

# Special educational needs (SEN) information report

Falcons Learning



**Falcons Learning**  
The Sky is the Limit

**Approved by:** Jon Badman

**Date:** 20 January 2025

**Last reviewed on:**

**Next review due by:** 20 January 2026

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: [www.falconslearning.com](http://www.falconslearning.com)

You can ask a member of staff to send you the policy.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Falcons Learning offers full-time, permanent education for young people with an Education, Health & Care Plan for ages 11-18.

For children with a primary need of social, emotional, and mental health (SEMH), alongside secondary needs in Speech, Language and Communication, learning, or sensory challenges.

Falcons Learning adopts a nurturing and trauma informed approach to education that supports emotional wellbeing, the development of social and emotional skills and has a positive impact on learning.

Students, families, staff and other stakeholders are welcomed and supported.

Health, wellbeing, and the development of social/ emotional literacy is prioritised and seen as key to promoting attainment.

We have high expectations but understand the educational journey can be complex and undertaken at a different pace, and in an alternative way for some young people.

We work collaboratively to build positive and respectful relationships while recognising the impact some early experiences can have on development.

### Six principles of nurture

1. Children and young people's learning is understood developmentally.
2. The learning environment offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transitions in children lives

### Nurture at Falcons Learning

We use the graduated approach to nurture as described by [Nurture UK](#)

Whole school approach: Core values are embedded and run as a thread through design. Emphasis on SEMH (Social, Emotional, Mental Health) development alongside learning.

Targeted approach: Small groups with trained staff.

Our nurture group is designed to work with those students among our cohort who are not suitable for integration into our main groups. Reasons for this can be varied. Students may have been identified through EHCP's, Boxall Profile analysis, information from previous schools, liaison with parents, transition sessions and our own professional observations.

Our goal is to create an exceptional learning community where every student feels valued, safe, and engaged in their learning. We provide an environment rooted in respect, inclusion, equality, aspiration, and celebration, giving students the opportunity to succeed.

We strive to promote achievement, encourage healthy lifestyles, inspire a lifelong love of learning, and prepare students for adulthood.

This pathway is available through Local Authority SEN consultation only.

Our school provides for pupils with the following needs:

| AREA OF NEED                               | CONDITION  |
|--|--|
| <b>Communication and interaction</b>       | Autism spectrum disorder (ASD)   |
|  | Speech and language difficulties   |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|  | Moderate learning difficulties   |
| <b>Social, emotional and mental health</b> | Attention deficit hyperactivity disorder (ADHD)                            |
|  | Attention deficit disorder (ADD)   |
| <b>Sensory and/or physical</b>             | Hearing impairments  |
|  | Visual impairment  |
|  | Multi-sensory impairment   |
|  | Physical impairment  |
|  |  |

## 2. Which staff will support my child, and what training have they had?

### What is the expertise and training of the staff that support the children and young people?

Falcons learning have a SENCO with the prerequisite experience and skills to ensure that the needs of our learners are well catered for.

The staff team at Falcons Learning follows a comprehensive program of CPD that combines in-person and online delivery, covering a range of SEND, safeguarding and teaching and learning topics. This includes adverse childhood experiences, neurodevelopmental conditions, the Send Code of Practice and Safeguarding in Education.

We refer to outside agencies and employ specialists in specific fields if necessary. For example, bereavement counselling and sensory impairment services.

We understand that relationships are key to success and it is important that all staff receive comprehensive training in order to successfully support learners and complete their role.

Training includes:

- Autism awareness
- Adverse Childhood Experiences (ACEs)
- Team Teach
- Behaviour management
- Epilepsy awareness
- Sensory Approaches to learning
- Nurture
- Attachment Awareness

All staff are also trained in safeguarding including:

- Child Protection and Safeguarding training;
- Dealing with Disclosures;
- FGM;
- Prevent;
- GDPR;
- Child Sexual Exploitation
- Child Criminal Exploitation
- Health and Safety in the Workplace

Individual members of staff have undertaken different training including:

- ELSA
- Draw and Talk
- First Aid at Work
- Mental Health First Aid
- Suicide and Self-harm awareness
- Early Help Assessments

## **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Jon Badman

Jon has nearly 30 years experience working in education including 9 experience working in Special Education and has 2 years experience as SENCO. He has worked as Director of Learning in different schools. He is a qualified teacher.

Jon is working towards achieving the National Award in Special Educational Needs Co-ordination. He is also undertaking SENCO induction training with East Riding and is extensively trained in safeguarding as well as being an Intermediate Team Teach Trainer.

Jon is trained in working with students with ACEs,

Jon is allocated 2 days a week to manage SEN provision.

## **Assistant SENCO**

Our assistant SENCO is Georgia Spencer

They have 1 years experience in this role and have also worked as Deputy Designated Safeguarding Lead.

They have undergone a variety of training in order to fully complete this role.

## **Class teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Staff have access to a range of training including awareness of ACEs

A list of other training undertaken by staff is available on page 4.

## **Teaching assistants (TAs)**

We have a team of 10 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 9 teaching assistants who are trained to deliver interventions such as Draw and Talk, Thrive and ELSA.

## **External agencies and experts**

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

### 3. What are the Policies for the identification and assessment of students with SEN?

Information is gathered from previous setting prior to admission to Falcons Learning.

Following admission baseline data is collected over a six to eight-week period.

Assessments will include:

- Standardised reading and spelling assessments.
- Strengths and Difficulties Questionnaire (SDQ)
- Boxall Profile
- Initial and Diagnostic Math Assessment
- Initial and Diagnostic English Assessment

Many learners have failed at previous settings or were unable to engage with the prior screening processes therefore we anticipate barriers to this activity and will develop a range of strategies as per learner needs. For example, provision of additional time, 'safe' space, trusted adults supporting and a stepped approach. Outcomes of diagnostic assessments will be used to inform targeted intervention and planned learning experiences in conjunction with outcomes detailed in EHCP's.

Following this initial process, we will:

- Create an '**Individual Education Plan**' (IEP) using baseline assessment information triangulated with any previous data, EHCP outcomes, individual risk assessments and PEP's where relevant.
- Undertake ongoing formative assessments and summative assessments half-termly to identify progress:
- Identify learning that is significantly slower than that of peers starting from the same baseline
- Identify progress that fails to match, or better learner's previous rate of progress
- Begin with desired outcomes as agreed in EHCP's/ PEP's, cross-refer with most recent data, and design a graduated approach that supports holistic progress.

#### 6.2 Progress and assessment

According to the Education Endowment Foundation:

*'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'* [Education Endowment Foundation](#)

This includes using:

- Cognitive strategies such as teaching skills of memorisation
- Metacognitive strategies, meaning understanding why an approach/ strategy is suitable for a task
- Diagnostic assessment as part of a baseline assessment strategy that can be generalised or targeted
- Adaptation of curriculum offer as informed by assessment, knowledge of a young person and desired outcomes. This is responsive to needs.
- Targeted academic support including 1:1 and small group work.
- Scaffolding
- Explicit instruction
- Use of technology

At Falcons Learning we use a variety of methods to ensure we have the best plan in place for everyone. Staff will work with the SENCO to carry out a clear analysis of learner needs and progress towards outcomes as detailed in EHCP's. This will draw on:

- Teacher assessment and experience of the young person
- Previous progress, attainment and behaviour
- Access Assessment in Math
- Access Assessment in English
- Standardised Reading and Literacy assessment.
- Readiness Scale
- Boxall profile
- AQA Unit Awards
- NCFE → Tracking systems
- Progress in comparison to national data
- Views and experience of parents/ carers
- Student views
- Information from outside agencies

An Individual Education Plan (IEP) for each student will clearly explain strategy for meeting needs and moving them towards successful achievement of outcomes. All staff working with a young person have access to the full IEP document. Teachers are responsible for tracking progress and reporting to the SENCO/ SLT. The effectiveness of plans will be reviewed on a 6–12-week cycle.

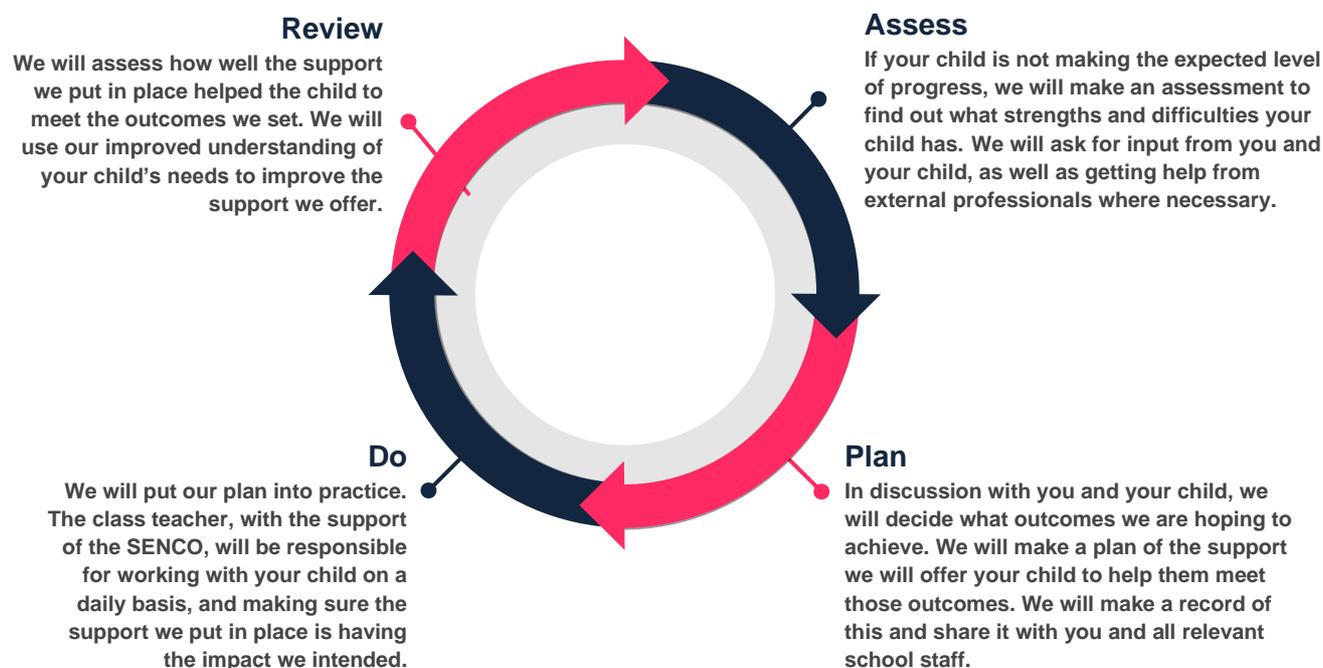
Details of interventions can be found in Appendix A.

Please note: When necessary bespoke interventions will be designed, as per individual needs.

## 4. How will the school measure my child’s progress?

We will follow the ‘graduated approach’ to meeting your child’s SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. The cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **5. How will I be involved in decisions made about my child's education?**

Effective communication between school and home is vital, this is made even more so when considering the distance between home and school for many of our learners. Staff are proactive in contacting parents/ carers by email, text or phone regarding how the learners are doing in school.

Meetings may be called – either face to face or via Teams to discuss more significant and on-going concerns and these meetings may involve other agencies.

All students have an EHCP and as such will have an annual review during which provision, learning, strengths, needs and outcomes will be discussed. In some cases an additional interim review may also be called should there be concerns around the student in school.

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you each term to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the main school number.

## **6. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

Student voice is important for meeting need and maximising their experience of school. Students are encouraged to share their thoughts and feelings upon admission to the school and are assigned a mentor who will work with the student and encourage them to take an active role in designing their My Profile document.

Students are allocated a key member of staff who will work with them on a daily basis and will be best placed to support students with decisions around their education

## 7. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when indicated by need and agreed via the EHCP process
- Teaching assistants will support pupils in small groups in all lessons
- We may also provide the following interventions:

| Wave one (Universal)  | Wave 2 (Targeted Support)   | Wave 3 (Specialist Support)  |
|---|---|--|
| Quality first teaching<br>Small class size<br>Higher staff ratio<br>Teaching Assistant (TA) assigned to class.<br>Adaptations to curriculum including high quality differentiation<br>Student support plans, regularly updated<br>Individually assessed transition/ induction plan upon admission<br>Individual handling plans<br>Wellbeing assessment and individualized targets<br>Positive reinforcement and rewards programme and frequent offsite rewards trips<br>Frequent offsite educational trips and visits | Nurture Provision<br>Individual risk assessment<br>Visual timetables<br>Social Stories<br>Individual medical plan/ assessment<br>Access to quiet provision at lunch time<br>One to one support for Emotional Wellbeing via ELSA or Draw and Talk<br>Attendance meetings<br>One to one or small group interventions<br>for: <ul style="list-style-type: none"> <li>• Literacy- reading</li> <li>• Literacy- writing</li> </ul> | Referral and support from SEND external agencies: <ul style="list-style-type: none"> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Educational Psychologist (EP)</li> <li>• Speech and Language Therapy (SaLT)</li> <li>• Neurodiversity- ASD/ ADHD Sensory and Physical Teaching Service (SaPTS)</li> </ul> Regular Personal Education Plan (PEP) meetings for Children Looked After (CLA)<br>Reduced timetable<br>Education Welfare Team<br>Making a Change Team (MAC)<br>Youth Family Support (YFS) |

|  |   |   |
|--|---|---|
| <p>Regular opportunities for pupil voice</p> <p>School council</p> <p>Regular communication home</p> <p>CIAG program year 7-11 including one to one guidance and post-16 application support</p> <p>Access arrangements at key stage 4 in preparation for examinations</p> <p>Access to safe spaces</p> <p>Option for indoor and outdoor lunch provision</p> <p>Daily breakfast upon arrival</p> <p>Safe storage of personal belongings</p> <p>School nurse</p> <p>Sexual health nurse</p> | <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• SaLT</li> <li>• Sensory processing support</li> </ul> <p>Storage of medication and equipment</p> <p>No More Knives</p> <p>Prison Me No Way</p> <p>Police</p> | <p>Prevention and Education Team (PET) meetings</p> |
|--|---|---|

These interventions are part of our contribution to East Riding's local offer.

## 8. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

School leaders are responsible for ensuring student receive a high quality provision. Robust monitoring and evaluation is used so leaders have an accurate picture of provision in the school. Their leaders are accountable to the Governing Board who meet regularly to discuss all aspects of the school.

## 9. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in all school activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## **10. How will the school support my child's mental health, and emotional and social development?**

Falcons Learning offers emotional wellbeing support to all students. We have staff who are ELSA (Emotional Literacy Support Assistant) trained as well as those trained in Draw and Talk. All staff are trained in working with students with a range of needs and a member of staff is always available should a student require additional support.

## **11. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

All students undertake Employability work as part of the curriculum and will receive structured support around careers information from an Independent CIAG (Careers Information Advice and Guidance) practitioner. This will begin for students in year 8 and will continue throughout the rest of their time in school until transition to a new provision.

All students will receive access to employers and external speakers and staff will support learners with visits, taster days and experiences as appropriate.

There is a carefully planned and supported transition plan for students moving through different phases and areas of the school as well as those joining or leaving the school.

## **12. What support is in place for looked-after and previously looked-after children with SEN?**

Jon Badman is our Designated Teacher for LAC and our SENCO. He will work with the assistant SENCO to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **13. What should I do if I have a complaint about my child's SEN support?**

Where concerns or issues arise, we always welcome parents/carers to come into the school or speak with appropriate staff in the first instance to establish the nature of the concerns and see if we can reach an agreed resolution. However, we recognise a parent/carers right to make a complaint if they deem necessary. Our complaints procedure is located on our website and explains the steps required in further detail.

## **14. What support is available for me and my family?**

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer. The local authority publishes information about the local offer on their website:

For East Riding:

[www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)

For Doncaster:

[www.doncaster.gov.uk/services/schools/local-offer-send](http://www.doncaster.gov.uk/services/schools/local-offer-send)

For North East Lincs

[sendlocaloffer.nelincs.gov.uk](http://sendlocaloffer.nelincs.gov.uk)

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 15. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages