

## **Local Offer and Information on Special Educational Needs (In accordance with Section 65(3) of the Children and Families Act 2014)**

**2018-2019**

**Friesland School is a fully inclusive mainstream 11 to 18 secondary school. The school strives for achievement for all through a successful and caring learning community. Through the school's SEND Policy, we seek to remove barriers to learning and achieve inclusion within the school.**

### **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 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 a 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 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	
Pastoral Support Assistants	Provide support for students experiencing emotional, social or behavioural difficulties.
Teaching Assistants (TAs)	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.
Curriculum Support Assistants (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.

At Friesland School we work to support students whose special educational needs fall into any of these categories. We have specialist SEN teachers, a wide range of Teaching Assistants and Curriculum Support Assistants that support students in the different curriculum areas across the school.

### **3. What is the school's policy for identification and assessment of students with Special Educational Needs?**

To identify and assess the needs of the students with SEND the school use the following information.

- Liaison with primary schools. The SENCO and Head of Year visit all the feeder schools prior to transfer.
- Analysis and use of primary school data and external agency reports.
- Liaison with parents
- Testing of all Year 7 pupils on entry to Friesland – Reading and Spelling
- Use of CAT data
- Assessment during interventions
- Whole school tracking and assessment

The school responds to requests from parents, students and teachers to assess the needs of a pupil. Screening is available using:

- Wide Range Achievement Test 4 (WRAT4)
- NGRT (New Group Reading Test)
- LUCID Rapid Dyslexia screener
- DASH (Detailed Assessment of Speed of Handwriting)

Further tests are used in Year 9 to determine if a student requires access arrangements for examinations.

It is important to remember that the tests we carry out in school are screenings and give indication of difficulties and how we can help. They do not give a pupil a diagnosis.

### **4. How does the school evaluate the effectiveness of its provision and the progress that SEND students make?**

The student's performance in interventions is monitored and evaluated regularly. This is done by monitoring the student's attainment and achievement across all curriculum areas and in interventions. Student's pupil profiles are monitored and reviewed regularly and suitable targets are set and reviewed. These documents are reviewed with the pupil, the parents/carers, the SENCO or keyworker and other professionals.

This is additional to the review meetings that take place with teachers and form tutors.

The school regularly assesses, plans, implements and reviews all SEND provision. Student's progress during interventions is regularly assessed and recorded.

Student's progress is regularly and formally assessed at key points during the school year and is communicated to parents in published reports.

Students with SEND discuss their progress regularly with their keyworker and parents are fully involved in this process. This communication is as required.

## **5. What is the school's approach to teaching students with SEND?**

The staff at Friesland School believe that all teachers are teachers of SEND and recognise the importance of quality first teaching. Teachers work to remove the barriers to learning through differentiation of lesson content and homework tasks. Teachers and TAs liaise regularly to discuss and share good practice.

## **6. How has the school adapted the curriculum and learning environment to support students with additional needs?**

All students have access to a broad and balanced curriculum. Students with complex SEND have a personalised curriculum. Friesland School may withdraw pupils from an area of the curriculum to receive one to one or small group teaching. Progress is reviewed regularly.

At Key Stage 4 pupils may be guided towards options which allow them to study less GCSEs. These options depend on the cohort of students and their needs but have previously including Arts Award and Princes Trust courses.

## **7. How are decisions made about the type of support a student receives?**

The school responds to the needs of each individual child with SEND, whether that is as described in their Education Health and Care Plan (EHCP) or as a result of analysis of data and testing carried out by the school. Information is gathered from the primary schools, teachers, parents and outside agencies as appropriate. This would then be discussed, planned, implemented and reviewed with school staff and parents.

## **8. How are students with SEND included in activities outside of the classroom and on trips?**

The school is committed to inclusion for all students and this extends to curriculum trips, extra-curricular activities and residential experiences. A risk assessment is carried out for all off site activities that takes place and additional needs of the students with SEND are considered at this point. SEND staff will accompany students if necessary.

## **9. How does the school support a child's overall wellbeing?**

Students with SEND are assigned a keyworker to meet with them regularly and discuss academic progress and emotional wellbeing. The school's Pastoral system also provides support for students in school. Heads of Year work closely with the SEND team to ensure student needs are being met. The SEND Team has break and lunch time provision for students as well as running a homework club three days a week after school.

The provision for students with Medical or Physical needs includes a dedicated Medical officer who is responsible for all medications in school.

## **10. Communication with parents**

Students with SEND are assigned a keyworker who will make regular contact with parents as necessary. Parents can contact the keyworker or form tutor with any concerns. Consultation meetings with teachers are at least once a year and additional SEND meetings are arranged as required.

## **11. 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
- 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 progress
- Personalised seating plans .
- 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 members 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 pupils across time and subjects
- 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-curricular 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 ICT 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. Disabled Access has been improved further in 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
- Irlen 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 break time support provision, 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 (autistic 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	<a href="mailto:enquiries@friesland.derbyshire.sch.uk">enquiries@friesland.derbyshire.sch.uk</a>
Age Range	11-19
Number of Roll	1120

### **Contact details of key staff at Friesland School**

**Please note that the SENCO for 2018-2019 is [jmonk@friesland.derbyshire.sch.uk](mailto:jmonk@friesland.derbyshire.sch.uk)**

<b>Name</b>	<b>What do they do</b>	<b>Contact email</b>
Mr Peter Monk	Head Teacher	<a href="mailto:PMonk@friesland.derbyshire.sch.uk">PMonk@friesland.derbyshire.sch.uk</a>
Miss Kim Coates	SENCO	<a href="mailto:KCoates@friesland.derbyshire.sch.uk">KCoates@friesland.derbyshire.sch.uk</a>
Mr Joe Hardy	Assistant Head Teacher Pastoral	<a href="mailto:JHardy@friesland.derbyshire.sch.uk">JHardy@friesland.derbyshire.sch.uk</a>
Mrs Joanne Lacey	Key Stage 4 Manager	<a href="mailto:JLacey@friesland.derbyshire.sch.uk">JLacey@friesland.derbyshire.sch.uk</a>
Mr Ben Middleton	Key Stage 3 Manager	<a href="mailto:BMiddleton@friesland.derbyshire.sch.uk">BMiddleton@friesland.derbyshire.sch.uk</a>

## 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.	<a href="mailto:jodie.walton@Derbyshire.gov.uk">jodie.walton@Derbyshire.gov.uk</a>
Helen Hobbs	Autism Outreach team – Focus on providing support for students on the autistic spectrum, or those who have other communication and interaction difficulties.	<a href="mailto:hhobbs1@holbrookautism.derbyshire.sch.uk">hhobbs1@holbrookautism.derbyshire.sch.uk</a>
Jennifer Hunt	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 01159512428
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.	<a href="mailto:Angela.Butler@derbyshire.gov.uk">Angela.Butler@derbyshire.gov.uk</a>
Hannah Cooke	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.	<a href="mailto:amanda.selby@derbyshcft.nhs.uk">amanda.selby@derbyshcft.nhs.uk</a>
Medical Team	Medical Officer, Friesland School. Support with any medication that requires to be administered during school hours.	<a href="mailto:medical@friesland.derbyshire.sch.uk">medical@friesland.derbyshire.sch.uk</a>
Louise Rhodes	The Behaviour Support Team work to support schools to bring about positive change in the behaviour of children and young people experiencing difficulties with their behaviour,	<a href="mailto:louise.rhodes@Derbyshire.gov.uk">louise.rhodes@Derbyshire.gov.uk</a>

	emotional and social development.	
Jemma Richings	0-16 SEN Officer – Advice to schools and parents / carers regarding the Education Health and Care Plan (EHCP).	Jemma.richings@derbyshire.gov.uk
Gail Lane	14-25 SEN Officer Officer – Advice to schools and parents / carers regarding the Education Health and Care Plan (EHCP).	Gail.lane@derbyshire.gov.uk
Pat Cooke	Providing counselling support in school	<a href="mailto:PCooke@friesland.derbyshire.sch.uk">PCooke@friesland.derbyshire.sch.uk</a>
Charlotte Belton	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.	
Marie Eastwood	Multi-Agency Team, Sandiacre include workers from a range of different backgrounds who can help children, young people and families to overcome difficult situations.	<a href="mailto:marie.eastwood@derbyshire.gov.uk">marie.eastwood@derbyshire.gov.uk</a>
Laura Gee	Parent Partnership Service provides independent impartial advice to parents/carers about their child's Special Educational Needs (SEN).	<a href="mailto:laura.gee@derbyshire.gov.uk">laura.gee@derbyshire.gov.uk</a>

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

**Appendix: Friesland School Graduated Response**

