



## SEND Annual Report 2023/2024

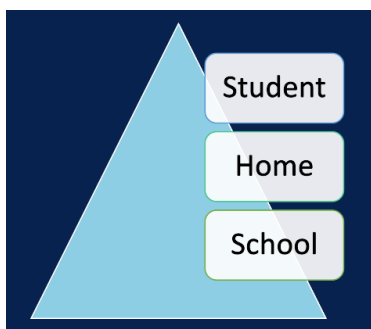
### The Annual Report

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.

### School Vision

Our vision is that all students at STFS will RISE to the challenge. This will be lived through partnerships between staff, students and their families.



**School:** Show empathy through curriculum adaptations. Staff will identify additional needs, so that support can be put in place to support success.

**Students:** Will show resilience, rise to the challenge and accept intervention and adaptations to support them to achieve success. They will have empathy and make connections with people that help them to grow.

**Home:** Engage actively with support plans and their review. Support students' needs at home, so that home and school work together to build resilience and achieve the outcomes relevant to the individual.



## SEND Team



Fiona Ell – SENDCo



Harriet Bartley – Inclusion Manager



Debbie Parker – SEND and Safeguarding Administrator



Michaela Manning – LSA



Maisie Standing – LSA



Erin Watson - LSA

## Feedback from Parents

"Staff are understanding and supportive of my student. They consider my student's views and their voice is heard."

**Parent - Y8 SEND Support Student**

"We are extremely happy with the support provided by the SEND team to our student."

**Parent – y8 EHCP student**

"I have 2 children here with special needs and STFS have gone above and beyond to help and settle them"

**Parent – y7 SEND Support students**

"SEND are approachable and have had our sons back when it came to his GCSE options. I know they'd be there if I got in touch. Communication between his form tutor and SEND is good Parent"

**Y10 SEND Support Student**

"While my daughter has been experiencing many challenges, I feel the staff are eager to engage with myself and my daughter and put into place the supports where required"

**Parent – Y9 EHCP student**

My student has high anxiety as a result of ASD, he has faced many challenges socially and emotionally throughout his time at STFS and the SEN team are nothing short of amazing! They are supportive of my student's needs, ensure provision is in place and support is accessible each day. When issues have arisen, they have been resolved quickly and with clear communication. My student feels cared for and valued by the staff and has a particularly good relationships with the SENCO and learning support team. The SEND team have supported me as a parent, I have felt listened to and know that I can turn to them for help at any time.

**Parent – Y11 EHCP Student**

"My son is in year 7 and so far I have been very impressed with how they have dealt with his dyslexia. This did not just start in September, the school made contact with his primary school and offered additional settling in days in July for him, I was impressed with this. Since September I have been into school to understand the additional support the SEND team have for him and cannot fault it. I think he will thrive at STFS. Parent – Year 7 SEND Support Student"

**Parent – Y7 SEND Support student**

## Feedback from Students

"Stfs is really good and I've made many friends and i have alot of support"

**Y11 EHCP student**

"STFS Is actually calm and I find it good"

**Y10 EHCP student**

"I like STFS because I get all the support I need. I feel safe at school and teachers listen to me."

**Y7 SEND Support student**

"I am very calm in the communication lessons. Mrs Bartley is very nice, she is sweet and lovely. Mrs Ell is kind and helpful"

**Y7 SEND Support student**

"This is a good school that has a lot of support if you need it. There is loads of clubs and a Wellbeing room where you can go in at break or lunch time if you're lonely 😊"

**Y7 SEND Support student**

"I think this is a really good school. The Phoenix Suite is a good place – no-one will bother you there when you need peace and quiet. The SEN team are better than at primary – they do more for me. Communication group helps me to learn about my friends. I love the dogs and chickens. This school let me wear my hat – I don't feel comfortable if it's off."

**Y7 SEND Support student**

## STFS SEND Department Objectives

- To identify and overcome barriers to learning and participation for students with SEND.
- To enable students to participate in an accessible, broad and balanced curriculum with the appropriate adaptations in place.
- To value and encourage the contribution of all students to school life.
- To work in partnership with parents and carers, with an appreciation that they know their student best.
- To work closely with external support agencies, where appropriate, to support the need of individual students.
- To ensure that all staff have access to training linked to identified needs to support quality teaching and learning for all.

## Overview

STFS is a mainstream secondary school with a high proportion (above National Average) of students on the SEND register. All students are valued, and we aim to meet individual needs and provide opportunities for all students to make progress.

For the year 2023-2024 STFS is supporting the following (primary needs):

Type of Need	Total Number
Communication and Interaction	36
Cognition and Learning	19
Social, Emotional and Mental Health	26
Sensory and Physical	8

At the start of the 2023 academic year, STFS has 27 students with an EHCP, 84 students on SEND Support and 36 students who are being monitored.

## Support at STFS

RESILIENCE – INTEGRITY – SUCCESS – EMPATHY

Each year the SEND team support offer changes according to the needs of the young people we work with. This year, our support package is as follows:

- Theory of Mind
- Social Stories
- Pre and Over-Learning
- Study Skills
- Preparation for Adulthood
- Zones of Regulation
- SaLT
- Communications
- Handwriting and fine-motor support

Each of these sessions runs once per week. Our aim is to avoid withdrawing students from their subjects, however, sometimes this is unavoidable.

LSAs are also used for in-class support, however, the primary source of support comes from the classroom teacher.

STFS has designated SEND areas:

- The Wellbeing Room which offers a low-sensory quiet space at break and lunch, where social interactions are supported. This is also where the school chickens are located.
- The Phoenix Suite which is an SEMH area. This is where some small-group interventions take place, as well as offering a safe space for a sensory break or time-out when a student is dysregulated.



Access Arrangements

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. Formal Access Arrangement assessments are carried out in year 9/10 by a specialist assessor. Types of provision resulting from such assessment may include the use of a laptop, a reader/reading pen, 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 site). If a student has an additional medical need a care plan will be compiled with support from the school Medical Officer in consultation with parents/carers and the student. 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 on our website under the Policies section.

## The Areas of Need

As stated in the Code of Practice, the broad areas of need are:

### Communication and interaction

**6.28** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

**6.29** Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and learning

**6.30** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

**6.31** Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

**6.32** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Sensory and/or physical needs



6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. children and young people with an MSI have a combination of vision and hearing difficulties. “

## Transition/Admissions

The admission arrangements for all students are in accordance with the national legislation, including the Equality Act 2010. This includes young people with any level of SEND; those with EHCP's and those without.

All SEND paperwork should be passed to the SEND team via [SENDCo@sirthomasfremantle.org](mailto:SENDCo@sirthomasfremantle.org) by the previous school or setting/parents/local support ASAP. If the student is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCo to aid smooth transition and ensure the student is supported fully.

The school will do its utmost to ensure the necessary provisions and preparations are made prior to the start of the student's admission.

In order to make consistent, continuous progress in relation to SEND provision, the school encourages feedback from staff (via the SENDCo) and parents/students (via the Form Tutor, as an initial point of contact).

SEND transition afternoons are organised for students with SEND or other SEMH needs, where they can visit the school for an informal visit alongside their caregivers in addition to the BCC induction days. Feeder schools provide information on which students should attend these additional transition afternoons.

## The School's Policy

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

### Identifying and assessing students with SEND is:

- Concerns raised by parents/carers or the student/student to the Form Tutor. The Form tutor will take charge of liaising with subject teachers, and will refer to the SENDCo for assessment and review.
- Information from feeder schools is passed on through a clear transition process into Year 7.
- Baseline assessments.
- SEN Surgeries for staff.
- Subject staff, Learning Support Assistants, Form Tutors and other staff identify students who are not meeting targets or whose progress is slower than expected and complete in class ADPR. Form Tutor Monitoring may then follow and the SENDCo will have oversight of this process. If in class ADPR or Tutor Monitoring lacks impact the SENDCo will get involved.
- SENDCo and/or Inclusion Manager meets with external agencies to discuss needs that arise and identify whether further testing, advice or support is needed. This is done in conjunction with the local authority offer.

### Supporting Students with SEND



- SEND outcomes are written by the SENDCo. These are reviewed and amended a minimum of thrice-yearly by the Form Tutor, in conjunction with the parent/carer and student. The Form Tutor will seek teacher feedback via a School Robin and will complete the review using this feedback as well as liaising with the student. These support plans are used to measure progress against outcomes. These documents are person-centred and ensure that all relevant information about the student is accessible, in one place. These plans also detail any external agency support being accessed.
- To complete the review 'School Robins' are collected from subject teacher and Learning Support Assistants, as needed, to gain an insight into the student's performance across the curriculum and possibly beyond the classroom.
- Termly data and information from subject teachers, parents and the student are used to assess the effectiveness of provision and the progress of students with SEND. This forms the basis for evaluation, assessment and review of their SEND plan.

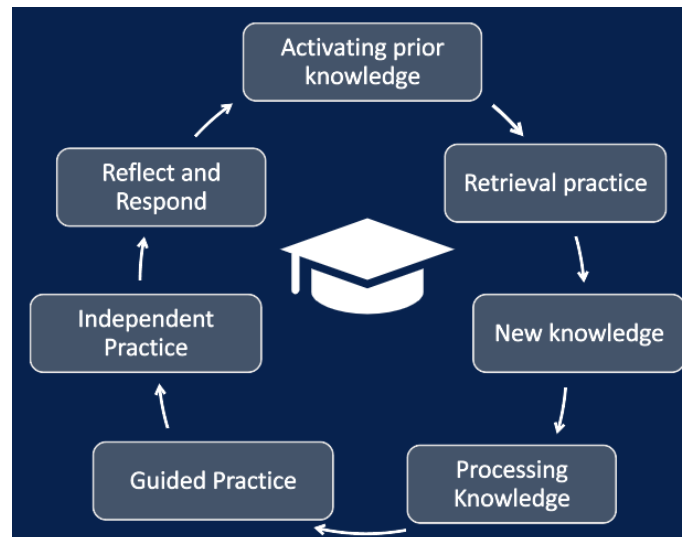
#### Evaluating the effectiveness of its provision for and progress of students with SEND is:

- Form Tutors and Parents can monitor student homework, achievement and conduct daily, via ClassCharts.
- Subject Teachers regularly assess student progress, flagging any concerns to their Head of Department and on the APDR (Assess, Plan, Do, Review) log.
- Heads of Department analyse termly assessment data looking at progress of SEND students.
- SENDCo analyses termly assessment data to identify students who are not making expected progress.
- Intervention group impact will be monitored using Provision Map software.
- Scheduled termly liaison between the SENDCo, Inclusion Manager and Form Tutors with parents/carers as well as the student with SEND ensures that we are consistently evaluating and reviewing provision for our students.

## The School's approach to teaching and learning

#### By adapting the curriculum & learning environment:

- 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.
- Class sizes are of minimum 25 students, allowing a productive learning environment that allows teachers to direct and adapt their teaching.
- If necessary, seating plans are adapted to accommodate students with SEND.
- Adaptable resources such as coloured paper and overlays can be used to support accessibility.
- Reducing cognitive load by ensuring learning environments are uncluttered.



#### With additional support for learning:



- Some students will take part in interventions outside of the classroom environment.
- Through carefully planned, adapted and personalised learning.
- Support strategies for each student are included in their SEND support plan. Students with an EHCP and on SEND support have a support plan.
- Students who are being monitored have a Student Passport.
- All Support Plans and Student Passports are integrated with our Classcharts provision and are easily accessible for all school staff.
- Additional strategies are in place for some of our students, beyond standard in-class differentiation. These are delivered as part of the mainstream ordinarily available provision.
- Resources are, where required, 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 apply the behaviour policy consistently, ensuring that instances of behaviour which contravene our policy are addressed in the same way 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 and significant needs.
- Some students, where necessary, may have additional visual prompts made by the SEND team to cater for their specific difficulties. These may include visual timetables, clear visual cues about appropriate behaviour etc.

Through activities that are available to students with SEND in addition to those available within the curriculum:

- Support given during social times (break and lunch) in a structured environment.
- After-school homework support for students with SEND.
- 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.
- Students with SEND are invited to all enrichment opportunities on site and encouraged to partake in everything the school community offers.

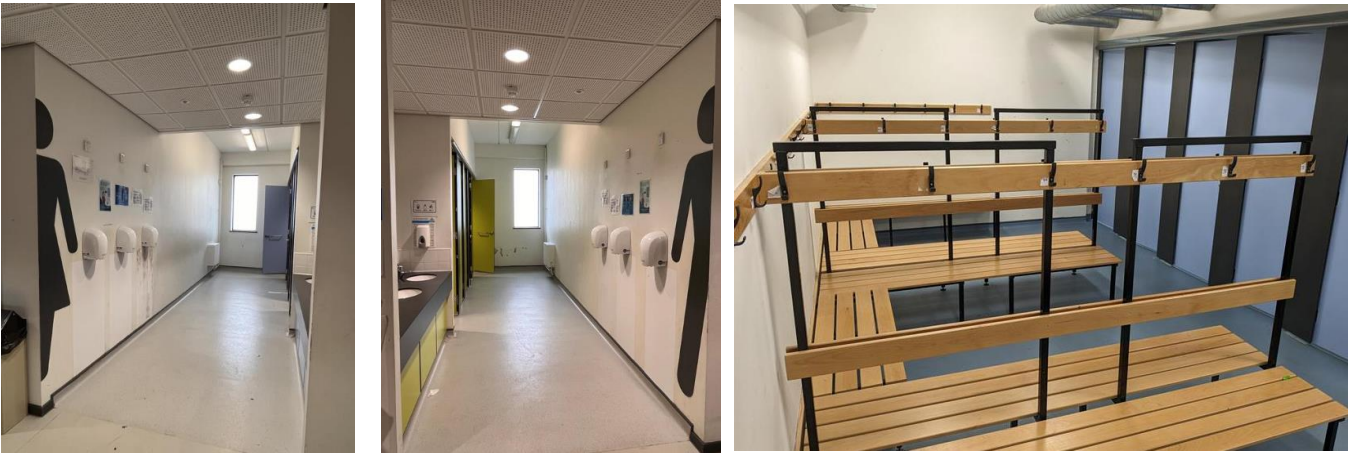
## The School's facilities

The school's facilities include students in the following ways:

- 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 student 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, for evacuation purposes.







## The School's training

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

- The SENDCo is due to complete the National Award for SEN coordination, through Real Training.
- The Inclusion Manager completed a Diploma in SEND Teaching in 2023.
- Specialist training for all staff has been accessed. In 2023 all staff have had additional training in Ordinarily Available Provision, ADHD, ASD and Trauma/Attachment.
- Individual staff members are given training as needed on supporting the needs of individual students via advice sessions.

Specialist expertise is obtained by the school through:

- Weekly meetings with the EHC Co-ordinator for Bucks, Simone Morrison-Browne.
- Regular liaison with the Specialist Teaching Service.
- Educational Psychologist support services.
- Virtual School clinics.

## The School's consultation

The school's arrangements to consult with and involve:

Parents/carers of students with SEND about the education of their child:

- The Form Tutor will complete a termly review of the progress the student has made against their outcomes, in unison with parents and the student.
- 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/Learning Lead as appropriate.
- 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 Form Tutor should be the first point of contact.
- For urgent needs/diagnosis, contact should be made via email ([SENDCo@sirthomasfremantle.org](mailto:SENDCo@sirthomasfremantle.org)), but phone contact can be made via the school's reception team.
- Assessment data is sent out termly and will inform parents/carers about the progress of their son/daughter. Staff also keep a log of Knowledge Test scores and Formative Test feedback.
- Parents' evenings are held at least once per annum, during which parents can meet with subject teachers.
- In addition to the above, 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.

### Student views about their education:

- STFS will conduct regular student surveys to ensure the student voice is heard.
- Each student who has been identified as having SEND will have a SEND support plan that is written in liaison with them and their parent/carer.
- Students are encouraged to liaise with their form tutor who will meet with them daily.
- Students are aware of their achievement levels in subjects and have regular assessment to track their academic progress.
- SEND support plans will be reviewed termly, in liaison with the student 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.

## The School's partnerships

The school may work with the following bodies:

- Feeder schools
- GPs
- Specialist Teaching service
- Child Protection services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nursing team
- Community Paediatrics
- Social Care
- Family Support Service
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare officers
- Counsellors
- PRU (Pupil Referral Unit)
- Bucks Integrated SEND Team.
- Alternative Provisions

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

- 1:1 discussions
- Tutor SEND reviews
- Annual reviews

## The School's key contacts:

<b>SEND Team</b> <a href="mailto:SENDCo@sirthomasfremantle.org">SENDCo@sirthomasfremantle.org</a>	<b>The SEND co-ordinator</b> Name: Fiona Ell Email: <a href="mailto:fiona.ell@sirthomasfremantle.org">fiona.ell@sirthomasfremantle.org</a> Tel: 01296 711853	The contact for compliments, concerns or complaints from parents of students with SEND:  <b>The Headmaster:</b> Name: Mr Francis Murphy Email: <a href="mailto:francis.murphy@sirthomasfremantle.org">francis.murphy@sirthomasfremantle.org</a> Tel: 01296711853  The school's Complaints policy can be found on our website.
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### Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at [www.bucksfamilyinfo.org/localoffer](http://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](mailto:familyinfo@buckscc.gov.uk)

