

Friesland School Local Offer and Information on Special Educational Needs

2019-2020

What are Special Educational Needs?

Special Education Needs (SEN) means that a child is facing specific challenges with some areas of school life at the moment.

It may be that the child is finding learning difficult and needs to work at a different pace. It may be that the child has an emotional or social issue, a behavioural issue or a physical disability. Sometimes these difficulties last for only a short time and some continue through a child's school life.

What can we do to help?

Helping your child to make progress is a partnership between home and school. The government has given schools clear guidelines on how this help is given – the document is called the SEN Code of Practice.

Parents should always inform school of any known physical, emotional or behavioural difficulties before the child enters school, so the appropriate support can be agreed and arranged.

At Friesland there are two main stages to the SEN Code of Practice :

Stage 1

SEN support

It will be decided how the child can best be helped in School. Generally at this time, the child will be registered as receiving support of some kind. The child's needs may be met by providing extra support in class through first Quality Teaching, through differentiated work, or working with specialist Teaching Assistants within the SEN team. Teaching staff are informed of learning and cognition difficulties through an Individual Education Plan (IEP) or a Pupil Profile.

In some cases support from outside the school will be sought to identify needs and support in more details. In these cases review meetings, involving Parents, Class Teacher, Learning Support Assistants and Outside Agencies as appropriate (e.g. Speech and Language Therapist, Educational Psychologist) will be held to give an overall view of the child's progress and difficulties.

Most children will remain at this stage, or no longer require additional support once they have successfully met any individual targets that have been set.

Stage 2

Education Health care Plan (EHC Plan)

This stage replaces what used to be known as statement. Not many children are at this stage as only few children need to receive this level of support. At this stage Derbyshire Local Educational Authority issues the child with an 'EHC Plan'.

If a child has a lifelong disability or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi- agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health Care Plan will combine information from a variety of sources including parents / carers, teachers, SENCO, Social Care and Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and

social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs are not being met but the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school names in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

What will it be like for my child at Friesland School

1. Who could be working with my child

Name of Person	How they help?
SENCO – Special Educational Needs Co-ordinator	First point of contact for parents / carers of students with individual needs.
Assistant Headteacher Pastoral	Co-ordinates the team of Social Inclusion Case Workers and liaises with outside agencies.
KS3 / KS4 Manager	
Support Assistants	Provide support for students experiencing emotional, social or behavioural difficulties.
Teaching Assistants	Provide additional support to targeted students, either in the classroom, or through specific interventions.
Literacy / Dyslexia Assistant	Plans and delivers literacy lessons to targeted Key Stage 3 students and offers support and advice to students with dyslexia.
CSAs	Provide support to pupils in and out of the classroom
Boosters / 1 : 1 sessions	Ensure targeted intervention for pupils not making progress in Literacy, Numeracy or with their Social skills

2. What additional needs to we help with at Friesland School

Type of need	What this stands for?	Examples
C and I	Communicational and Interaction	Students with communication and interaction difficulties such as those on the autistic spectrum.
S and P	Sensory and Physical	Students with physical disabilities or sensory needs such as cerebral palsy or a hearing impairment.
SEMH	Social, Emotional and Mental Health	Students experiencing emotional, social or behavioural difficulties.
C and L	Cognition and Learning	Students with specific learning difficulties such as dyslexia.

3. There are 3 waves of help that we offer at Friesland School

Wave 1 – Quality First Teaching (QTF) in the classroom, including advice from the SEND Team through individual pupil profiles and individual targets .

Wave 2 – Additional interventions to enable children to work at age related expectations or above.
Wave 3 – Additional highly personalised interventions.

Wave 1 – Quality First Teaching (QTF)

This key to success with all learners is Quality First Teaching
High quality education for pupils of all abilities.

Exceptional Teachers with excellent subject knowledge

- All lessons planned to the Learning and Teaching Policy
- Levelled objectives to lessons
- A whole school marking policy
- Focused marking and continual feedback with DIRT (dedicated improvement and reflection time)
- Appropriate use of teacher questioning, modelling and explaining
- Opportunity for group work and working individually
- Differentiation
- Checking progressed
- Personalised seating planned.
- Personalised learning through the use of pupil profiles for students who need particular strategies in the classroom

Traditional values of respect, courtesy and discipline

- Through all member of staff (teaching and non-teaching)
- Clear sanctions and reward systems
- High expectations

An innovative and distinctive curriculum

- A variety of subjects available to pupils, including vocational courses

Excellent pastoral care

- Assistant Head Teacher Pastoral
- Key Stage Managers
- Directors of Study
- Heads of Year
- Form Tutors
- Pastoral Support Assistants
- PSHE
- SMSC in all lessons
- Tracking child across time and subject
- Reviews 3 times a year

Strong relationships with parents, carers and the wider community

- Regular progress review evening, newsletters, opening evenings, extra transition

An extensive range of extra curricula activities, trips and clubs

- Before School, dinner time and after School clubs
- Easter Schools
- Summer Schools
- Activities week
- Numerous sporting teams
- A commitment to preparing our students to be global citizens of the future

Methodical preparation for future careers and higher education

- Career interviews
- Information evenings for pathways support
- Traditional approach to work experience

Regular opportunities for student leadership

- Student council, STEM (science, technology engineering and maths) leaders, ambassadors to the school, sporting ambassadors.

Wide ranging access to ICE and high quality facilities

- Access to specialist classrooms and facilities across the school, including science laboratories, sports hall, ICT suits, drama studios, keyboard rooms, music technology suites, food rooms, textiles rooms, graphics rooms, resistant materials workshops, electronics rooms, art studios, resource centre and many more.
- Technical support
- Music practice rooms

Achievement for all

- Assessment and monitoring throughout the year
- Literacy support during registration
- Disabled friendly environment- wheelchair access, lift, disabled toilets, disabled parking facility. The school site is being improved further in 2017-2018
- Transition programs
- Spelling and reading comprehension assessment of all KS3 pupils
- CATS (cognitive ability testing) testing at the start of Key Stage 3
- Exam concessions testing
- Iren Screening

Wave 2- Additional interventions to enable children to work at age related expectations or above

- Group Provision Mapping to monitor progression
- In class support and small group targeted intervention with a Curriculum Support Assistant or TA
- Access to 3 specialist pastoral support staff members supporting specific BESD issues
- Invitation to TOAST, BESD support (behavioural, emotional social difficulties)
- Student Support Centre
- Numeracy Support
- Handwriting Club
- Inclusive Sports
- Homework Club
- Dyslexia Support 1:1
- Targeted spelling intervention
- ASD (auspice spectrum disorder) group
- Targeted differentiation
- Referral to wider health professional support

Wave 3 – Additional highly personalised interventions

- Individual Provision Mapping
- 1:1 focused support
- ASD (autistic spectrum disorder tutorial)
- Literacy Booster Sessions
- Key Skills 1:1 sessions
- Numeracy Booster
- Extra transition visits before starting Friesland School
- Literacy interventions and numeracy interventions
- Individual access arrangements for exams, where appropriate and applicable
- Pastoral support to monitor and focus emotional needs to increase resilience and positive behaviour involving child, parents / carers and school
- Attendance Officer who offers support around punctuality and good attendance
- EHAF: Early Health Assessment Form. This provides parents and school a pathway of provision to access outside agency support. <http://www.derbyshire.gov.uk/caring/childrenstrust/pathway-to-provision/early-help-assessment>
- EHCP Education and Healthcare plans reviewed and monitored yearly
- Referral for EHCP in conjunction with parents / carers

- Family resource workers via the Sandiacre Multi Agency Team – Support and advice to school and parents upon request.

Getting in Touch

What are the contact details of the school?

School Name	Friesland School
Address	Nursery Avenue Sandiacre Nottingham NG10 5AF
Telephone	0115 9397326
Email	enquiries@friesland.derbyshire.sch.uk
Age Range	11-19
Number of Roll	1350

Contact details of key staff at Friesland School

Name	What do they do	Contact email
Mr Peter Monk	Head Teacher	PMonk@friesland.derbyshire.sch.uk
Miss Kim Coates	SENCO Year 7, 9, 10, 11, 12 and 13	KCoates@friesland.derbyshire.sch.uk
Mrs Jenny Monk	SENCO Years 7 and 8	JMonk@friesland.derbyshire.sch.uk
Mr Joe Hardy	Assistant Head Teacher Pastoral	JHardy@friesland.derbyshire.sch.uk
Mrs Joanne Lacey	Key Stage 4 Manager	JLacey@friesland.derbyshire.sch.uk
Mr Ben Middleton	Key Stage 3 Manager	BMiddleton@friesland.derbyshire.sch.uk
Mrs Jenny Monk	Senior Mental Health Lead	JMonk@friesland.derbyshire.sch.uk

Who else could be working with my child?

The following people also work with children at Friesland School

Name	What they do?	Contact
Jodie Walton	Educational Psychologist – Offers a range of interventions, such as learning programmes and work with teachers or parents / carers for students who are experiencing difficulties in school.	Jodie.Walton@Derbyshire.gov.uk
Helen Hobbs	Autism Outreach team – Focus on providing support for students on the autistic spectrum, or those who have other communication and interaction difficulties.	hhobbs1@holbrookautism.derbyshire.sch.uk
	Speech and language therapists assess and treat speech, language and communication problems in people of all ages to help them better communicate.	Long Eaton Health Centre, Midland Street, Long Eaton, Notts, NG10 1RY
Angela Butler	SFSS Educational Audiologist – A qualified teacher of the deaf employed by education support services. Provides guidance to schools, particularly in area of acoustics and maximising listening conditions for hearing impaired pupils.	Angela.Butler@derbyshire.gov.uk
Kim Brookes	Virtual School for Looked After Children – Education staff liaise with schools to meet the specific needs of looked after children. This service extends to adopted children with the permission of their parents.	
Amanda Selby	CAMHS – Children and Adolescent Mental Health Services. They offer a range of interventions aimed at supporting children's emotional health, up to 18 years of age, on a range of emotional health issues. Referrals must have consent from the child, young person and or family.	amanda.selby@derbyshcft.nhs.uk
Medical Team	Medical Officer, Friesland School. Support with any medication that requires to be administered during school hours.	medical@friesland.derbyshire.sch.uk
Louise Rhodes	The Behaviour Support Team work to support	Louise.Rhodes@Derbyshire.gov.uk

	schools to bring about positive change in the behaviour of children and young people experiencing difficulties with their behaviour, emotional and social development.	
Robert Briggs	SEN Officer – Advice to schools and parents / carers regarding the Education Health and Care Plan (EHCP).	
Pat Cooke	Mental health Support Worker	PCooke@friesland.derbyshire.sch.uk
Jude Edwards	Mental health Support Worker	JEdwards@friesland.derbyshire.sch.uk
Amanda Trute	School nurses provide a variety of services such as providing health and sex education within schools, carrying out developmental screening, undertaking health interviews and administering immunisation programmes.	amandatrute@nhs.net
Claire Bowman	Senior Welfare Officer who can help children, young people and families to overcome difficult situations.	cbowman@friesland.derbyshire.sch.uk
Laura Gee	Parent Partnership Service provide independent impartial advice to parents/carers about their child's Special Educational Needs (SEN).	laura.gee@derbyshire.gov.uk

You can also find details of Derbyshire County Council local offer here : <http://localoffer.derbyshire.gov.uk>

Appendix: Friesland School Graduated Response

