

SEND Policy and SEND Information Report



College	FAR Academy - Whitstable
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Policy owner:	Dez Riddler Fiona Wood
Queries to be directed to:	Dez Riddler-Inclusion Team Fiona Wood-Inclusion Team

This policy will be reviewed on an annual basis.

Date of last review:	January 2024
Date of next review:	January 2025

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1. Aims

Our SEN policy and information report aims to:

- Set out how our college will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

At the FAR Academy we have high expectations for all of our students. We aim to equip them with relevant qualifications that will enable them to go on to successful employment and become valuable members of the wider community. We do this under the wider context of the value of skateboarding to student's mental and physical health. Our aim is to change lives through innovative education and provide the best possible outcomes for students with SEN and disabilities.

The FAR Academy designation is for Social, Emotional and Mental Health (SEMH). We provide post-16 education for young people with a range of mental health issues, especially anxiety and depression. We are an independent co-educational specialist provision. Our students may lack confidence and have low self-esteem; some have previously been out of school and may have specific learning difficulties such as dyslexia, dyspraxia or mild-moderate learning delay.

Skateboarding is the channel that engages young people on to the positive pathway of learning. Through personal achievement and alternative education, the FAR Academy provides a unique learning opportunity which has been tailored to suit vulnerable young people who struggle to learn in a mainstream setting and for those who have an Educational Health Care Plan (EHCP).

Skateboarding is not essential to participation on the course but the diversity and culture of the sport forms the basis of our educational programme.

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2. Legislation and guidance

This policy and information report is based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 2015 and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out colleges' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out colleges' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools/colleges

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools/colleges.

4. Roles and responsibilities

4.1 The SENCO

The SENCO's are Dez Riddler – dez@farskate.co.uk Tel: 01227 779181

Fiona Wood – fiona@farskate.co.uk

SEN Admin/Family Liaison Officer is Hayley Lawn – hayley@farskate.co.uk

They will:

- Work with the Headteacher and SEN trustee to determine the strategic development of the SEN policy and provision in the college
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support

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- › Advise on the deployment of the college's delegated budget and other resources to meet students' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the college keeps the records of all students with SEN up to date

4.2 The SEN trustee

The SEN trustee will:

- › Help to raise awareness of SEN issues
- › Monitor the quality and effectiveness of SEN and disability provision within the college and update the governing board on this
- › Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the college

4.3 The Headteacher

The Headteacher will:

- › Work with the SENCO and SEN trustee to determine the strategic development of the SEN policy and provision within the college
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every student in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each student's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy

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5. SEN information report

5.1 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia, moderate learning difficulties
- Social, emotional and mental health difficulties, for example, anxiety and depression
- Physical and sensory difficulties, for example dyspraxia, sensory processing disorder

5.2 Identifying students with SEN and assessing their needs

Our full-time students all have an EHCP.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs or mental health.

When deciding which special educational provision is required, we will start with the EHCP/Annual Review outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving student and parents/carers

We will have an early discussion with the student and their parents/carers when identifying their special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents/carers concerns

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- › Everyone understands the agreed outcomes sought for the young person
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents/carers.

5.4 Assessing and reviewing students' progress towards outcomes

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

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

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students with preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

We use the outcomes of Preparing for Adulthood as a basis for all students, and incorporate them into our annual review of EHC plans.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

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

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We will also provide the following interventions:

- › Additional teaching assistant support as necessary
- › Interventions for specific learning difficulties
- › Mental health support via our Mental Health project, including assessment, assistance and further counselling.
- › Staff training to ensure staff understand all of the students needs and are comfortable with how to respond to the needs.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

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

5.8 Expertise and training of staff

Our SENCO's have a number of years experience in this role, including as a specialist teacher, teacher in charge of an autism provision and SEN advisor.

We have a team of teaching assistants, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in safeguarding, Communication and Interaction, Social, Emotional and Mental Health.

We use specialist staff for the Mental Health Project.

5.9 Securing equipment and facilities

At the FAR Academy we work to secure the equipment the students require to succeed in their course. During lockdown we were able to access laptops for some students, for example.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- › Reviewing students' individual progress towards their goals each term

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- › Reviewing the impact of interventions after 6 weeks
- › Using student and staff questionnaires
- › Monitoring by the SENCO
- › Using provision plans to measure progress and conducting provision plan reviews
- › Holding annual reviews for students with EHC plans

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

All of our extra-curricular activities and college visits are available to all our students, including Saturday morning skate sessions.

All students are encouraged to go on our residential trip.

All students are encouraged to take part in skating activities.

No student is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

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

- › PSHE lessons on a wide range of life skill topics

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

At the FAR Academy we work with Health and Social Care professionals, including CAMHS, Speech and Language Therapy and Occupational Therapy. We are able to make referrals to any Health or Social Care institution. We have some volunteers who work for the FAR Academy.

5.14 Complaints about SEN provision

Complaints about SEN provision in our college should be made to the class teacher/SENCO/Headteacher in the first instance. They will then be referred to the college's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our college has discriminated against their children. They can make a claim about alleged discrimination regarding:

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- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of students with SEN

We help parents access services that are local to them, including the charities SNAAP and BEAMS. We provide college statements for PIP applications for our students.

5.16 Contact details for raising concerns

Contact Brent Lewis, Headteacher of the FAR Academy.

5.17 The local authority local offer

We are not recognised in the local authority local offer.

Our local authority's local offer is published here: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

6. Monitoring arrangements

This policy and information report will be reviewed by Dez Riddler **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board/trustees

7. Links with other policies and documents

This policy links to our policies on

- › AccessibilityPlan
- › Behaviour Policy
- › Public Sector Equality Duty
- › Supporting Students with Medical Conditions