

Sir Thomas Fremantle School Special Educational Needs (Information) Regulation Annual Report

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#)

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

To avoid duplication of information the Special Educational Needs Report will form part of the school's Local Offer and can be linked to or uploaded to their record by [signing in here to the Buckinghamshire Family Information Service website](#).

This template documents has been co-produced by Bucks parents of children and young people with SEND.

1. The type of SEND provision that Sir Thomas Fremantle school caters for is on an individual needs basis and includes but is not limited to:

- Maths intervention sessions run by Teaching Assistants.
- Literacy interventions, run by teaching assistants.
- Social skills and SALT sessions are carried out during/alongside in-class learning.
- CATS assessments are carried out in September of years 7,8,9 and 12, which highlights possible need for further support and ensures that we are immediately able to identify needs where we weren't previously aware.
- LSAs are used for in-class support. We do not educate students outside of/ separately from the mainstream classroom.
- Access arrangements are made for exams where a specialist report identifies a need, which is carried over to be the 'normal way of working' for students. These assessments are carried out at year 9/10. Types of provision resulting from such assessment may include the use of a laptop, a reader, a scribe or additional time. If necessary, alternative rooming arrangements may also be made.
- Where there is an identified medical need, further arrangements and adaptations may have to be made if possible – to classrooms, facilities, provision and resources (limited on our current site).
- If a student has an additional medical need a care plan will be compiled with support from the school nurse in consultation with parents/carers and the young person. These are discussed and shared with all staff who are involved with the student – so that appropriate support is put in place and consistently maintained.
- Where a student needs more specialised support, external agencies and other professionals may also become involved, with the consent, advice and cooperation of parents/carers.
- The school's Accessibility policy can be found here:

2. The School's Policy

The school's policy (including pupils who do and do not have an EHC Plan) for:

Identifying and assessing pupils with SEND is:

- Concerns raised by parents/carers or the child/young person.
- Information from feeder schools is passed on through a clear transition process into year 7.
- CATS tests are carried out on entry to year 7.
- Subject staff, teaching assistants, form tutors and other staff identify students who are not meeting targets or whose progress is slower than expected and inform the SENDCO if appropriate.
- KS2 SATs results are used to identify students who may need additional support – this data forms the basis for our decision about students who will benefit from the literacy and numeracy catch-up premiums.
- SENDCO has termly meetings with several agencies to discuss needs that arise and identify whether further testing, advice or support are needed.

Evaluating the effectiveness of its provision for pupils with SEND is:

- The SENDCO analyses termly assessment data to identify students who are not making expected progress.
- Each intervention group has a baseline assessment and a summative assessment to measure the impact of the interventions in place. These results are used to identify progress and to determine next steps in supporting students as effectively as possible.
- Specific termly analysis of the progress of pupils with SEND is carried out by the Directors of Study, SENDCO, Deputy Headmaster and Headmaster. Following this, interventions are reviewed, new strategies are put in place as necessary and staff are made aware of any particular difficulties or new strategies identified.
- Student questionnaires are used to evaluate the effectiveness of overall provision, including that of pupils with SEND.
- Regular liaison between the SENDCO and parents/carers as well as the young person with SEND ensures that we are consistently evaluating and reviewing provision for our pupils.

Assessing & reviewing the progress of pupils with SEND is:

- In consultation with the young person and their parent/carer, SEND support plans are written by the form tutor and SEND department and are overseen by the SENDCO; these are reviewed a minimum of thrice-yearly. These support plans are used to demonstrate how support is targeted and how effective an intervention or support is. These documents are person-centred and ensure that all relevant information about the young person is accessible, in one place. These plans also detail any external agency support being accessed.
- The new SEND support plans feed directly into the format of an EHCP, so where a young person is seen to be making insufficient/minimal progress despite significant input on the SEND support plan, the plan and its reviewed versions form the basis for the statutory assessment process, if needed.
- 'Round Robins' are collected from subject staff and teaching assistants as needed, to gain an insight into the young person's performance across the curriculum and possibly beyond the classroom.
- Termly data and information from subject teachers, parents and the young person are used to assess the effectiveness of provision and the progress of pupils with SEND. This forms the basis for evaluation, assessment and review of their SEND.

3. The School's approach to teaching

The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan)

By adapting the curriculum & learning environment is:

- Risk assessments are carried out and procedures are put in place to enable all students to participate as much as possible in the complete life of the school.
- Classrooms have circular tables, to encourage a greater 'whole-class' approach and encourage more individuality.
- Class sizes are of approximately 20 pupils, allowing a more productive learning environment that allows teachers to direct and differentiate their teaching. The small class sizes also help to improve the confidence of pupils with SEND, having easier access to subject teachers and other members of staff in the classroom environment.
- The smaller class sizes also allow extra mobility within classrooms.
- Each classroom has two digital screens, which ensures that students have a clear line of sight from wherever they are seated within the classroom. If necessary, seating plans are adapted to accommodate for pupils with SEN.
- Specialist seating is used as needed, based on identified medical need.
- All students have their own ipad, allowing them a choice of medium for their learning as well as an extra resource if needed to support their learning.

With additional support for learning is:

- The key strategies for each student are summarised on the final page of the SEND support plan to offer the information in the most accessible format.
- Additional strategies are in place for some of our students, beyond normal in-class differentiation. These are delivered as part of the mainstream provision.
- Resources are sometimes also differentiated, in size, appearance and content, to best support our learners with SEND.
- All staff are given training on strategies to use in the classroom with students who have specific needs.
- We operate consistency in the application of our behaviour policy, ensuring that instances of disruptive behaviour are addressed consistently by each member of staff. Where there is a requirement for adaptation, this is carefully considered by the SENDCO and senior leadership team in respect of specific, significant needs.
- Some students, where necessary, may have additional visual prompts made by the SEND team to cater for very specific difficulties. These may include visual timetables, clear visual cues about appropriate behaviour etc.
- In some exceptional cases, students have a home/school communications book to facilitate good communication of day-by-day school and home experiences and gain a clear insight into the young person's whole level of need.

Through activities that are available to pupils with SEND in addition to those available through the curriculum is:

- We have compulsory daily enrichment sessions for every pupil as part of our normal school day. The enrichment programme offers a diverse range of activities and students are allowed to identify their top three 'choices'. In most cases, students get either their first or second choice. This programme is designed to enrich all students beyond the experience of the typical curriculum and offer opportunities for success beyond the 'normal' school subjects.
- All school activities and visits are considered in relation to students' needs and where possible, adapted to meet the needs of the majority of students. If there is an occasion where an activity is not suitable for a particular student, we endeavour to liaise with parents/carers, the trip providers and the trip organiser to consider the best possible course of action.
- We have booked external theatre agencies to come into the school and

4. The School's facilities

The school's facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities is:

- The whole site and building are accessible for wheelchair users. There is a lift available to access upstairs classrooms.
- We have several disabled toilets on site, including a disability-accessible wetroom with hoist etc.
- Disabled parking bays are nearest to reception to provide easier access for students and their parents/carers.
- PEEP (personal emergency evacuation plans) are in place for every child with a physical disability to identify exit routes and strategies from every location, in the event of an emergency. Relevant staff are aware of their responsibilities within this.
- We currently have EVAC chairs and mattresses, for evacuation purposes.

5. The School's training

The school's arrangement for training staff in relation to pupils with SEND is:

- The SENDCO has completed the National Award for SEN coordination, through Oxford Brookes University.
- Specialist training for all staff has been accessed via the cognition and learning team, the specialist teaching services, the educational psychologist, the occupational therapist, physiotherapists and the Speech and Language team.
- Individual staff members are given training as needed on supporting the needs of individual students.
- All teaching assistants and some other staff members have been trained in manual handling and have annual refresher training.

Specialist expertise is obtained by the school by:

- Close liaison between the school and parents. Parents can raise a need to be followed up by the school as appropriate on discussion, or any member of staff can raise concerns to the SEN team. Expertise is then obtained by the HLTA or SENCO, either on a need-by-need basis, or through termly link meetings between the SENDCO and specialist services.

6. The School's consultation

The school's arrangements to consult with and involve:

Parents/cares of pupils with SEND about the education of their child/ young person is:

- If parents have a concern about a specific subject, they should contact the subject teacher in the first instance. This may then be passed to the Head of Department/ Head of Year/Director of Study if needed. If parents have pastoral concerns, these should be passed on to the student's form tutor, who can further liaise with other staff members if necessary. If there are specific concerns regarding a student's SEN or disability, the SENDCO should be the first point of contact. Contact is usually best/easiest via email (all staff email addresses are available on the staff page of our school website), but phone contact can be made via the school's reception team.
- Some students will require more frequent communication between school and the parent/carer and in some cases, it may be appropriate to use a communication diary.
- Assessment data is sent out formally once per year and will inform parents/carers about the progress of their son/daughter. 'Yellow sheets' are used to formally assess work every half term, in every subject. Parents can refer to these for regular information about how their child is achieving.
- Parents' evenings are held at least once per annum, during which parents can meet with subject teachers.
- SEND support plans will be reviewed regularly, in liaison with the student/young person as well as their parents.
- Students with EHCPs will have an annual review involving their parents/carers, the SENDCO and other key members of the school staff, as well as any professionals working with the student.

Children/ young people about their education is:

- Each student that has been identified as having SEND will have an SEND support plan that is written in liaison with them and their parent/carer.
- Students are invited to liaise with staff regularly and they will be encouraged to identify a staff member they feel most comfortable discussing their school life with, as appropriate.
- Students are aware of their achievement levels in subjects and have regular assessment to take track of their academic progress.
- SEND support plans will be reviewed regularly, in liaison with the student/young person as well as their parents.
- Students with Statements/EHCPs will have an annual review involving their parents/carers, the SENDCO and other key members of the school staff, as well as any professionals working with the student.

7. The School's partnerships

The school's governing body/ proprietor involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families by:

- *Monitoring students' achievements/progress across the school and identifying any need for external specialist support. We may identify a need through liaison with parents, subject teachers, support staff etc. Where it is felt that specialist support would be of benefit to the student, the school will liaise with parents as to the best method of referral for the support needed. This may be a referral by the school, by the parents or potentially by the student's GP. Referral may be to one of the following support services/agencies:*
- *Specialist Teaching service (for Autistic students, Visually impaired students, Hearing impaired students, Physically disabled students or students with Speech and Language needs.)*
- *Child Protection services*
- *Educational psychology*
- *CAMHs (Child and Adolescent Mental Health Service)*
- *School Nursing team*
- *Community Paediatrics*
- *Social Care*
- *Family resilience service*
- *Occupational therapy*
- *Physiotherapy*
- *Speech and Language therapy*
- *Education and Welfare officers*
- *Counsellors*
- *PRU (Pupil Referral Unit)*
- *The Bucks County SEN team*

The school's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is:

Year 6 to 7-

- Prior to students leaving their primary school, information is gathered from the class teacher/SENCO as to the type of support they have needed/accessed and may need in the future. Information is gathered via phone, face-to-face meetings, transition visits etc. As appropriate, members of staff conduct transition information visits with feeder schools and we also offer additional opportunities for students to come into the school environment – in addition to the Bucks County induction day.

The school does collaborate between the following education providers and other settings, where it is deemed necessary/appropriate for the individual student:

- *Blueprint Pupil Referral unit and services*
- *Hospital outreach services*

The school communicates the contact details for the support listed above to pupils with SEND and their families via:

- The school website
- 1:1 discussions
- Annual reviews

8. The School's key contacts:

- **The SEN co-ordinator:**

Name: Leah Martindale

Email: leah.martindale@sirthomasfremantle.org

Tel: 01296 711853

- The contact for compliments, concerns or complaints from parents of pupils with SEND:

The Headmaster:

Name: Mr Neale Pledger

Email: neale.pledger@sirthomasfremantle.org

Tel: 01296711853

The school's Complaints policy can be found here:

<http://www.sirthomasfremantle.org/files/Policies/Complaints%20Policy%20and%20Procedures.pdf>

The School's/Nursery school's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at

www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk