

The Friary School

SEND INFORMATION REPORT

Introduction

This document operates alongside our SEND Policy and lays out the specific features of the SEND provision at our school.



1. How does The Friary know if students need extra help ?

We liaise closely with primary settings.

We use annual baseline assessments including Cognitive Ability Testing (CATs), spelling, reading and maths assessments.

Teachers and Senior Leaders track student progress through in-class assessments and regular data collections; concerns are passed onto the Head of House, SENCO or Deputy Head in charge of Inclusion.

Parents and students can contact the Learning Support Department at any time to discuss concerns.

We also liaise with outside agencies.

2. What should I do if I think my child may have Special Educational Needs and / or Disabilities ?

You should contact Mrs L England (SENCO) or Mrs L Hearn (Deputy Headteacher) by phone via school reception (Tel - 01543 267 400), or you can contact your child's respective Head of House (see Point 21).

3. How will The Friary staff support my child / young person ?

The SENCO will oversee all interventions and qualified Teaching Assistants will deliver them alongside teaching staff.

All subject teachers will complete a Class Support Plan which is designed to provide personalised support for every child in every lesson and the quality of these interventions will be reviewed and monitored by the Senior Leadership Team. Individual interventions will be monitored during learning walks, lesson observations and book checks.

The Friary School provides a range of interventions such as:

- Literacy Booster
- Maths Booster
- Accelerated Reader
- Homework Club
- 1:1 Precision Teaching*
- Small Group Literacy Session
- Speech & Language Sessions / EAL support
- Physiotherapy Sessions
- Organisational Support
- Mentoring
- Lunch-Time Supervised Nurture Support
- Break-Time Supervised Nurture Room
- Library Mentors
- Peer Mentors (Guided Reading / Maths Support)
- In-class TA Support*
- Revision Sessions
- LEAP reintegration support
- EP Literacy Approach
- ELSA Mentoring
- SUM dog
- Dyslexia Friendly Strategies

* Please note that support from a Teaching Assistant is usually tied to the provision and funding outlined in a child's EHCP. It may be delivered in small groups, or a Teaching Assistant may support more than one student, where it is appropriate, for efficiency and avoiding duplication of tasks. This may also be an aid to peer socialisation and support.

Interventions will be customised to address the main concern and will be recorded on an Individual Support Plan (ISP). This is drawn up based on; information from primary schools, recommendations from services supporting the student, parent and student discussion.

Targets are set and the impact of these interventions are assessed and modified as necessary.

There are scheduled meetings for parents to review the ISP so to reflect upon progress and agree next steps.

There is close monitoring of student attainment at calendared data-collection points to ensure that the gap between SEND students and their peers is reduced and does not widen.

If progress is still not being made, despite personalised interventions, then specialist external support may be sought. In certain circumstances an Educational Psychologist may be contacted.

4. How will the curriculum be matched to my child's / young person's needs ?

At The Friary the curriculum can be adapted to meet students' needs by:

- Quality First Teaching in all lessons
- Adapted provision via our Class Support Plan
- Adapted work may involve:
 - Presentation of work
 - Modifying the environment
 - Modifying the level / challenge of work
 - Modifying materials or resources
 - Customising the curriculum
- Lessons using multiple learning methods
- TAs promoting independent learning and the teaching of these skills.

Overall, the approach to teaching students with SEND is inclusive, and benefits a mainstream setting. Withdrawal from timetabled lessons is kept to a minimum; students have their needs met in the classroom using reasonable adjustments to allow them to participate with their peers.

You can find information on our curriculum and different subject areas [here](#).

5. How will both you and I know how my child is doing and how will you help me to support my child's / young person's learning ?

We pride ourselves on making sure we provide lots of opportunities for parents to work with us. We welcome regular contact and will always try and provide advice and support. There are many opportunities to liaise with teaching staff such as:

- Parents' Evenings
- Raising Aspiration Meetings
- Via questionnaires and surveys
- SEND Parent Workshops
- School Reports
- ISP Review Meetings
- Student Handbook
- Parent Partnership Evenings
- ACE Meetings
- EduLink Updates

6. What support will there be for my child's overall well-being?

Each day your child will meet with their Form Tutor. It is the Form Tutor who will play a key role in supporting your child and their well-being. They will support and monitor your child's pastoral needs each morning and contact you if any concerns are raised.

We also have a dedicated Student Support Team who work closely with students on a range of issues as well as liaising closely with parents and carers as well as agencies out of school.

Our PSHE curriculum also provides guidance and support on a range of topics that are relevant to the well-being of young people. PSHE is delivered weekly during PSHE lessons, assemblies and focus weeks.

There are a variety of additional strategies and services that can be accessed to support your child's overall well-being, including:

- Mentoring
- Externally Qualified Counselling Service
- Referral to appropriate external agencies
- Individualised behaviour monitoring
- Parent / pastoral team meetings
- Student classroom reports

Students with SEND are identified on internal information-sharing systems so that teachers and other staff can ensure they access those arrangements for pastoral support, as well as social and emotional development.

7. How will you manage my child or young person's medicine or personal care needs?

Students with specific medication or personal care needs will be supported by our first aid and Learning Support Team. Teaching assistants and relevant staff will be given specific training by health care professionals and a Health Care Plan and risk assessments will be implemented by the school.

In these circumstances we arrange pre-admission meetings with parents and health care professionals, as well as offering additional transition support for the student in preparation for their admission.

8. What support is there for behaviour, avoiding exclusions and increasing attendance?

In school we have clear routines and expectations for learning. Our Behaviour Policy outlines a fair approach to managing pupil behaviour in our school and expects that all students will strive to do their very best. To promote this ethos, we have a reward system that enables us to monitor and reward positive achievements through the collection of House points.

In addition to this, we have a dedicated pastoral and learning support staff who work hard to support students to engage positively in their learning. We also have an attendance team who monitor and support student attendance each day.

Although students with additional needs may face challenges and require some 'reasonable adjustments' when managing their own behaviour, we will still expect them to behave within the guidelines of our school rules and be supported by the systems we have in place to reward and sanction poor behaviour. It is our priority that all children are educated in an environment that is safe and pleasant to learn in.

9. How do you support children who are looked after by the Local Authority and require SEND support ?

Our school has a dedicated member of staff - Lottie Hearn (Deputy Headteacher) - who oversees the support and well-being of Looked After Children (LAC). They are supported by the SENCO and Inclusion Team and work closely with outside agencies such as The Virtual School to help us secure the best possible guidance and support for the child.

Communication is maintained with carers and outside agencies via regular PEP meetings. Contact can also always be made during the school day via telephone or email.

10. What specialist services and expertise are available at or accessed by The Friary ?

Whilst there is a variety of expertise and support available at The Friary, as a mainstream school we do not offer specialist services. Staff are trained to identify needs and employ strategies that constitute reasonable adjustment; however, no teachers or other staff are specialists in any particular field of SEND.

The school is able to recommend, or refer to external specialist provision where it is available and appropriate:

- Physical Disability Support
- Hearing Impaired Service
- CAMHS
- Autism Inclusion Team
- Occupational Therapy
- Educational Psychologist
- Speech & Language Sessions
- Physiotherapy Sessions
- Visual Impaired Service
- School Nurse
- Children and Young Person's Autism Service

Please note that due to the changing education landscape, the number of services which were previously commissioned by Staffordshire County Council has significantly decreased, having either been de-commissioned or reduced. For example, The SEND Advisory and Special Education Needs Support Services have both been fully de-commissioned; MEAS, Behaviour Support Services and the School Intervention Service are officially "reduced."

11. What training has the staff supporting students with SEND had or are having and how do they know which students have an additional need ?

All staff are updated on the needs of the students requiring specialist support and have access to:

- Class Support Plans
- Staff Induction
- SEND Register
- Student Support Plans
- CPD Programme
- Advice from SENCO

12. What role do your governors have ? And what does the SEND governor do?

At The Friary School there are two Link Governors for SEND. As a part of their role, they meet with the SENCO and Deputy Head for Inclusion each half-term and observe the different aspects and impact of our work. They help to oversee and quality assure the annual SEND report and share with the rest of the governing body developments and evaluation of the Learning Support Team.

Our named Governors for SEND are Gillian Findlay and Nicola Townsend.

13. How will my child be supported to have a voice in school?

All children with an identified SEND need will give feedback on the help and support they are receiving. This will take place at calendared points throughout the year and feedback will inform actions set on the

Individual Support Plan (ISP). Students with an EHCP will be asked for their views and feedback as a part of their annual review.

In addition to this, we have our W8 provision where students are able to raise concerns. This provision is available at the start of the day and during breaks and is often used as a place to 'check in' and get support as and when it is needed.

There are also opportunities for students to join the School Council or participate in tutor group assemblies. We also run House fund raising opportunities that create leadership roles and experiences to develop broader personal skills.

14. How will my child be included in activities outside the classroom including school trips ?

All students are encouraged to participate in all extra-curricular activities.

Risk assessments are undertaken where appropriate and staffing levels may be adjusted as required.

There are regular lunchtime activities with staff.

15. How accessible is The Friary's environment ?

The school is recognised as a hub school for its high level of accessibility, as there are ramps and lifts around the site to facilitate access to virtually the whole site. In a small number of cases, the timetable is adapted for a whole class to enable everyone in it to access the required learning resources.

Teaching Assistants are trained appropriately to manage students in a wheelchair, or those who cannot walk unaided. This includes Fire Evacuation Training so that in an emergency all students can safely exit the building.

We also have provision for blue badge parking for drop off and collection as well as access toilets located in key areas of the school.

16. What forms of communication does the setting use to ensure inclusivity ?

All communication at The Friary School is in English. Where there are barriers concerning language we can access translation tools and interpreters to support key meetings in school.

All school communication is shared via our Edulink parent app, email or school website.



17. How will The Friary prepare and support my child to transfer to a new setting / school / college or the next stage of education and life ?

The school has extensive internal and external support systems to give appropriate careers advice to all students.

This prepares young people for the transition to adulthood, reflecting - but not limiting - the young person's own individual ambitions. These may include higher education, employment, training and/or independent living.

All SEND students benefit from extra transition support from Year 6 to Year 7, through the Year 9 options period, and from KS4 to Post-16.

18. How are The Friary's resources allocated and matched to students with special educational needs and / or disabilities ?

The delegated funding for students with an EHC Plan is directed to provide personalised and needs-based support.

Other devolved funding is allocated to support the needs of students with Additional Needs where required. This may be done through curriculum support, for example small group teaching, additional support and resourcing, and smaller class sizes.

19. How is the decision made about what type and how much support my child will receive ?

During transition from primary school the school will gather information from primary schools, outside agencies (where appropriate), the student and their parent/carer. This is a collaborative effort and the school require the other participants to be forthcoming with relevant information in a timely fashion.

The gathered information is used to determine appropriate support.

Throughout KS3 annual baseline testing is undertaken and in conjunction with data collections, this information is used to decide appropriate support.

Once support is put in place it is reviewed at regular intervals with parents / carers, students and appropriate staff.

20. How are parents involved in The Friary ? How can I be involved ?



The Governing Body has Parent Governor posts with involvement determined by the formal systems for becoming a school governor.

The school benefits from an active Parent Teacher & Friends Association (PTFA) which actively support school events and raise funds for new developments.

It is important for parents to keep in regular contact with form tutors, teaching staff and the SEND team with any relevant updates regarding your child so that we can adjust provisions, where appropriate.

From time to time we will offer opportunities for parent support through informal group meetings with parents and SEND staff. You will be notified of any relevant events via email.

21. Who can I contact for further information ?

If you would like to enquire about availability for a place at The Friary School, contact Mrs L Hearn for admission availability and information. You can also refer to our 'Admissions Arrangements' on the school website by clicking [here](#). A visit can be arranged with the SENCO to discuss your child's individual needs and the provision we have available.

Initially your first point of contact would be your child's form tutor with all contact best coming via school reception (Tel - 01543 267 400).

If it is a specific SEND related query you can contact Mrs Lucy England (SENCO) or Mrs Lottie Hearn (Deputy Headteacher).

For social, emotional and behaviour related queries you can contact the Student Support Team.

Alternatively, you can contact your child’s respective Head of House:

- Darwin House - Mr Alex Britton
- Garrick House - Mr Steve Cartner
- Johnson House - Mrs Victoria Plested
- Seward House - Mr Jamie Sleigh

If your child is in the Sixth Form then you can contact Mrs Helen Barratt (Assistant Headteacher) or Mrs Amy Jones (Head of Sixth Form).

22. What other support services are there that might help me and provide me with information and advice ? Where can I find the Local Authority’s Local Offer ?

The information about Staffordshire Local Authority ’s Local Offer can be found [here](#).

Further advice and support can be found at:

Staffordshire Family Partnership
SENDIASS
Local Authority Support Services
Tel: 01785 356921

Reviewed By	Full Governors	Implementation Date	Oct 2024	Review Date	Oct 2025
--------------------	----------------	----------------------------	----------	--------------------	----------

