



SEND Policy 2018-19

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 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.

SENCO: Mrs Jenny Monk - JMonk@friesland.derbyshire.sch.uk

Assistant Headteacher Standards: Personal Development, Behaviour and Welfare: Mr Joe Hardy - jhardy@friesland.derbyshire.sch.uk

Both can be reached via the school switchboard: 01159397326

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 TA's and CSAs within SEND.
- Supporting departments and individual teachers with provision for SEND students.
- Running Annual reviews for statements/EHCP's.
- 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.

Assistant Headteacher: Personal Development, Behaviour and Welfare

In terms of SEND this role includes:

- Running the Multi Agency Team Meeting.
- Leading on contact with social care/MAT team.
- Supporting the SENCO with specific reviews or meetings as necessary.

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 for students for whom they are keyworker or as necessary.
- Running extra-curricular activities or homework clubs for SEND students.
- Supporting the departments they are attached to.
- Supporting students during tutor time.

Identification/Transition

Transition

Annual Reviews for students with Education Health and Care Plans:

- 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 those 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 would be vulnerable on transition.
- These students will then be invited to an additional transition event to help them familiarise 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.
- Through liaison with primary staff the SENCO will write pupil's 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 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 generic 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 80.

- 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 students who enters the school from Y7 or at any other stage without a KS2 test result/recent data equivalent to the old 'level 3' 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 to English assessment for students who have fallen behind.
- For students joining us after start of year 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 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

- A small group of students will be identified for numeracy intervention by the maths department and the SEN team. These students will have achieved below the equivalent of the old 'Level 4' at 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. Tutors to then fill out a cause for concern 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.

CATs Scores

- The SENCO will review all CAT scores and anyone who scores below 85 in any section will be crossed checked with the above identification procedures to ensure no-one slips through the net.

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. An 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

Statemented students/those in receipt of an EHCP:

The SENCO will write a person centred plan for each of these students in conjunction with the family. This will be made available to all staff. Based on the number of TA hours the student receives from the LEA the SENCO will timetable support. The student will 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 TA's where necessary.

The statement or EHCP will be reviewed each year and the 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.

Students identified as requiring SEN Support

The SENCO or Assistant Headteacher 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. 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.

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

In Class Support

Students in receipt of a EHCP will have support within class according to the hours provided by the LEA. These hours 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 TA's 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.

Princes Trust

Students who choose Princes Trust will be taught by a specialist teacher and a TA. They will learn important life skills. This course will lead to either Diploma or Certification.

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. For 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

The SENCO is in charge of access arrangements. Students in Year 9 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 the exam teachers of these targeted students will be able to request a laptop for use in the exam.

External Support Services

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 test students as requested.
- Any access arrangements agreed will be listed electronically for all staff.
- This should be 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.

Marking/Reporting of Intervention

- Marking of all class work will follow the school marking policy.
- The SENCO will complete work scrutiny of all marking once every half term.

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 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.
- 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 statemented students 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 Deputy Head responsible for Learning and Teaching.
- The SENCO will provide bespoke training for TA's through liaison with the Deputy 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.

General

The school is equipped with ramps and a lift in the SMT block. There is also a lift into the hall for students in wheelchairs. The only place not accessible to students in wheelchairs is the third floor of English block.

Signed by the Headteacher

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Print Name

Dated

Signed by the Chair of Governors

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Print name

Dated