



**SEND POLICY and LOCAL OFFER
(including the SEN Information Report)**

Document Control Information

Ratified	
Responsibility	Nicky Rees
Committee	Teaching & Learning Committee
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Signed	Jim Mathieson

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10	15/06/2021	SEN Lead information updated. Minor amendments
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12	15/06/2023	Minor amendments and general updates

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (last updated April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (September 2014, last updated August 2017)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Foundry College is an inclusive setting committed to:

- providing a centre of excellence that inspires learning and enjoyment for all
- supporting all learners to achieve their best in a challenging yet safe, respectful environment
- promoting honesty, nurturing and developing skills for life
- providing a secure, enjoyable and stimulating learning environment which will enable all pupils to achieve their best as individuals in society
- high expectations for the achievement of pupils with special educational needs and disabilities (SEND)
- high quality personalised teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND
- making parents / carers welcome in the College and enabling them to play a full part in the education of their children

Aims

It is our aim that every pupil

- is fully included in college life, regardless of SEND or any other factor that may affect their attainment or ability to feel integrated into the College
- is a successful learner at a pace appropriate to their abilities and development
- has their strengths recognised and valued and their weaknesses supported, whether these are social, behavioural, physical, medical, emotional or academic.
- is encouraged to develop independence
- is encouraged to develop the skills required to enable them to make a successful transition into the next stage of their life, be that further or higher education, employment or training and their rightful place in society
- is encouraged to make positive choices

Objectives

This policy should:

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provided in the SEND Code of Practice (2015)
- support the operation of a 'whole pupil whole college' approach to the management and support of special needs
- provide support and advice for all staff

Definition from SEN Code of Practice

A child or young person has special educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her 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

TYPES OF SEN

SEN is divided into 4 types:

- **Communication and Interaction** - this includes children who may have difficulties understanding verbal and non-verbal communication (receptive difficulties), being able to express themselves through spoken language (expressive difficulties) or communicating with peers and adults. This can include young people with a diagnosis of autism (ASC) and/or speech, language and communication needs (SLCN)
- **Cognition and Learning** - When it comes to cognition & learning, there are four main areas: Specific Learning Difficulties (SpLD), Mild to Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and Profound Multiple Learning Difficulties (PMLD).
The most common form of learning difficulty is SpLD, which includes Dyslexia, Dyscalculia, and Dyspraxia. People with SpLD may require extra support in their academic learning and literacy skills. They may also benefit from a range of techniques to assist with learning, such as breaking down tasks into manageable chunks or using visual aids.
MLD involves difficulties with academic learning and literacy skills that are more severe than SpLD. Students may need additional support with problem solving, reading comprehension, maths, and written language. They may also require more time to complete tasks.
SLD can have an impact on the way students learn, understand and retain information, as well as their ability to communicate effectively. Students with SLD may require specialist teaching to meet their needs.
PMLD affects students' ability to understand and process information, as well as their physical, sensory and communication needs. They may require high levels of support in order to access learning, including specialist equipment and care.
- **Social, Mental and Emotional Health** - This can include anxiety, feeling isolated or withdrawn, hyperactivity, lack of focus and concentration, engaging in anti-social or dangerous behaviour, self-harming, depression, eating disorders and substance misuse.
- **Sensory and/or Physical Needs** - this includes children with a visual impairment, hearing impairment, multisensory impairment and physical difficulties.

Disability

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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young

people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

As a college we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

Responsibilities of the Headteacher

- deciding the College's general approach to meeting pupils' SEND for those with and without Education Health and Care Plans
- working closely with the College SEN Lead
- ensuring effective appraisal arrangements are in place to guarantee appropriate monitoring of SEND provision

SEN Lead: Siobhan Davis

Contact details of SEN Lead: siobhan.davis@foundry.wokingham.sch.uk

Responsibilities of the SEN Lead

- overseeing the day-to-day operation of the SEND policy and Local Offer
- liaising with and advising colleagues and parents / carers to ensure that realistic expectations of behaviour and achievement are set in IEPs.
- co-ordinating and completing EHCP applications and managing reviews
- coordinating provision
- overseeing pupil records and monitoring progress
- contributing to the in-service training of staff
- liaising with external agencies

The role of teachers is to provide high quality teaching for all pupils, as the SEND Code of Practice paragraph 6.37 states "High quality teaching, differentiated for individual children, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for the lack of good quality teaching. The College will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement."

Monitoring and Evaluation

The Senior Leadership Team (SLT) are responsible for evaluating the effectiveness of the SEND policy and Local Offer. The SEN Lead is responsible for monitoring individual pupil progress and producing an annual report for SLT.

The link member of the Management Committee will conduct termly monitoring visits.

Foundry College's Local Offer

Schools and colleges are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how Special Educational Needs and Disabilities (SEND) is managed in this setting.

Foundry College is a Pupil Referral Unit supporting schools, children and families within the Wokingham Borough Council. We have a robust, coordinated and holistic approach to inclusion.

We cater for young people aged 5-16 years who are unable to maintain a school place for a wide variety of reasons. Due to the nature of our cohort, every child that we work with is on the SEND register, either with an EHCP or as SEN support.

We work with the school, the young person and the family to provide the most suitable package of support; whether that is part- or full-time school-based support, home tutoring, staff support, or a full-time place where appropriate at Foundry College.

The College is committed to providing a centre of excellence that inspires learning and enjoyment for all. We endeavour to support all learners to achieve as highly as possible in a challenging yet safe environment. We use a variety of teaching and learning strategies in order to develop independent learning.

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does Foundry College identify children/young people with SEND, including those who have SEND and are children looked after (CLA)?

- on-going teacher observations, assessments, experience
- baseline testing screeners e.g., reading and writing, spelling, Progress in Maths
- through a teacher expressing a concern, and then implementing a cycle of 'Assess, Plan, Do and Review'
- outside agency reports
- discussions with parents / carers and use of their knowledge
- information, data and experiences shared from previous establishments and settings

1.2 What should I do if I think my child has an unidentified SEND?

- contact your child's tutor or another member of staff with whom you are familiar regarding concerns
- meet with SEN Lead and Headteacher to discuss the best way forward

2. Support for children with SEND

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

- The SEN Lead together with the Headteacher and Inclusion Officer at the College. The child, parents / carers, Wokingham SEN department and external agencies will all be encouraged to share their views in providing an individual plan to support the child. Each child at Foundry will have a one-page profile and an individual education plan with short term targets and support in place, which will be reviewed at half-termly education reviews. This will be shared with every member of teaching staff and is updated termly.

- 2.2 How will I be informed / consulted about the ways in which my child is being supported?
- parents' letter, email and phone call
 - 6 weekly review meetings / parents' evenings
 - annual reports
 - annual reviews if child has an Education Health and Care Plan (EHCP)
 - meetings as needed with class teacher or SEN Lead
- 2.3 How will Foundry College balance my child's need for support with developing their independence?
- Through Quality First Teaching which has opportunities for independent work at the appropriate level for each individual
 - visual timetables
 - pupils will be supported by a number of support staff so they will not become over dependent on one adult
- 2.4 How will Foundry College match / differentiate the curriculum for my child's needs?
The curriculum will be differentiated based on each individual child's need, taking into account baseline assessments, teacher assessments, advice from outside agencies, the need for small group or 1:1 support if required or other specific interventions.
- 2.5 What teaching strategies does Foundry College use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?
Each child's needs are looked at individually alongside professionals' reports to determine the best strategies for them. Strategies can include:
- visual support, including pictures, writing frames or word banks
 - visual timetables
 - ICT support where necessary
 - small steps with specific achievable objectives
 - multi-sensory approach to activities
- 2.6 What additional staffing does Foundry College provide from its own budget for children with SEND?
- Teachers, SEN Lead, Inclusion Officer and Teaching Assistants to support specific interventions and in-class situations.
- 2.7 What specific intervention programmes does Foundry College offer to children with SEND and are these delivered on a 1:1 basis or in small groups?
This will vary according to need. Owing to the small groups at Foundry, children with SEND often benefit from bespoke packages for their emotional and educational needs. Three members of staff are trained Theraplay Practitioners and there is a dedicated on-site room for Theraplay.
- 2.8 What resources and equipment does Foundry College provide for children with SEND?
This will vary for each child but we will endeavour to provide resources as each child with SEND requires. Any resources and equipment that a child needs will be considered based on recommendations made by specialist services. Currently we have the following resources and equipment in college:
- specialist staff trained in a range of SEN areas
 - intervention packages such as MyMaths, Lexia and Maths Watch
 - pencils and pencil grips
 - coloured paper and books
 - coloured overlays

- enlargement of text
- disabled toilet / wet room
- iPads / laptops with a variety of software
- sensory room

2.9 What special arrangements can be made for my child when taking examinations?

Each child's case is assessed by an in-house specialist in access arrangements testing. The college adheres to the regulations set by JCQ. Applications can be made for:

- additional time
- scribes
- readers
- quiet areas
- medical timeout
- laptops
- prompts

3. **My child's progress**

3.1 How will Foundry College monitor my child's progress and how will I be involved in this?

Foundry will monitor by:

- setting short-term targets based on prior attainment and/or EHCP outcomes
- on-going teacher assessments on a half termly basis
- tracking by SEN Lead and Inclusion Officer
- tests that give standardised scores and comparative ages
- regular monitoring of child's work

Parents / carers will be involved by:

- attending 6 weekly review meetings– a chance to give input from home experience
- attending Personal Education Plan (PEP) meetings in the case of children looked after
- attending Annual Review meetings for pupils with EHC Plans, and completing the parent form to share their views with the Local Authority
- regular phone contact

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- All pupils are continually assessed and their progress reported half termly. New targets will be based on these assessments together with consultation from subject teachers.
- IEPs are reviewed at Education Reviews, with input from the child, parents and carers and college staff. New targets are discussed and agreed.
- The contribution made by parents / carers and their child is crucial.

3.3 In addition to Foundry College's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with college staff?

- regular opportunities for parent / carers to attend review meetings
- annual reviews if the child has an EHCP
- SEN Lead and teaching staff are happy to arrange meetings to discuss issues.

3.4 What arrangements does Foundry College have for regular home to college contact?

- teachers are always happy to arrange a meeting to discuss issues regarding a pupil
- regular phone, text or email contact; whichever is preferred

3.5 How can I help to support my child's learning?

- keep in regular contact with the College
- encourage your child to attend regularly
- support your child in any home-based activities set by the College

3.6 Does Foundry College offer any help for parents / carers to enable them to support their child's learning, e.g., training or learning events?

- parenting courses are available through Wokingham Borough Council with courses running during each academic year

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Pupils will be given regular opportunities to be involved in all decision making regarding their education
- Pupils are key participants in their half-termly education review meetings
- Pupils with an EHC Plans and looked after children with Personal Education Plans are expected to attend their meetings and are encouraged to contribute to them as much as they are able

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

- Foundry College offers an inclusive curriculum to all pupils. In addition, the college has links with local Alternative and Further Education providers and pupils can attend various courses to suit their individual needs.

3.9 How does Foundry College assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

- monitoring progress via teacher assessments, standardised scores
- outside agencies review objectives set and progress made towards these
- impact of interventions
- discussion with pupils as appropriate and also with parents / carers
- parents / carers of pupils with SEND are invited to comment on the effectiveness of the provision as part of the Annual Review process
- pupils are aware of own learning targets and next steps

4. **Support for my child's overall wellbeing**

4.1 What support is available to promote the emotional and social development of children with SEND?

- Foundry College is a Therapeutic Thinking setting
- interventions and programmes to support emotional literacy
- mentoring sessions are timetabled into the curriculum
- all pupils will be able to talk to and share issues with their tutor
- Healthzone drop-in sessions available with Wokingham School Nurses half termly
- off-site sporting activities

4.2 What support does Foundry College put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Individualised timetables
- quiet areas inside and outside the classroom can be set up
- safe room
- clear guidelines of choice
- clear boundaries
- high expectations with regard to behaviour
- targeted interventions

- programmes such as anger management / social skills

4.3 What medical support is available in Foundry College for children with SEND?

- First Aiders are available on site
- staff will take on any training as needed to support medical needs of any child
- half termly drop-in sessions with the school nurse

4.4 How does Foundry College manage the administration of medicines?

- specifically trained adults according to individual needs of the pupil
- nominated First Aiders
- medicine policy

4.5 How does Foundry College provide help with personal care where this is needed, e.g. help with toileting, eating etc.?

- disabled toilet / wet room
- 1:1 support with meal times if required
- all staff are provided information to ensure pupils are supported

5. Specialist services and expertise available at or accessed by Foundry College

5.1 What SEN support services does the college use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

We use all of the above support services for specific pupils plus:

- Child and Adolescent Mental Health Service doctor (CAMHS)
- occupational therapists
- physiotherapists
- speech and language therapists
- Children and Family Court Advisory and Support Service Officer
- art therapist
- Assist
- WBC services: Education Psychologist, MHST, Education Welfare Service, Youth Service, Social Care and Learning Support Services

5.2 What should I do if I think my child needs support from one of these services?

- Speak to the SEN Lead who will advise next steps and make referrals as necessary

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- specialists come in to support from time to time depending on each pupil's needs
- parents / carers can have the opportunity to investigate their own sources of support through the EHC plan

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- discuss your concerns with the SEN Lead or your GP

5.5 What arrangements does Foundry College have for liaison with Children's Social Care services?

- The college takes very seriously its responsibility for safeguarding and has very clear systems in place, co-ordinated by the Inclusion Manager. The college will not hesitate to contact Children's Social Care if it has any concerns about the safety or well-being of a child.

- The college liaises with children's Social Care by attending Personal Education Plan meetings, Child in Need, Child Protection and Team around the Child/Family meetings, and by working together to ensure individual pupils and their families have the care and support needed.

6. Training of Foundry College staff in SEND

6.1 What SEND training is provided for Foundry College staff?

- regular SEN staff meetings
- training is provided dependent on current needs
- SEN Lead, Headteacher and Leadership Team are aware of the need to remain current and up to date with training and new initiatives and regularly attend SEND programmes
- staff are fully conversant with all College SEND provisions
- the college provides Continued Professional Development (CPD) sessions twice monthly
- the college has a close working relationship with the Educational Psychology service and can access their training

6.2 Do teachers have any specific qualifications in SEND?

- Staff have a range of specific qualifications relevant to SEND and the provision of specific interventions. All college staff have extensive experience in dealing with a range of SEND pupils and regular CPD is provided.
- A teacher holds the Certificate in Psychometric Testing, Assessment and Access Arrangements and Certificate of Competence in Educational Testing

6.3 Do teaching assistants have any specific qualifications in SEND?

- teaching assistants (TAs) are given opportunities to attend courses and training to further develop their knowledge and understanding of areas of SEND. If necessary, they will be sent on courses to meet pupil's specific need when required

7. Activities outside the classroom including Foundry College trips

7.1 How do you ensure children with SEND can be included in out of college activities and trips?

- All pupils are included in out-of-college activities and trips, following discussions with parents/carers and risk assessments are undertaken in line with the LA guidelines. Parents / carers may accompany their child if necessary or 1:1 support may be provided depending on the level of need.
- Pre visit assessment visits

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Through discussions with parents / carers and college staff. Advice is also taken from the place to be visited in terms of their facilities and accessibility.

8. Accessibility of the Foundry College environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- The college site has full access for all pupils.

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- We will take advice from outside agencies regarding adaptations in teaching areas for each child as needed.

8.3 Are there accessible changing and toilet facilities?

- Yes – disabled toilet / shower room

8.4 How does Foundry College communicate with parents / carers who have a disability?

- Our first point of contact is the SchoolComms system which allows our reception team to communicate with parents via email. If requested we can send out hard copies of letters or ask tutors to make personal phone calls to best suit parents'/carers' needs

8.5 How does Foundry College communicate with parents / carers whose first language is not English?

- A translation service can be requested from the LA

9. Preparing my child to join Foundry College or to transfer to a new College or the next stage of education and life

9.1 What preparation will there be for both Foundry College and my child before he or she joins the college?

- home visits with college staff including SEN Lead
- liaison with current setting and visits to meet the pupil in familiar setting
- planned transition includes visits into Foundry College for the family
- photos
- transition information booklets
- meetings with the family and specialist services involved with them
- SEN Lead and/or Inclusion Manager to attend TAFs (Team Around the Family) and transition meetings
- SEN Lead to attend annual reviews

9.2 How will my child be prepared to move on to the next stage within Foundry College, e.g., class or key stage?

And

9.3 How will my child be prepared to move on to his or her next college and/or educational placement?

- additional transition visits (for both parents / carers and child)
- next teacher or course leader to see child in current setting or team area
- parents / carers and children introduced to teachers / TA as appropriate
- teachers meet to pass on information including academic and social needs, specific strategies that work, medical details
- post-transition links and support between children and Foundry College will be kept. It is important to us that pupils remain part of the Foundry family when they move on.

9.4 How will you support a new school or college to prepare for my child?

- meet and discuss individual needs whether the child has an EHC plan or not
- suggest new establishment come to visit child in current setting
- share good practice and strategies with new establishment staff
- TA may accompany visits to new establishment
- vulnerable child transition programme is offered by some establishments
- teachers meet to pass on information including academic and social needs, specific strategies that work, medical details
- all academic progress reports will be forwarded to the correct contact

9.5 What information will be provided to my child's new college/educational placement?

- The school file, including SEND information e.g., IEPs and SEND support arrangements
- Attendance data
- Data about behaviour
- In discussion with parents / carers, Foundry College will share records of interventions, impact, assessments (including teacher assessments, statutory assessments and other standardised tests carried out), diagnosis and strategies that have been developed and been successful.
- Safeguarding information if appropriate

9.6 How will Foundry College prepare my child for the transition to further education or employment?

- careers advice and support are offered to Year 10/11 pupils and are incorporated as part of the curriculum timetable for all Year 11s
- pupils will be offered work experience and college placements where suitable, tailored to individual requirements
- pupils are supported with visits to careers fairs

10. Who can I contact to discuss my child?

- tutor
- SEN Lead
- Headteacher
- Moving on co-ordinator
- class teachers

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- Pupil's tutor or SEN Lead in the first instance

10.2 Does Foundry College offer any specific support for parents / carers and families (such as Family Support Workers?)

- informal support through telephone, Teams or meetings if required
- the college can contact the Family and Parenting Team and /or SENDIASS (previously Parent Partnership)
- Theraplay
- Signposting to useful literature or support courses and /or agencies

10.3 What arrangements does Foundry College have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

Foundry College keeps in regular contact with outside groups and agencies and we are happy to put parent / carers in touch with relevant contacts. These include:

- SENDIASS (previously Parent Partnership)
- Sensory Consortium Service
- ASSIST
- SEND Voices Wokingham

10.4 What arrangements does Foundry College have for feedback from parents / carers, including compliments and complaints?

- feedback via parent review questionnaire
- contact SEN Lead or Headteacher to deal with complaints
- Parents/carers are invited to comment/give feedback on their child's report form
- parents/carers are encouraged to email or phone their child's tutor with feedback

Complaints Procedure

If you have a concern or complaint it is recommended that these be raised informally with your child's tutor in the first instance. In cases where you may feel that the concern or complaint needs further consideration the College has a Complaints Policy which sets out the most suitable and effective processes to follow. The Complaints policy is available on our website or upon request.

Wokingham Borough Council's Local Offer

<https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>