

Friesland School **SEND Policy**

2020-2021

Inclusion

The school is actively seeking ways to remove barriers to learning for students with SEND and encouraging them to participate in all aspects of the formal and informal curriculum. The school follows guidelines in the SEND Code of Practice (2014). Care is taken to integrate SEND students in lessons, on school visits and with social activities in so far as it is practical.

The Equality Act 2010 states that all disabled students are entitled to equality of provision and should not be treated less favourably. School should make “reasonable adjustments” to alter physical features and plan strategically for improving disabled students participation in the formal and informal curriculum.

Philosophy

At Friesland School we pride ourselves on fully inclusive education. We have an excellent pastoral team and a range of interventions available to students. We have a large number of Teaching Assistants, Curriculum Support Assistants, the SENCo; a specialist SEN Teacher and teaching assistants specialising in dyslexia, hearing impaired pupils and autism. We treat every student as an individual and aim for a very personal approach for families. We liaise regularly with outside agencies to try to ensure early intervention wherever possible.

We aim for all SEND students to enjoy their time at Friesland School and make good progress. We want to ensure we assist students to remove any barriers they may face, so they can make progress in line with their peers.

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All can be reached via the school switchboard: 01159397326

Definition of Special Educational needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Aims and Objectives of Provision at Friesland School

At Friesland School, we believe that all children and young people are entitled to an education that enables them to progress so they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

Our aim at Friesland School is to ensure that these things happen. In order to achieve this aim, we will:

- Ensure that a child with SEND gets the support they need
- Ensure that students with SEND engage in activities alongside those students who do not have SEND
- All staff to have a responsibility for students with SEND
- All SEND pupils to have access to a broad and balanced curriculum
- Designate a teacher to be responsible for co-ordinating SEND provision (SENCO)
- School will work in partnership with parents, students, external agencies, governors and the LA to meet the needs of SEND students.
- Produce an annual SEND information report and report it to the Governing Body before publication on the School's website.

Staffing

SENCo

This role includes:

- Co-ordinating all aspects of provision for all SEND students.
- Supporting with the identification of SEND.
- Liaising with outside agencies to ensure appropriate support for SEND students.
- Liaising with feeder schools to support the transition of SEND students.
- Line Manager for all TAs and CSAs within SEND.
- Supporting departments and individual teachers with provision for SEND students.

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- Running Annual reviews for statements/EHCPs.
- Supporting parents/carers of students with SEND in conjunction with tutors and heads of year.
- Supporting teachers with differentiation and meeting the needs of pupils across the school.
- Running PEPs for Children in Care.

SEND Associate Governor

This role includes:

- Liaising with the SENCo to keep abreast of any changes and developments within the department.
- Reporting back to the rest of the governors on the development of SEND within the school.
- Supporting the SENCo with the planned government changes to SEND and any changes in policy or practice this would lead to in the school.

Teaching Assistants

These roles include:

- Supporting SEND students within lessons.
- Liaising with teachers regarding planning, differentiating for and supporting these students.
- Planning for and teaching intervention classes for literacy, life skills, numeracy, ASD or dyslexia support.
- Liaising with parents of students for whom they are keyworker or as necessary.
- Running extra-curricular activities or homework clubs for SEND students.
- Supporting the departments to which they are attached.
- Supporting students during tutor time.

Admissions

Admission arrangements for students with SEND are stated on the School's Admissions Policy. All SEND students have the same rights as those without SEND.

- Students who have EHCPs will have the name of the school they wish to transfer to indicated on their statement. This will be agreed at the Yr. 5 or 6 Statutory Review.
- School has the right to appeal against a placement if unable to meet the needs of the student or the inclusion would affect the learning of others.

Identification/Transition

At Friesland School, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for students.

Transition and Early Identification

Annual Reviews for statemented students:

- The SENCo will aim to attend year 5 annual reviews for students in receipt of an EHCP when Friesland is the proposed school.
- The SENCo will aim to attend year 6 annual reviews for students in receipt of an EHCP when Friesland is the named school.
- All paperwork to be forwarded to Friesland SENCo.

Primary Liaison:

- The SENCo will contact all primary schools to identify students who might be vulnerable on transition.
- These students will then be invited to an additional transition event to help them familiarise themselves with the school and get to know each other and key staff.
- Students will also be identified through parents contacting the SENCo and will be added to the list of students vulnerable on transition.

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- Through liaison with primary staff the SENCo will write pupil profiles on all students identified as vulnerable on transition. This will include their areas of difficulty and specific strategies for supporting them.
- These will be reviewed with tutors and Head of Year once the students have settled into Year 7 as appropriate, students will then be identified as having SEN and support provided

Dyslexic Students/Those with Dyslexic tendencies:

- Any information on previous testing/dyslexic tendencies to be passed on to SENCo by primary staff. Unless in specified cases when this will happen through the pastoral transition visits.
- Students will then be added to the list of students with dyslexic tendencies and staff will be provided with strategies for supporting these students.
- A small cohort of these students who need further support will attend 1:1 and small group support with the dyslexia specialist.

Students who would not achieve on SATs in Year 6.

- The SENCo will contact all feeder primary schools in term 5 to identify students who would not achieve on the SATs or who are currently assessed as below ARE.
- The SEN team will visit these pupils to put together a plan for transition
- This information will then be used to inform staff about differentiation for September and to plan literacy and numeracy groups.

Identification of Students After Primary

Baseline Testing

- Any student who enters the school from Y7 or at any other stage without a KS2 test result/recent data equivalent to below ARE will be tested by the SEN team.
- The students will then be re-tested termly until they have caught up with their peers.
- This data will be used to inform teachers about differentiation and support.
- The data will also be used to provide further evidence for students who have fallen behind.
- For students joining us after start of yr 7 information from the previous school will be used to identify additional learning needs; parents can also make us aware of this during the first meeting.

Literacy Intervention

- Before October Half term the English teachers in conjunction with the CSAs and SENCo will identify Y7 students not already identified who would benefit from additional literacy withdrawal.
- The SENCo and Head of English will then meet with the literacy team to discuss these students and plan groupings.
- The literacy team will monitor the students and meet half termly with the SENCo. They will identify any specific issues for these students through teaching and marking.
- Students will be moved groups each half term in accordance with the identification of their needs.
- Students will be removed if literacy and teaching staff feel they have reached their appropriate target level.
- The same process will continue into Y8 and Y9 with regular monitoring.
- All pupils who leave intervention will be regularly monitored by teaching staff and the SEN Team.

Numeracy Intervention

- Students will be identified for numeracy intervention by the maths department and the SEN team. These students will have achieved below ARE in the KS2 test.
- These students will receive numeracy intervention once a week. They will cease numeracy intervention once they have caught up with their peers.

- This will continue into Y8 and Y9 as necessary.
- All pupils who leave intervention will be regularly monitored by teaching staff and the SEN Team.

Dyslexic Students/Those with Dyslexic tendencies:

- Parents or teachers should contact form tutors if they have concerns regarding a specific child. Tutors should then establish whether there is concern across the curriculum regarding this student. Teachers will then fill out an information sheet for the SENCo.
- If students are identified as having dyslexic tendencies they will then be added to the list of students with dyslexic tendencies and staff will be provided with generic strategies for supporting these students.
- A small cohort of these students who need further support will attend dyslexia support with the TA responsible for dyslexic students.

Parental Contact

- As and when parents/carers contact Tutors or SENCo with concerns about their child's work checks will be completed to identify any issues with their learning or social skills/behaviour.

Teacher/TA Concern

- If a member of staff is concerned about the progress a child is making despite personalised teaching they should discuss with the head of department or tutor. A SEN referral sheet will then be passed to the SENCo with details of differentiation strategies used if it is felt additional identification or support is needed.

Provision

Pupils with Funding-EHCP or GRIPS:

The SENCo will write a 'Funded Person Centred Plan' for each of these students in conjunction with the family. This will be made available to all staff through the school's ClassCharts system. Based on the funding the student receives from the LEA the SENCo will timetable support. The student may be supported in lesson by teaching assistants. Independent learning will be encouraged. The student will have access to the same opportunities for additional provision as other SEND students. The SENCO will liaise with outside agencies, in conjunction with TAs where necessary.

The EHCP will be reviewed each year and the 'Funded Person Centred Plan' updated focussing on key outcomes for the young person. The SENCo will keep in regular contact with parents/carers and meet with them as necessary if the Person Centred Plan or outcomes need to be updated more regularly. Reviews will take place at least 3 times a year.

Pupils will also have a Pupil Passport, where personal strategies are recorded to enable teachers to provide reasonable adjustments within the classroom.

Students identified as requiring SEN Support

All students identified as requiring SEN Support will have a Pupil Passport shared electronically with all teachers via the school's ClassCharts system. This will allow teachers to access individual strategies to allow them to make reasonable adjustments for each student in the classroom.

If a student requiring SEN Support still does not make progress in the classroom through the use of the pupil passport then a meeting will take place to create a 'Person Centred Plan'. This will allow all stakeholders to set targets for each pupil and provisions can be regularly reviewed. Reviews will take place 3 times a year.

The SENCo will liaise with outside agencies as necessary for each individual child. They will attend meetings for these students and organise for outside agencies to observe or meet with targeted students.

If a student is not making progress or having a difficulty in a particular area they will be discussed at pastoral meetings and outside agency meetings as necessary. The identification of this student will

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follow the procedures listed above. If it is felt specific provision needs to be made the student will be added to the SEND register and parents will be informed via letter. Staff will be informed via email and if necessary a person centred plan will be written in conjunction with the family. The SENCo or a designated member of the team will keep in regular contact with parents/carers and meet with them as necessary if the person centred plan or outcomes need to be updated more regularly

The choices in targeted provision are: positive support, literacy intervention, keyworker/mentor monitoring or intervention, dyslexia group, life skills, handwriting support. It may be necessary for an individual student to have an entirely personalised approach.

All SEND students will follow the Access, Plan, Do, Review cycle supported by the Sheffield Support Grid.

In Class Support

Students in receipt of an EHCP will have support within classes according to the funding provided by the LEA. This funding will be focussed around the student's individual needs and supported by teaching assistants. Students will be encouraged to develop their independent learning skills and teaching assistants will be able to support the rest of the class as necessary.

Teachers and TAs will commit to a method of communication to ensure focussed progress for SEND students.

Learning Support Teaching

Literacy (Y7, Y8 and Y9)

Students who are withdrawn for literacy support will be taught by a team of Curriculum Support Assistants and Teaching Assistants. For Y7, Y8 and Y9 this will be up to 2 one hour sessions a week. These sessions will focus on targets put together by the pupils' teachers. Pupils will be withdrawn from a different lesson each half term to avoid disruption of the curriculum.

Arts Award Y9, Y10 & 11

Students who choose Arts Award will be taught by a combination of a specialist Performing Arts teacher and a TA in a small group.

Princes Trust

Students who choose Princes Trust will be taught by a specialist teacher with a TA. They will learn important life skills.

Dyslexia Intervention

There will be small group and 1:1 withdrawal lessons for Y7, 8 & 9 as required by individual students. This will be taught by our dyslexia specialist teaching assistant. Y10/11 students are supported as per their individual needs.

Student Support Centre

Students who need regular or one off emotional support will have access to the student support centre. The Student Support centre will be available to students, at break and at lunch time. This provision is only available through a referral from the pastoral team.

Extra-Curricular

There are a range of inclusive clubs and activities available for all students. In addition to this there is a homework club 3 days a week staffed by our Teaching Assistants.

We will support with access to extra-curricular clubs, trips and residential to ensure SEND students have the same access.

Access Arrangements

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The SENCo is in charge of access arrangements. Students in Year 10 who have Literacy or Numeracy intervention will be tested termly for their reading and spelling. Those who still score below age 10 in the summer will be put forward for access arrangement testing. Any student with dyslexia or dyslexic tendencies who has been supported by the learning support teacher in Y7, 8 or 9 will also be tested.

In addition to this tutors will be able to nominate students for access arrangement testing via a cause for concern sheet sent to the SENCo.

If staff feel that a student is considerably more successful typing rather than handwriting work a cause for concern sheet will be sent to the SENCo. The student will be given a short test to confirm they are considerably better with a computer. The student will then be able to use computers within the school when completing coursework or extended pieces of writing when and where available. For exams teachers of these targeted students will be able to request a laptop for use in the exam.

Students with Medical Needs

- Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with medical staff, parents and, where appropriate, the student too.
- Staff who administer and supervise medications will complete formal training.
- All medicine administration procedures adhere to the DfE guidelines included within 'Supporting Pupils at School with Medical Conditions 2014'

Education, Health and Care Plans (EHCPs)

EHCPs are the replacements for Statements of Special Educational Needs.

Where, despite the school having taken the relevant action to identify, access and meet the needs of a student, the student has not made expected progress, the school and parents/carers should consider applying for an EHCP.

External Support Services

Where a student continues to make less than expected progress due to SEND, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies e.g. Integrated Pathway, Behaviour Support, Autism Outreach, Educational Psychologist.

At any point where a specialist is involved, parents/carers will be fully involved in the process.

The school will liaise with outside agencies as required for each specific student. The agencies who are frequently involved with the school will meet once every 2 weeks for a Multi-Agency meeting. Relevant students will be discussed and action plans agreed.

Assessment/Monitoring

Examinations

Access Arrangements

- Students will be identified for access arrangements by teachers/tutors.
- The SENCo will then arrange testing for students as requested.
- Any access arrangements agreed will be listed electronically for all staff via the schools ClassCharts system.
- This should be the student's normal way of working from that point on if they desire.
- For students who qualify for a laptop teachers may use computers by arrangement as the student's normal way of working. If the student then needs one for the exam then the teacher should request one through the exams office well in advance of any mocks or final examinations.

Readers/Scribes/Extra Time

- The Exams Officer will identify exams that require readers and scribes.
- Staff will then be available to be readers and scribes in these. Identified students will have to ask if they want a question or instruction reading, an answer read back to them or something scribed. They will also need to request if they want anything to be repeated.
- Students who qualify for extra time will be highlighted to the invigilator and will receive the allocated extra time in the examination as they desire.
- Students who have been identified as needing laptops for that particular exam will be provided with one by the exams office. They will be shown how to use it and save work.
- Students who require exam concessions in exams should use these concessions as their regular way of working in lessons.

Marking/Reporting of Intervention

- Marking of all class work will follow the school marking policy.
- The SENCo will complete work checks of SEND marking.

Tracking the progress of SEND Students

- The progress of SEND pupils is tracked in the same way as every pupil at Friesland.
- English and Maths baselines are used to work out, for each individual subject, what they need to achieve in order to be in the top third of pupils nationally.
- We will then tailor our intervention programme using this tracking system to ensure we provide support in the areas where our pupils need it most.

Annual Reviews/Transition Plans

- Annual reviews will be completed each year for statemented students/those in receipt of an EHCP.
- Parents/Carers and necessary external professionals will be invited to the review.
- The SENCo will ask all staff to review how the student is doing in terms of the objectives on their EHCP. This will then be compiled as a school report and sent to all relevant parties at least 2 weeks before the annual review.
- The SENCo will conduct the annual review and any necessary transition plans.
- Person Centred Plans will be used to set necessary targets in the form of short term goals and to plan for the future through long term goals.
- As a result of this, outcomes will be added to the review document for all staff to focus on.
- The Person Centred Plan will be reviewed each year at the annual review.
- The short term targets will be stuck into students' planners so that all staff are aware of what they are working towards. These targets will be reviewed by the SENCo once a term. If necessary parents will be involved in the review and adaptation of these targets.
- Person Centred Plans will be made available to all staff electronically via the school's ClassCharts system.
- All paper work will be sent to invitees and to the SEND department at Derbyshire County Council.

Whole School Support

Teaching Assistant Support

- TAs are timetabled to support students with funding that they key work for. Within the lesson TAs can also be used to support other SEND students or pupil premium students alongside the statemented student/s in that class.

SENCo Support

- The SENCO will observe teaching assistants at least once a year and feedback to the TA and class teacher. Any areas for development will be identified by the SENCo and worked on in conjunction with the TA and members of the department.
- The SENCO will offer advice on differentiation to individual teachers and departments as requested.
- The SENCO will observe particular SEND students and give advice on strategies as requested.
- The SENCO will provide whole school or targeted group training on additional needs as necessary through liaison with the Assistant Head responsible for Learning and Teaching.
- The SENCO will provide bespoke training for TAs through liaison with the Assistant Head responsible for Learning and Teaching.

Facilities

Teaching/Intervention Spaces

AC1 will be used for small group teaching for literacy, numeracy, Prince's Trust and Arts Award. AC1 is on the ground floor and accessible for all students.

The 1:1 Dyslexia Support Room is located on the ground floor of the Sixth Form block.

The Student Support Centre will be used for emotional support as is necessary.

Offices

The SENCo's office is located in the Student Support Centre. The SENCo's timetable is posted on the door should she be needed urgently.

Access

Under the SEND and Disability Act the school has produced a DES policy that has been adopted by the governing body.

The school site is suitable for students who have physical impairments necessitating the use of a wheelchair. Most teaching rooms are accessible by ramps and lifts. Where rooms are not accessible, students with physical impairments or who require the use of a wheelchair will not be timetabled in these rooms.

There are toilet facilities for wheelchair users in every area.

To ensure a successful and happy placement, there is a detailed prior liaison between the SENCO, the Advisory Teacher for Physically Impaired, the transfer school, the child and his/her parents, physiotherapists, occupational therapists, doctors and other medical staff if appropriate. The students and parents should visit the school at least twice and the student will be seen in his/her existing school by the SENCO. Before admission all staff are informed by the SENCO as to the nature of the student's disability, its effects on his/her school life and the implications for education and care.

Our aim is to ensure that all possible problems are overcome or foreseen before admission. This enables students to feel safe and secure whilst settling happily into a new learning and social environment, free of stress for them and their families.

Home- School transport is arranged with the Local Authority not through school.

Parental concerns regarding SEND

If any parent/carer has concerns regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the keyworker/subject teacher/form tutor. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the Head of Year or SENCO

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Support for Parents

Support services include:

- Derbyshire Information Advice Support Service (DIASS) Offer independent advice and support to parents and carers of all children or young people with SEND.
- For parents and carers who are unhappy with decisions made by the Local Authority regarding their child's SEND, parents should seek information from the regional mediation services.
- Parents and carers can also appeal to the Governments SEND tribunal if they disagree with the LA's decisions about their child's SEND.

Involving Parents and Carers

Friesland School will ensure that all parents/carers are fully informed of any SEND their son/daughter may have. Partnership with parents play a key role in promoting a culture of cooperation between parents and schools. This is important in enabling students and young people with SEND to achieve their potential.

Student Participation

All students should be involved in making decisions about their education, where possible and appropriate. As part of the student's SEND provision the school should listen to the views of the student.

For students with SEND, we aim to involve the student in the understanding of his/her difficulties and what is needed to overcome them. We also encourage students to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

All students with SEND are given the opportunity to contribute to regular reviews.

Evaluating Success of the Policy

The policy will be reviewed on an annual basis. Review of the policy will take into account:

- The progress made by students with SEND at the school
- The success of the school at including students with SEND
- Any recommendations from the LA or Ofsted about improving practice
- Any factual changes, such as names of personnel.

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