is to meet key members of the pastoral team and to receive information about the organisation of the school. The Headteacher, Deputy Headteachers, Assistant Headteachers, AHT/SENCo, Associate Assistant Headteachers and the Head of Year and Deputy Head of Year for 7 are always present. If you believe that your child has a Special Education Need that has not been previously identified by your child's current school then please inform us of your concerns. The information will be passed onto the SENCo who will then arrange a time to follow this up with you and your child later (see sections on working with parents and students).

Information requested from Year 6 Parents

Before starting school, we send parents forms to complete to find out more information about your child. Please let us know any information about your child's needs in these questionnaires – if it has not been recorded in other documentation (e.g. your child's EHC plan or SEN information from another school). You do not need to give us information twice. We will then arrange to follow this up with you and your child later (please see sections on working with parents and students).

Work with previous schools or educational settings

All school records are passed on to us, these will be looked at by the SENCo and/ or Head of Year carefully. If we feel there is a child with SEN who will be moving to our school the SENCo will contact the primary school to get further information either via telephone conversation or visiting the school.

Induction Days (“Getting to know your new school or class” day)

In the summer term every child that will be transferring to our school has an opportunity to spend the first day with their form group and tutor and the second day attending their lessons.

Day 1

- Students will meet their Head of Year, Deputy Head of Year, Tutors, as well as the Teaching Assistants and Learning Mentors that will be working with him or her
- Students will have a taste of secondary school life. Students learn together about how to be effective learners and reflect on their own skills and will participate in activities which will enable them to get to know their peers and form tutor.

SEND Electronic Register

The SENCo will create SEND profiles of both EHCP and SEN Support students. This information can be found on the electronic SEND register, which includes information about your child and strategies to use in class to support them to access the curriculum. We ensure that the electronic SEND register is communicated to all teaching and support staff that are working with your child so that everyone knows the best ways to provide support.

How are children's needs identified at our school?

If students are concerned

At Featherstone High School we want all our children to feel happy, have friends and feel like they are learning successfully. It is really important to us that any student feels that they can tell us about any worry that they may have so we can help them. We hope that all our

children feel that they can tell any member of staff their worries and that they will listen. If a child feels they do not want to speak to a teacher or Head of Year they can speak to a member of the Learning Mentor team. A Learning Mentor is attached to each year group and students can ask their Head of Year to refer them to that Learning Mentor, or the students can self-refer.

If a Parent/Carer has concerns

Your main point of contact at school should always be your child's tutor. You can start by contacting the tutor, who will be able to discuss your concerns. If you need to speak with other staff members, such as the subject teacher, Head of Year and Deputy Head of Year for your child's year group, or the Special Needs Co-ordinator (SENCo), then the tutor will be able to help you arrange this.

Parents/carers can also arrange to speak or meet the SENCo, Ms A Patel, APatel@featherstonehigh.ealing.sch.uk.

Every student has a school planner, which travels between home and school every day so that comments from parents/carers, class teachers or tutors can be shared and responded to as needed.

Talking to the teacher - open door policy

We feel that working in partnership with all parents leads to the happiest children and the best education. If at any time you are concerned about your child, please arrange an appointment with your child's class teacher/ form tutor or Head of Year or Deputy Head of Year as soon as possible in order to discuss them. If you cannot get into school an initial phone call or letter is a good start in letting us know. If, after further investigation, we believe that your child may have some special education needs then we will always arrange a meeting with you in order to identify these needs further and develop ways to support your child.

Parent's Consultation Evenings

We hold parent evenings (information evenings and parent's evenings) to discuss the progress of all our students. Please use these meetings to voice any concerns you may have. A further meeting may be arranged for parents of children with SEN if all parties involved feel that more time will be needed to discuss the needs of each child and the effectiveness of the support in place.

Teacher Assessments

All students' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each student, usually termly for KS3 and half termly for KS4 and KS5, in order to ensure that all students are making good progress and will achieve their targets. If a child is not making progress then further investigations will be made to ensure that the school is meeting their needs. If after further investigation the school believes your child may have Special Educational Needs then we will arrange a meeting with you and if appropriate your child too, to identify these needs further and plan support.

Other information that may be used to identify student needs

We also use other sources of information to ensure that students are happy and making good progress and do not need any other support.

- Analysis of behaviour logs
- Analysis of achievement logs
- Information from other staff attached to your child's year group or working with your child.

During a review of progress against SEND desired outcomes

If your child has already had some Special Educational Needs identified then a plan to support them to reach certain outcomes should have already been put in place either by our school, through the SENCo, EHC plan or your child's previous Primary or Secondary school.

The success of this plan in meeting the child's needs and ensuring they make progress should be reviewed at least termly or half termly. This process really helps to ensure that everyone involved in supporting the child really understands their needs.

How do we work in partnership with parents of children with SEND?

We try to work closely with all our parents/carers to ensure that all students are happy and make progress. Working in partnership with parents/carers of children with SEND is even more important so we do the following things:

- Communicate regularly and informally through the school diary and/ or phone calls and letters and quick informal chats at the beginning and/or end of the school days as and when needed
- Have an open-door policy so that parents/carers can make appointments to see the form tutor, Head of Year or Deputy Head of Year for your child's year group, class teachers and SENCo when they are concerned and would like a longer discussion
- Include the progress a child with SEND has made towards their desired outcomes in their termly progress report
- For EHCP students to provide parents/carers with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them
- Hold an Annual Review for any child with an EHC plan.

How will students be able to contribute their views?

At Featherstone High School students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views such as:

- The school has an active student council, where students are elected each year to represent their peers in their teams. The student council leads on charity activities at school and is able to express student views to senior leaders throughout the school year on various aspects of school life
- There is an annual student questionnaire for Curriculum Days where we actively seek the viewpoints of students on a range of activities and trips that run during these days. The results of this questionnaire are shared by the Deputy Headteacher in charge of Curriculum Days with all members of SLT and are used to inform the planning of future Curriculum Day activities and trips
- Departments use questionnaires for projects they deliver where they seek the viewpoints of students on what worked well and what needs to be improved.

How do we enable children with SEND to make decisions about their education?

We encourage all children, including those with SEND, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- Asking questions in lessons
- Asking questions in books
- Subject/Parents Evenings

- Information Evenings
- For students with EHCP, the Annual Review process is used to discuss and review student's targets and progress. This includes setting targets agreed by school, student and parents
- For students in year 9 and above, the Annual Review process will include discussion and agreement of a transition plan. This plan will help the student to progress onto the next stage of learning. The plan will be agreed by school, student and parents and will form part of the Annual Review. This transition plan is supported by the careers advice service from Year 11 and above
- During Annual Review Meetings discussions will include pathways that students want to follow into adulthood
- Students with EHC Plans from year 11 onwards will have several meetings with the Connexions Personal Advisor to discuss, visit and apply for post 16 and post 18 placements.

Children with SEN support

In addition, children with SEN support will be given guidance from teaching staff which will help them to work towards their expected academic targets and help them to become better prepared for adulthood. These outcomes are decided with their subject teachers, students and with parents during our subject/parents evening. Please make sure that you come to the meeting as this is the best way, we can work together with you. If you need someone to help you.

PSHE and Citizenship lessons will support the IAG guidance given to students about the various career pathways from an early stage, so that students are supported in making the right choices for when they start choosing the subjects they wish to study for Key Stage 4 and 5, as well as Post 18.

Children with an EHC plan

In addition to the subject/parents evening and transition evening meetings, we also hold an Annual Review meeting. We work with the parents and students to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the student's views in this meeting in as appropriate a way as possible. This will include any information that the child wishes to share with the adult's involved and important information about their happiness and aims in life.

How do we help children when they move to our school?

Before any child moves to our school we try to find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school so they know what to expect. (Please see the section on identification of needs before coming to our school).

Once we know that a child has SEND, we gather as much information from their previous school (SENCo and teachers) and where required from parents. Our aim is to help a child settle into school easily and happily. This transition should only take a short amount of time and will be decided prior to the child entering the school in year 7 or when the student transfers into school as an In-Year Admission.

The SENCo will attend where possible the year 6 Annual Review meeting if they are invited by the students Primary School.

How do we help children when they move to another school?

Whenever any child moves to another school, we always pass on school records to the new school.

If a child has SEND, we also:

- Pass on SEN records to the new school including professional reports and Annual Review Paperwork or EHC plans
- Liaise with the SENCo/ year group leader of the new school or college to clarify any information necessary where it is possible
- If needed we can include ways to support a child to have a settled move to a new school through their SEN support plan or EHC plan.

How do we help children when they move between classes and/or phases of education?

When moving classes or phases of education

- All staff have access to the electronic SEND register about the student's needs, as well as scanned reports from professionals which are attached to the student's SIMS profile so all staff can access them, including EHCP plans and Annual Reviews
- Students with an EHC Plan who are moving on to further education are supported by the Ealing's Connexions Service. A Personal Advisor will be invited to attend all Annual Reviews from Year 9 onwards to help plan and organise support for the move to college or vocational training
- All students in Years 11 meet with the Connexions Personal Advisor to discuss possible routes for training or further education. If required students in year 9 and 10 can have early meetings with the Connexions Personal Advisor as and when required. This will be decided during the annual review meeting with the parent/carer and student
- The school's Career's Coordinator arranges visits to further education fairs, colleges for all students in Years 11 to 13 who are at risk of becoming NEETS as and when required. The schools Careers Coordinator will liaise with the Connexions Personal Advisor to support students with finding and applying for apprenticeships
- We send records of our SEND students to the new school including reports from Professionals, Annual Review Paperwork or EHC plans.

How are adaptations made to the school to help children with SEND?

In accordance with the Equality Act 2010, we endeavour to take reasonable steps to prevent SEND students from being treated less favourably than other students and therefore;

- SEND students where possible have full access to all school activities so far as it is reasonably practical and relates to the student's needs. Unfortunately, there are no lifts in the main school building and we cannot offer full access to students in wheelchairs. However, we have adapted some areas so that they can be reached via permanent ramps, meaning that the ground floors of all buildings are accessible for wheelchair users or those with impaired mobility. Where we know a student will have difficulty in accessing the first and second floor, we will endeavour to move lessons to the ground floor. The school's newly built Sixth Form building is equipped with a lift that enables those students with a physical disability to gain full access to all floors. The parents/carers of any student with SEND are very welcome to come and discuss whether the school would be able to cater appropriately for their child
- Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are required to adapt the curriculum to ensure access to learning for all children in their class. This includes making adjustments to seating plans
- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met
- Our teachers will use specific resources and various strategies to support your child individually and in groups, this might include using:
 - Visual timetables
 - Visual and concrete cues

- Visual prompts when recording and re telling stories
 - Multi-sensory teaching approach
 - Modelling
 - Breakdown of tasks and instructions into manageable chunks
 - Rehearse sentences and vocabulary for speaking, reading and writing e.g. use of role play
 - Enlarging text and other resources VI students
 - Writing frames
 - I-pads, laptops or other alternative recording devices
 - Small group or 1-1 learning with an TA
 - Pre-teaching content or vocabulary
 - Over-learning topics
 - To set alternative activities for home learning
 - To provide specially targeted texts and resources appropriate for students' reading ages
 - To provide additional apparatus or materials
 - To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties
 - Peer buddy systems
 - Positive behaviour rewards system.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Students with SEND are fully integrated members of the school community. All students are encouraged to take part in extra-curricular activities at lunch time or after school. Support staff also attend all day trips to support students with SEND. This ensures that students with EHC Plans, in particular, continue to receive their usual degree of support. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. Where we consider an event unsafe for a pupil to take part in, then we will try to look at alternative activities which will cover the same curriculum areas which will be provided in school.

Information and timetables for extra-curricular are placed on form tutor boards in each class room, firefly, student notices and is accessible to all students.

Calendared events are accessible to parents/carers and students through the school website.

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. When this is required, the Special Needs Co-ordinator is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- Additional adult support in the classroom; Teaching assistants (TAs) support the teacher in helping the learning of whole classes; the SENCo also is able to direct a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that students are significantly below the expectations for their age
- Withdrawal sessions – when students come out of some lessons for pre-arranged sessions with the SEN Teachers on, for example, literacy, numeracy, SaLT interventions. To limit withdrawal from lessons so that students do not fall behind in their learning, our interventions will take place after school with our teaching assistants and/or the SEN Teacher

- Withdrawal sessions – when students come out of some lessons for pre-arranged sessions with Learning Mentor on, for example, small group or 1:1 sessions related to social, emotional needs, self-esteem, social skills etc
- Withdrawal sessions with external agencies – When students come out of lessons for pre-arranged sessions with the speech and language communication needs, visual impairment and hearing impairment
- Homework club. The HTLA (cover supervisor) runs homework clubs in the LRC from 7.30 am until 8.15 am specific days. This practice is part of the school's drive for an inclusive approach to school development. Homework club is open to all students who need a quiet place and some assistance in order to complete homework or coursework, regardless of the subject. IT facilities are available, together with access to the internet.

In year 9 students choose from a range of GCSE, BTEC and vocational courses, which help to prepare them for the next steps in their education. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions. Students are guided to follow specific curriculum pathways to maximise their chances of success and give them access to positive learning experiences. Some SEND students with level 4 or below in literacy and numeracy at the end of Year 9 will follow the alternative curriculum pathway if required. This pathway includes both vocational and academic subjects.

The school's Curriculum is regularly evaluated to ensure equal access to all students, and there are various programmes available to take into account students' aptitude and abilities. Students at Key Stage 4 and 5 have the opportunity of following both an Academic and Vocational route to broaden their curriculum experience.

- GCSE's
- BTEC Courses
- Apprenticeships
- Alternative Curriculum Courses.

The schools Accessibility Policy and Plan can be found by [clicking here](#).

What skills and training do our staff have?

Staff at the school are trained and have an understanding of the requirements of The SEND Code of Practice, The Equality Act and how to cater for the needs of all students in their classrooms, regardless of their need.

Staff members	Training completed
All staff	Are trained in the requirements of: <ul style="list-style-type: none"> • The SEND code of practice • QFT/HQT for SEND Students • All general school policies on teaching and learning and behaviour management include information on how to include children with SEND • Child Protection/Safeguarding
SEN Teaching assistants	We have a variety of skills in our teaching assistants depending on their roles. Different staff have had training in the following areas: <ul style="list-style-type: none"> • ASD

	<ul style="list-style-type: none"> ● Dyslexia ● MLD ● SLCN ● Colourful Semantic ● Blank Words ● SLT programmes ● OT programmes ● Reading for Meaning ● Reading for Maths ● Lexia ● Social Skills ● Fresh Start Programme
SEN Teaching staff	<ul style="list-style-type: none"> ● Reading support ● Maths support ● IDL ● Lexia ● Reading for meaning ● Social Skills ● Read, write, inc ● Lego therapy ● Differentiation for students with SLCN ● Fresh Start Programme ● Blank Words
SEN leadership (SENCo)	<ul style="list-style-type: none"> ● NASENCo accreditation ● AET School – Good Autism Practice ● ELKLAN Training ● Lego Therapy ● Social Skills ● Lexia ● IDL ● Differentiation for students with SLCN ● Colourful Semantic ● Blank Words ● Fresh Start Programme ● Reading for Maths ● Reading for Meaning

How does the school know how well SEND Children are doing?

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at Featherstone High School includes:

- Progress data collection is based on the school's assessment calendar (KS3 and half term (KS4/5), from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and Head of Department in each subject area can track the progress of students across the school year and intervene if students experience difficulties
- Progress of SEN Intervention programmes is reviewed every term or earlier, which might include testing. These programmes are reviewed by the SENCo, who use the information to plan and design the next term's intervention programme
- In-class additional support is reviewed by the SENCo through discussion and lesson observations. TAs and teachers work together on a day-to-day basis, discussing and reviewing lessons, activities and strategies of support

- Teachers are observed by senior leaders and line managers as part of the school's Managing Performance and Progress system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured
- The Deputy Headteacher in charge of the pupil progress is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for subject leaders when planning the curriculum and additional support for students
- At the start of Y7 students are screened for reading and comprehension using the NFER Group Analysis tests. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties
- The school positive behaviour management system (Class Charts) provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides the Pastoral teams with evidence for how well a student is learning at school.

How is the SEN Funding used at Featherstone High School?

At Featherstone High School we ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available.

The SEN budget is allocated on a needs basis and the students who have the most complex needs are given the most support.

Our provisions are arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

Featherstone High School receives funding directly to the school from the Education Funding Agency to support the needs of SEND learners which is called the Notional SEN budget and funding from the Local Authority, which is distributed as 'top up' funding for SEND learners who have an EHC Plan.

The SEN budget is spent on additional resources and staffing costs which are allocated to support groups or individual students. Teaching Assistants may be targeted to work with identified students, under the guidance of a teacher, and in consultation with the SENCo. Learning Mentors are allocated to work with individuals or groups of students with social, emotional and mental health issues.

The SENCo will determine how the funding for teaching assistants will be allocated according to the student's needs. She will also consult with the SEN team to discuss the student's needs and what support would be appropriate. There are always on-going discussions with parents/carers for any student who requires additional support for their learning as and when required.

How do we support students' emotional and social development?

The SEN department works closely with the Social Inclusion Department to support our most vulnerable students during structured and unstructured times of the day. Our Learning Mentors work closely with identified students to develop their self-esteem and confidence as well as friendship skills, through 1:1 and small group support. The school counsellor is available for students with emotional or mental health issues. Learning Mentors also work with disengaged students whose behavioural choices are having an impact upon their education and social well-being or are in danger of exclusion. Featherstone High's behaviour for Learning (B4L) and anti-bullying policies provide clear expectations and consequences. We expect all parents to sign the home school agreement to recognise these expectations.

Please [click here](#) to view the Behaviour Policy.

How effective is our SEND provision?

Monitoring and tracking of student progress are an integral part of teaching and leadership within the school. Teaching and support staff, as well as parents/carers and students are involved in reviewing the impact of interventions for students with SEN. We follow the 'assess, plan, do, review' model laid out in the SEN Code of Practice, ensuring that all parties are involved in this process including parents/carers and students (please refer to our [SEN Policy](#)).

Progress data of all learners is collated by the whole school and monitored by Teachers, Middle Managers, Senior Leaders and Governors.

Last year we provided the following interventions for our students with SEN:

- Reduced class sizes relative to many other schools
- Nurture Group for Maths and English in Years 7 and 8
- In class Teaching Assistant support
- Withdrawal - IDL, Reading for Meaning, Fresh Start programme/Read, Write Inc
- Functional literacy and numeracy group and/or paired sessions
- Mentoring
- Social Skills programme run by the Learning Mentors
- Morning Homework clubs run by the Cover Supervisor (HTLA)
- Counselling Service
- Speech and Language Therapy.

In 2022/23 there were 167 students on the SEND register at Featherstone High School. This year there are 177 students on the register (2023/24). However, our SEND register is fluid and therefore this may increase or decrease with students coming on and off the register throughout the year.

How do we know if it has had an impact?

- We look for evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing i.e. that they are catching up with or exceeding their expected age levels
- We seek verbal feedback from the teacher, parent and student
- Formal or informal observations of the student's engagement and progress in school
- Students may move off the SEND register when they have 'caught up' or made sufficient progress
- Our Progress 8 Score for our SEND students in Year 11 for 2022-23 was +0.7
- Our Progress 8 Score for our EHCP students in Year 11 for 2022-23 was +1.82
- Our Progress 8 Score for our SEN Support students in Year 11 for 2022-23 was +0.48
- Our Progress 8 Score in Maths for our SEN Support students for Year 11 in 2022-23 was +0.39
- Our Progress 8 Score in Maths for our EHCP students in Year 11 for 2022-23 was +2.42
- Our Progress 8 Score in English for our SEN Support students for Year 11 in 2022-23 was +0.6
- Our Progress 8 Score in English for our EHCP students in Year 11 for 2022-23 was +1.79
- Our Progress 8 Score in Ebaccs for our SEN Support students in Year 11 for 2022-23 was +0.51
- Our Progress 8 Score in Ebaccs for our EHCP students in Year 11 for 2022-23 was +2.18
- Our Progress 8 Score in all other subjects (open) for our SEN Support students in Year 11 for 2022-23 was +0.41
- Our Progress 8 Score in all other subjects (open) for our EHCP students in Year 11 for 2022-23 was +1.07.

What do I do if I am concerned about the quality or effectiveness of support my child is getting?

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be sorted out. We take your concerns very seriously and will do everything we can to resolve them.

The first person to contact would be your child's subject teacher if you have concerns about progress in the subject, or the form tutor if you have general concerns related to behaviour, progress etc.

If you still feel concerned then please contact the Head of Year, Deputy Head of Year or Lead Teacher, SENCo to discuss your concerns. We would expect any problems to be resolved after this.

However, if the parents/carers still feel that their concerns have not been addressed they can contact in the first instance the Deputy Headteacher or Assistant Headteacher for their child's year group, before contacting the Headteacher. An appointment can be made via the Headteacher's Personal Assistant, school office and/or reception, or a message can be left asking the member of staff to call the parents/carers with some brief details as to what it is regarding if possible. If it is easier, an email or letter can also be sent addressed to the Deputy Headteacher, Assistant Headteacher or Headteacher to Featherstone High School, 11 Montague Waye, Southall, Middlesex, UB2 5FH.

If you are still unhappy despite all these discussions then you can complain to the Governors Complaints Appeal Panel c/o the following address: Featherstone High School, 11 Montague Waye, Southall, Middlesex, UB2 5FH.

The school's complaints policy can be found by [clicking here](#).

We endeavour to answer all complaints as soon as possible (See school policy).

Links with other policies and documents

This policy links to our policies on:

- [Accessibility Policy and Plan](#)
- [Behaviour Policy](#)
- [Supporting students with medical needs](#)
- [Teaching and Learning Policy](#)
- [SEND Policy](#).