

**1 How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs (SEN)?**

**How do you identify students with SEN?**

Frome College has close links with its two feeder Middle Schools. Transition meetings start early in the academic year prior to transfer with both the SENCo and parents. We receive all the relevant information on your son/daughter in order to ensure that their transition is as smooth as possible. The Frome College SENCo attends Annual Reviews at Middle Schools and also meets separately with Middle School SENCos to discuss all SEN students and their needs. Frome College SENCo will meet with parents who are concerned about their SEN student's transfer. We invite you to meetings at the college, and offer a tour of the site, and we can discuss the level of support required. SEN students may have extra visits arranged via the Middle School and may be part of a transition group in preparation for transfer. On Transfer Day, specific information is forwarded to student's Head of House and Tutor and each Tutor Group is supported by a TA. Full information of SEN students and any medical needs of students is given to staff at beginning of each academic year.

However, we may be concerned that a student is not making the appropriate level of progress over time as expected according to their academic ability. Therefore with your consent we may carry out further testing in school or suggest that a more specialist approach is required.

**How will I be able to raise any concerns I may have?**

If you, as a parent, have a concern please contact your son/daughter's Tutor or Head of House and discuss it with them in the first instance. However, should you have any SEN concerns please contact the SENCo directly.

**2 How will Frome College staff support my son/daughter?**

Students will be allocated a Tutor Group and the Tutor will be your direct link to the College, along with their Head of House. They will remain with the same Tutor Group and Head of House for three years.

Teaching staff and Teaching Assistants will have all the relevant information on the young person, so that lessons may be differentiated according to their specific needs.

Teaching Assistants will be allocated to support classes where appropriate.

The SEN Governor has an overview of the support provided by the Learning Support Department. This will be explained to you through information booklets and meetings held during Year 8.

### **3 How will the curriculum be matched to my son/daughter's needs?**

Students receive an information booklet with all the courses that will be available to them in Year 8. According to their academic ability they will be advised to choose one of three learning pathways that will best suit their needs and strengths.

The SENCo will be pleased to meet with you and your son/daughter in order to advise on the most appropriate choice of Options. If necessary, a Withdrawal Option may be offered (when we feel that extra support in literacy may be required).

Students are set for English, Maths and Science, otherwise they are taught in groups of mixed ability for Options.

All lessons will be differentiated according to the student's ability by the class teacher.

This will ensure the student has an appropriate curriculum matched to their needs which is accessible. It will also identify any problems which can then be addressed.

Frome College has Inclusive Dyslexia Friendly School (IDFS) status. All staff are trained in Dyslexia-Friendly teaching approaches.

### **4 How will I know how my son/daughter is doing and how will you help me to support their learning?**

Each half term the student will receive a progress report which is based on their target grades in each subject. A tracking process which is whole school based closely monitors this progress and quickly highlights if a student is underachieving. Additionally, SEN students are specifically tracked by the SENCo in order to identify where further support or interventions may be required.

There is a Parents Evening annually where you have the opportunity to meet with subject staff.

There is also a Tutor Mentoring session once a year during the Spring Term where you will discuss with your son/daughter's Tutor their overall progress throughout the year.

SEN students who have a higher level of need will have an Annual Review, again to monitor progress and acknowledge the level of support according to those needs.

Students will receive regular class assessments from their subject teachers and end of year examinations.

### **What opportunities will there be for regular contact about things that have happened at Frome College, such as a home-school book?**

Each student is provided with a College Journal, where all homework is recorded. It also allows two way correspondence between home and school, you are requested to sign the journal weekly to acknowledge that you have read its contents.

You may also be contacted via email or telephone by the student's Tutor, Head of House and subject teacher(s) regarding any specific matters that may arise.

The SENCO may also contact you. The Learning Support Department offers an open door policy and would be pleased to discuss any concerns with you.

**How will you explain to me how my son/daughter's learning is planned and how I can help support this outside of school?**

Parents and carers are requested to encourage their son/daughter to complete their homework and also create a quiet space at home where it may be completed. It is essential they check their journal to see what homework has been set and when it is due to be handed in.

Most importantly please encourage them to read regularly.

**How and when will I be involved in planning my son/daughter's education?**

The SENCO will attend meetings and Annual Reviews at the Middle Schools during Year 8. She will advise you and your son/daughter on Option choices.

**Do you offer any parent training or learning events?**

We can contact our Advisory Teachers for local courses and events you may be interested in.

The Principal has regular Parent Forums which you are invited to attend.

**5 What support will there be for my son/daughter's overall well being?**

Frome College has a very rigorous Pastoral Team in place to support all students.

**How does Frome College manage the administration of medicines and providing personal care?**

It is essential for students to bring any prescribed medication to the Medical Room, together with a signed consent letter from parents/carers, giving permission for the Welfare Officer to dispense the prescribed quantity when necessary. The medication must be in its original packaging, with prescription information clearly stated on it; including the student's name and the dosage. The consent letter should also clearly state the time and dosage to be given to the student. Please note that the onus is on the student to present to the Medical Room for their medication at the correct time. Students with asthma should take responsibility for having their own, named, inhalers with them at all times.

**What support is there for behaviour, avoiding exclusions and increasing attendance?**

Frome College has a whole school positive behaviour management policy, which includes rewards and housepoints. There is a focus on attendance which is monitored twice daily.

## **How will my son/daughter being able to contribute his or her views?**

Each student will have regular opportunities to express their views through the Tutor programme. Each Tutor Group will have a representative on the Year Council, and nominated students from each year sit on the Whole School Council.

The academic Mentoring Day in the Spring Term provides the forum for a full discussion between parents, Tutor and student.

The SEN Annual Review is student centred and their thoughts and wishes are keenly sought and recorded. They are then included in their Action Plan for the following academic year.

## **6 What specialist services and expertise are available at or accessed by Frome College?**

### **Are there specialist staff working at the setting/school/college and what are their qualifications?**

All teaching staff have relevant qualifications.

### **What other services does the setting/school/college access, including health, therapy and social care services?**

CAMHS

Educational Psychologist, CYPD – Sam Hutton

Learning Support Services, SCC – Caroline Corke

Communication Support:

ASD Advisory Teacher, SCC – Nicola Morgan-Nash

Hearing Impaired Support Team, SCC – Ruth McCann and Claire Sloan

Integrated Therapy Service, SCC:

Speech and Language Therapy Service

Occupational Therapy

Somerset Medical Home Tuition Service – Abby Atkins + team

Physical Impairment and Medical Support Team, SCC – Gareth Morcombe

Training for staff re Evac Chair and Manual Handling & Hoist

Diabetic Nurse

Paediatricians at local Hospitals

Team 4

Team 8

Youth Offending Team

Police

SCC EAL services – Suzy Howlett

Traveller Liaison – Lou Hill

SENCos at Selwood Academy and Oakfield Academy, Frome

Critchill School, Frome

Park Road Support Centre staff/Communication Base staff at FCC

Norton Radstock College – liaison with staff

Family Focus

Children's Social Care – Shepton Mallet office mainly but other offices also contact

Children Looked After Teams re PEP meetings:

Somerset County Council

Involvement of Education Support Officer requests

Bath & NE Somerset

Pupil Referral Unit, Glastonbury  
Motor Vehicle Project, Glastonbury  
Larkrise Farm, Trowbridge

**7 What training have the staff supporting students with SEN and disabilities had or are having?**

Advisory Teacher, Autism Support Service  
Advisory Teacher, Learning Support Service  
Advisory Teacher, Speech, Language and Communication Needs  
Advisory Teacher, Hearing Support Team  
Educational Psychologist  
Integrated Literacy Intervention  
Specialist Assessor re Examinations, Literacy and Resources  
Strategies on Behaviour  
Supporting Traveller Students  
Dyslexia Friendly Status  
Differentiation

**8 How will my son/daughter be included in activities outside the classroom, including school trips?**

**Will my son/daughter be able to access all of the activities at Frome College and how will you help them do so?**

We make every effort to ensure that all students have access to visits, trips and extra curricular activities.

This will include advance preparation of:-

Specialist transport

Access to buildings

Liaison with staff at the activity venue to ensure access to all planned activities

Modifications which may be needed

Preparation with the student to help them understand what is happening

Have a pre-visit if necessary to ensure everything is in place for the day

Medical needs – appropriate resources are located in advance and planned into the itinerary

Specialist staff used to support the trip or activity

Work Experience – appropriate placements are sought, arrangements made with the employer

Staff to accompany student where necessary

Parents/carers and students are involved in every stage of the planning

## **9 How accessible is the College environment?**

### **Are buildings fully wheelchair accessible?**

All buildings are wheelchair accessible except 1<sup>st</sup> floor in the Humanities and English blocks.

Students with access difficulties will be timetabled on the ground floor of these blocks at the beginning of the year.

For room changes during exam periods students are highlighted to ensure their classroom is accessible.

There are lifts in Futures and Northcote buildings.

Staff trained to use 'Evac' chairs in emergencies when lifts may not be used

There are ramps to access Art, Science and Maths buildings.

### **Have there been improvements in the auditory and visual environment?**

Auditory environment – acoustic check carried out by an Audiologist in 2012

Visual environment – edge of steps are painted white

### **Are there disabled changing and toilet facilities?**

There are specialist facility in the Humanities block with includes a hoist, disabled toilet and height adjustable bed. There are disabled toilets in the Maths block and the Science/Art block.

### **How does Frome College communicate with parent/carers whose first language is not English?**

We have an experienced EAL Co-ordinator who understands the needs of EAL families, offering a supportive link between home and school.

We subscribe to Translation and Interpreting Services to enable access to Interpreters for all meetings and Translation services for letters and reports. We also use these services to make phone calls to parents/carers.

We liaise with the Somerset Ethnic Minority Achievement Service, in particular Suzy Howlett, the Advisory Teacher and Patryk Boron, Support Adviser. We often have meetings together with them and parents in order to discuss progress, support, transition and any other issues.

## **10 How will Frome College prepare my son/daughter to transfer to the next of their education?**

Advice given in Year 11 on all options for Post 16.

There are specific meetings with parents and students to offer guidance regarding choice of colleges and courses.

Students are encouraged to attend Open Days with their parents.

For students with a physical impairment, the County support advisor – Kirsty Thompson – meets with colleges and universities to make appropriate access arrangements.

Gavin Salter, Careers South West, supports Statemented students into Post 16 Mo Austin ASD Advisory Teacher, contacts colleges regarding students on the Autistic Spectrum.

The Visual and Hearing Impaired Teams do likewise.

The Specialist Assessor forwards specific tests, assessments, levels and access arrangements to the colleges upon request.

**11 How are Frome College's resources allocated and support matched to student's special educational needs?**

**How is Frome College's special educational needs budget allocated?**

Discussion will take place with you around the following criteria:

Level of need

Advice from professionals

Current level of funding

Current level of support

**How does Frome College judge whether the support has had an impact?**

The student will be settled and achieving in their classes. You will receive feedback from Tutor Mentor Evening in October.

**12 Who would be my first point of contact if I want to discuss something about my son/daughter?**

Always contact their Tutor in the first instance.

**Who should I contact if I am considering whether my son/daughter should join Frome College?**

Mrs Vicky West.

# ...from the young person's point of view

## 1. How does the setting/school/college know if I need extra help?

- How do you identify young people with special educational needs?

Frome College works closely with your teachers at Middle School and they will tell us who needs extra help.

You and your parents/carer may like to meet the SENCo, then you can tell us what difficulties you are having and how best we can support you.

Maybe you will have difficulties that only show after you have joined us in Year 9 or we are worried that you are not doing as well as you should be. If so we may talk to you and your parents, perhaps ask you to do some simple tests so we can find out what the problem is. We may even invite 'specialists' to help us to do this.

## 2. What should I do if I think I need extra help?

- How will I be able to raise any concerns I may have?

Talk to your Tutor and your Head of House. They will contact the SENCo and explain the problem.

## 3. How will my course work be organised to meet my individual needs?

- What are the setting's/school's/college's approaches to differentiation?
- How will that help me?

You will be given support to choose your GCSE Options, which will be subjects that you can succeed in. Teachers will ensure that you are able to understand the work and complete it to the best of your ability. Learning Support runs a Homework Club Monday to Thursday 3 to 4 pm where you can have help with your course/homework.

## 4. How will I be involved in planning for my needs and who will explain it and help me?

- How can I contribute my views?
- How will the setting/school/college support me to do this?

## 5. Who will tell me what I can do to help myself and be more independent?



- Who will help me and what sorts of things are available?

## **6. What should I do if I am worried about something?**

- Who should I talk to?
- How will you help me?

## **7. How will I know if I am doing as well as I should?**

- In addition to the normal reporting arrangements what opportunities will there be for me to discuss my progress with the staff?
- How does the setting/school/college know how well I am doing?
- How will I know what progress I should be making?
- How will you explain to me how my learning is planned?
- How and when will I be involved in planning my education?

In each subject your teacher will give you a target grade, this is what you are aiming for in your GCSEs at the end of Year 11.

Each half term you will receive a progress report, this will tell you if you are on track to achieve that target grade or if you are working below the grade. You may be doing very well and working above your target grade.

Once a year you have Parents Evening where you and your parent/carer will meet with your subject teachers and discuss your progress.

Also once a year there is a Tutor Mentoring session where you and your parents meet with your Tutor to discuss your overall progress in school. This meeting also looks at your attendance and any other activities that you are involved in.

If you have a higher level of Special Educational Need (currently SA+ or Statemented) then you will have an Annual Review with the SENCo and your parents. Here you tell us what is going well, what is not going well. From that we decide together on an Action Plan which identifies how we can best support you in class.

## **8. How can I get help if I am worried about things other than my course?**

- What is the pastoral, medical and social support available in the setting/school/college for young people with special educational needs and disabilities?
- How does the setting/school/college manage the administration of medicines and providing personal care?
- What support is there for behaviour, avoiding exclusions and increasing attendance?

## **9. Are there staff in college who have had special training to help young people who need extra help?**

- Will you include recent and future planned training and disability awareness?
- Are there specialist staff working at the setting/school/college and what are their qualifications?

**10. Can college staff get extra help from experts outside the college if they need to, such as advice and training on medical conditions?**

- What other services does the setting/school/college access, including health, therapy and social care services?

**11. If I have difficulty in taking part in college activities what different arrangements can be made?**

- How will I know who can help me?
- Who can I talk to about getting involved in student activities if I need extra help?
- Will I be able to access all of the activities of the setting/school/college and how will you help me to do so?
- If I have a disability or additional need how can I join in college activities?
- Is the building fully wheelchair accessible?
- Are there disabled changing and toilet facilities?
- Have there been improvements in the auditory and visual environment?

**12. What help is there to help me get ready to start college?**

- What preparation will there be for both the setting/school/college and myself before I join the setting/school/college?
- What information will be provided to my new setting/school/college?
- How will you help a new setting/school/college to prepare for my start?

**13. I am coming to college to prepare for employment – how will I be supported?**

- How will I be prepared to move onto the next stage of my life, including employment and life skills?