



Aims of our Provision in regards to students with special educational needs and/or disability

The aims of our policy and practice in relation to special educational needs and disability in this college are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that all young people with SEN engage in the activities of the college
- To use our best endeavours to secure special educational provision for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical needs
- To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well- targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all college activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

Fairfield Farm College is an independent specialist college for young people aged 16-25 years with a learning disability and/or difficulty. At our college we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
- *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*
- *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

The kinds of special education needs (SEN) for which provision is made at the college:

(Schedule 1 of The Special Educational Needs and Disability Regulations 2014: point 1)

Young people with SEN have different needs, but the general presumption is that all young people with SEN with or without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our college. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of students at this college.

For young people with an EHCP, parents have the right to request a particular college and the local authority must comply with that preference and name the college or college in the EHC plan unless it would be unsuitable for the age, ability, aptitude or SEN of the young person.

How does our college know if young people need extra help?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 2) (SE7 Local Offer: Framework and Guidance Q1)

As a specialist college, all of our young people need additional support. We also take into consideration:

- Concerns that are raised by parents/carers, external agencies, tutors, the student's previous school or college or the student themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Initial assessment, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole college tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the student indicates that they have additional support needs to that previously identified.

What should a parent do if they think their young person may have special education needs?

*(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Points 2 and 4)
(SE7 Local Offer: Framework and Guidance Q1)*

All of the students at Fairfield Farm College have a special educational need. If parents have concerns relating to their young person's learning or inclusion then please initially discuss these with our Senior Education Manager.

Parents may also contact the Principal or Deputy Principal directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their young person will be central to the assessment and provision that is provided by the college.

How will the college support a young person with SEND?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Points 2, 3, 6, 8 and 10) (SE7 Local Offer: Framework and Guidance Q2)

All young people at Fairfield Farm College have an identified SEND. All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of teaching provided to students is monitored through a number of processes that include:

1. observation of teaching and learning by the senior leadership team
 2. ongoing assessment of progress made by all students
 3. work sampling and scrutiny of planning to ensure effective matching of work to student need
 4. tutor meetings with the Senior Education Manager to provide advice and guidance on meeting the needs of all students
 5. student and parent feedback on the quality and effectiveness of interventions provided through the annual review process
 6. attendance and behaviour records recorded on the college management information system
- Students with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in college and increase their access to the curriculum
 - All students have individual targets to ensure ambition. Parents are informed of these via the annual review process reporting system and also at events such as parent meetings
 - Students' attainments are tracked using the whole college tracking system and those failing to make expected levels of progress are identified. These students are then discussed in regular progress meetings that are undertaken at middle and senior manager level
 - Additional action to increase the rate of progress will be identified and recorded

How will the curriculum be matched to each young person's needs?

*(SE7 Local Offer: Framework and Guidance Q3)
(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 3)*

- Tutors plan using students' achievement levels, differentiating tasks to ensure progress for every student
- All students at Fairfield Farm College are identified as having special education needs, the curriculum and the learning environment is adapted to reduce barriers to learning and enable all students to access the curriculum
- In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as IT and/or additional adult help

How will parents know how their young person is doing?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 7) (SE7 Local Offer: Framework and Guidance Q4)

- Attainments towards the identified outcomes will be shared with parents through the annual review process and additional parent meetings

How will parents be helped to support their young person's learning?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 7) (SE7 Local Offer: Framework and Guidance Q4)

- Please look at the college website. It can be found at <https://www.ffc.ac.uk/> and at **Facebook**. In addition, termly communication via email and regular newsletters are sent home
- The college organises a number of parent meetings for families to meet tutors and support staff at the college

What support will be there for young peoples' overall wellbeing?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 3) (SE7 Local Offer: Framework and Guidance Q5)

The college offers a wide variety of pastoral support for students. This includes:

- The i-Curriculum aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing
- Student and parent voice are collected at least annually, student voice is gathered through tutorial meetings
- The college operates an active student council where health and wellbeing is a weekly agenda item
- Small group evidence-led interventions to support student's wellbeing are delivered to targeted students and groups
- the college works with counsellors to support the mental health and wellbeing of targeted students
- The college has an anti-bullying policy and operates small group-led interventions

Students with medical needs (statutory duty under the Children and Families Act)

(SE7 Local Offer: Framework and Guidance Q5)

- Students with medical needs will be provided with an Individual Health and Care Plan, compiled in partnership with parents and if appropriate, the student themselves
- Staff who administer and supervise medications, will complete formal training
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting students at college with medical conditions* (DfE) 2014 and identified in the College Medication Policy

What specialist services are available at the college?

(SE7 Local Offer: Framework and Guidance Q6)

The college has access to a range of specialist support through the Local Authority for example, hearing impairment, visual impairment, emotional and behaviour support and educational psychology.

What training do staff, supporting young people with Send, undertake?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 5) (SE7 Local Offer: Framework and Guidance Q7)

College staff are trained to support young people with SEND, alongside formal teaching qualifications staff receive 8 days continuing professional development including annual training, for example:

Autism Training
Care Certificate (15 standards)
Child Protection
Channel General Awareness
Communicating Effectively
Consent
COSHH
CQC Key Lines of Enquiry
Deaf Awareness/BSL
Deprivation of Liberty Safeguards
Diabetes and Insulin Administration
Dignity & Respect (incl exploring language & behaviour)
Dying, Death and Bereavement
E-Safety/CEOP
Equality & Diversity
Female Genital Mutilation
Fire Safety
First Aid at Work
Manual Handling
Medication - Safe Handling and Administration
Mental Capacity Act
Ofsted Education Inspection Framework
Prevent
PROACT SCIPr
RIDDOR
Risk Assessment
Safeguarding Adults Managers Training
Safeguarding Awareness of Child Abuse & Neglect (WCSB)
Safeguarding (annual update) KCSIE
Safer Recruitment
Vocational Training Awards Assessor

How will young people be included in activities outside the classroom, including trips?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 3) (SE7 Local Offer: Framework and Guidance Q8)

- Risk assessments are carried out and procedures are put in place to enable all young people to participate in all college activities
- The college ensures it has sufficient staff expertise to ensure that no young person is excluded from the college curriculum, work-based learning and vocational activities
- The college delivers holiday workshops and a weekly youth club that is fully inclusive and meets the needs of not only college students but young people with SEND in the local community

How accessible is the college environment?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 3) (SE7 Local Offer: Framework and Guidance Q9)

The following adaptations have been made to the college campus:

- Disabled parking spaces
- Ramps have replaced steps at entrances
- 4 disabled toilets
- Gerberit toilets have been installed to provide young people with independence
- A wet room with changing bed and hoist
- A medical room has been provided with locked medicine cabinets
- A fully adapted and adjustable kitchen area
- A comprehensive build programme in line with the accessibility plan

How will the college prepare/support young people at transition (in and out)?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 12) (SE7 Local Offer: Framework and Guidance Q10)

A number of strategies are in place to enable effective students' transition. These include:

- Monthly open days
- Taster sessions prior to assessment (if appropriate)
- Visits to observe a young person in their home school setting prior to transition (if appropriate)
- An individual assessment programme
- A weekly youth club to support young people with short and frequent visits to the college
- Holiday workshops
- Parent/carers meeting with staff and other parents/carers
- An induction programme in September

Transition to the next college, preparation for adulthood and independent living

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 12)

The college employs an Employability & IAG Lead to deliver careers guidance and support with work experience and transition beyond college. We adhere to the guidance in *careers guidance and inspiration in colleges: Statutory guidance for governing bodies, college leaders and college staff* April 2014 this places a duty on colleges to secure independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk/> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the college's resources allocated and matched to young people with special educational needs?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 6) (SE7 Local Offer: Framework and Guidance Q11)

The college receives funding to respond to the needs of students with SEND from a number of sources that includes:

1. A percentage of the per student funding (element 2)
2. For those students with the most complex needs, the college may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
3. This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through support that might include:
 - In session support in addition to tutor support
 - Out of session support (relationship building, social, emotional skill development)
 - Small group working
 - Targeted support
 - Provision of specialist resources or equipment (use of ICT, tables, accessible key boards, touch screens, adjustable screens etc)
 - Partnership working with other settings
 - Access to talk therapy (where appropriate) to support with emotional and mental health and wellbeing
 - Access to specialist support staff (speech, language and communication, visual and hearing impairment, if appropriate)
 - Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

The Pupil Premium funding provides additional funding for students who have previously accessed Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the college website through the 16-19 Bursary Policy.

How is the decision made about how much support each young person will receive?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 7) (SE7 Local Offer: Framework and Guidance Q12)

All students at Fairfield Farm College have additional support needs. The level of support needs is often dictated by the young person's EHCP or statement (where EHCP is unavailable). The decision regarding support is made in discussion with the parents/families and SEND Lead Worker.

How will I be involved in discussion about planning for my young person's education?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 7) (SE7 Local Offer: Framework and Guidance Q13)

The EHCP provides detailed information on the young person's education needs. In addition to the plan college staff will:

- Use the assessment day and initial assessment to plan a programme
- Discuss the assessment process and programme with the families
- Discuss the assessment process and programme with the SEND Lead Worker
- A statutory annual review process ensures parents/carers are invited, along with key professionals to meet, discuss and plan for the young person's education
- These meetings are minuted and copies sent to families

Who can I contact for further information or if I have any concerns?

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: point 9) (SE7 Local Offer: Framework and Guidance Q14)

Helen Beer, Senior Education Manager Helen.beer@ffc.ac.uk

For complaints, see the college website to download the complaints policy:

<https://www.ffc.ac.uk/our-college/useful-links/>

Support services for parents of students with SEN include

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 8)

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS	https://cyp.iasnetwork.org.uk/
Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the college or council has	https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability

Information on where the Local Authority's local offer can be found

(Schedule 1 of the Special Educational Needs and Disability Regulations 2014: Point 11 and 13)

To access Wiltshire Council's Local Offer, see: www.wiltshirelocaloffer.org.uk

For local mediation services see: www.wiltshirelocaloffer.org.uk/?s=mediation

References

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Supporting students at college with medical conditions December 2015:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

SE7 Local Offer: Framework and Guidance:
<https://se7pathfinder.files.wordpress.com/2013/12/se7-local-offer-framework-final.pdf>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf