



Friezland SEND Information Report

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Headteacher	<i>R Swaby</i>
Chair of Governors	<i>J Goodwin</i>
SEND Governor	

Friezland Primary School

SEND Information Report



Identifying individual special educational learning needs

At Friezland we know that early identification is crucial to ensuring pupil progress. When pupils have an identified SEND prior to joining us, we work with the people who already know them and use the information already available to identify how we can best support them. This may include previous settings, external agencies and the family.

If you tell us, you think your child has a SEN we will discuss this with you and explore the next steps together. This may involve observations and assessments of your child by the class teacher, SENCO and external agencies (QEST Advisory Team, Educational Psychologists, School Nurse etc.). We will share what we discover with you and agree with you what we will do next and what you can do to help your child.

Families should arrange to meet with their child's class teacher if they have any concerns about their child's well-being and academic progress. There is also the opportunity to formally meet with class teachers at one of three Parents' Evenings held across the year. At such meetings, your child's progress will be discussed. If the class teacher has any concerns regarding progress they will be shared with you as will the next steps proposed in order to support your child.

Involving Pupils and their families in identifying SEN and the ways in which they will be supported

"A Family Committed to Making a Difference" is our school Mission Statement. We acknowledge that you know your child best and our child and family centred approach will ensure that you are involved in all decision making about your child's support in order to make the difference that matters to them.

When we assess SEND, we discuss if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.

For some pupils we hold termly person-centred review meetings which you are invited to attend and participate in. These meetings also involve pupil participation, either through direct attendance at the meeting or through work that is done with the child prior to the meeting and then shared.

We use home-learning challenges to support consolidation of activities and skills and present an achievable challenge for the individual pupil.

Adapting the curriculum and teaching and learning approaches in order to meet SEND

Provision is made for all pupils regardless of ability, disability, Special Educational Need, medical condition, gender, faith, ethnicity, sexuality or gender. All children have the right to be treated equally. (Equal Opportunities Policy, 2014)

At Friezland our school philosophy is that every teacher is a teacher of SEN and all our staff receive appropriate training so that we are able to effectively support a range of SEND including: Autistic Spectrum Disorder (ASD); Speech, Language and Communication Needs (SLCN); Social, Emotional and Mental Health Difficulties (SEMH); Visual and Hearing Impairment (VI & HI) and physical disabilities (PI). Training to support pupils with specific medical conditions is also part of our CPD including, asthma, haemophilia, anaphylactic shock and other allergies and epilepsy.

The Head Teacher who is also the SENCo regularly collects Learning Logs of any SEND related training and a staff CPD rolling program is in place to ensure that all training is up to date and reflective of the current needs of our children.

We not only teach according to age related expectations but also ability, with differentiation being an integral role to 'good quality teaching'. See below for specific approaches and strategies.

Where appropriate and necessary, adaptations to teaching and the learning environment are made if pupils are identified as having a specific need and these may include: coloured overlays and workbooks, word processing, 'brain breaks', 'meet and greets', physio and BIRD rehabilitation sessions. Friezland School is also the first school in Oldham where staff have been trained in practising Reiki which is used to support the well-being of both pupils and staff.

In line with our Disability, Equality and Accessibility Policy (2013), reasonable adjustments for disabled pupils are also made, so that they are not at a substantial disadvantage. Handrails and disabled access to the building and the Lodge, and an all access toilet have been installed.

Assessing and reviewing progress for those pupils with SEND

- We use PIVATS to assess and monitor the progress of pupils making small progress steps and working significantly below that of their peers.
- We regularly use staff meetings to standardise and moderate pieces of work to ensure judgements in levelling are consistent across school. We also work with other schools within the Saddleworth and Lees Collaborative and Oldham to ensure there is consistency across schools too.
- We use AfL strategies and effective questioning to check children have made progress within lessons.
- Class Teachers meet with the Head Teacher each term to review progress of all pupils, plan for next steps and look for how we can close any gaps which are identified.
- For pupils with SEND, teachers meet with parents when needed but at least once per term to discuss progress and next steps.
- The Senior Leadership Team observes lessons to monitor the standard of teaching and learning of all pupils.

Additional and different provision

- All classes use a daily visual timetable.
- Children have access to a dedicated pastoral support system as and when required.
- Some children require a 'Meet and Greet' as part of their daily routine.
- Throughout school, pupils have access to outdoor learning in the form of Forest Fun sessions where two members of teaching staff are Forest School Level 2 trained.
- Personalised learning approaches and strategies are an integral part of everyday classroom practice at Friezland for children with or without SEN and these include: the TASC Wheel, Kagan Strategies, iPad Applications, Assessment for Learning and Pie Corbett's Talk for Writing.
- Other, more SEN specific interventions, are used for children with SEN and these include: Jungle Journeys, Write from the Start, Stile Trays, Time to Talk, STERN, Speech and Language, and Toe-by-toe.
- Some pupils have their own work stations.
- Reward systems and Behaviour Diaries are used with children who require additional support and incentives to follow the Friezland Expectations.
- Care and Support Plans are put in place for children at risk of exclusion by Class Teachers and these are shared with staff and parents to ensure consistency in approaches.
- A Sound Field System has been installed in all classrooms and the hall so that everyone can hear the teacher speaking clearly regardless of their hearing ability and position in the classroom.
- Class teachers keep a record of who accesses specific interventions and the SENCo monitors this and information is shared with parents and carers.
- LSAs complete evaluation forms for any interventions they carry out. This is then fed back to the Class Teacher, who informs the SENCo of the impact being made. Evaluations are then made by the SENCo and Head Teacher at tracking meetings – if progress isn't happening, there is not enough impact and alternative approaches are identified.

- The SENCo regularly monitors Provision Maps, IEPs, Pupil Profiles and Care and Support Plans.

Using external agencies

- We buy in support from specialist teams, external agencies and local authority services such as QEST, Speech and Language (SALT), Jigsaw, Educational Psychologist, School Counselling Service, Hearing Impaired Team and Occupational Therapy (OT) to train staff and advise on programmes and strategies. We refer children for assessment if it is felt that the opinion of a specialist would enhance the provision that is offered.
- In partnership with the pupil and parents, we review the pupil's progress; agree what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we will work together and what we will each do; agree a date to review how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded to ensure accountability.

Extra-curricular activities

- We have a number of extra-curricular activities on offer to all pupils. Information can be found on our school website by clicking on the 'About Us' tab and following the 'Extra-curricular' link.
- FROSTIES and Breakfast Club provide a service for Friezland's busy families. They are an extension of school. FROSTIES is run by a management committee comprising of the Chair of Governors, the Head Teacher and three other Governor representatives.
- Letters for this provision can be gained through the school office.

Supporting smooth transitions

Preparing children for their move to Friezland

Admission arrangements for Friezland Primary are managed by the Local Authority. We have a PAN (Planned Admission Number) of 15 pupils in Reception and all subsequent age groups. Classes in KS1 and KS2 are mixed-age classes of approximately 30 pupils.

We follow the Local Authority's Admissions Policy which can be found at:

http://www.oldham.gov.uk/info/200327/admissions/1138/apply_for_a_primary_school_place

This explains arrangements for selection, over subscription criteria and the application process.

At Friezland we have worked incredibly hard over recent years to develop strong pre-school links with local Nurseries and Playgroups. Reception staff make visits to settings and to the home of the child during the pre-school year to get to know the children who will be attending Friezland.

Children also visit the school for special events and, during the Summer Term join in normal school activities during morning/afternoon sessions. In addition to this they are invited to take part in a school lunch, along with their parents, so that they are able to experience at first hand, the routines and the quality of the food available at lunchtime.

An induction Meeting is held during the Summer Term for parents to receive information about school and meet with the Headteacher, Reception Teachers, School Secretary and other key members of staff and Governors. Families are also invited along to school events in the Summer Term such as the Summer Fair, to get a feel for and begin to establish themselves in the Friezland community.

Preparing children for leaving Friezland

Children who are leaving Friezland to begin their secondary education have the opportunity to visit the secondary school of their choice, which takes the form of an Induction Day(s). Each secondary school arranges open meetings for parents. For children with SEND, we work in collaboration with parents / carers and the child, in order to ensure we can make the transition as smooth as possible for them. We ensure that the provision in place prior to transition, is matched to the child's needs at that time. Extra visits to the receiving school, support using money, timetables and catching buses have all been offered previously. Additional meetings with the receiving school staff and SENCo are also arranged so that families can discuss any concerns they may have.

Funding

Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupils' need from this (including equipment). The local authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year.

If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Additional support for pupils and their families

- For pupils, each class has two members of the School Council. They will follow up any concerns and make sure pupil views are taken into account.
- There are a number of parent support groups. <http://www.oscasupport.com/> - support for children with Autism.
<http://directory.oldham.gov.uk.openobjects.com/kb5/oldham/directory/results.page?localofferchannel=4> – This link sends you to a full list of support services on offer for families with children with SEN, disabilities or medical needs.
- Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children and young people with SEN, disabilities and complex needs. They work with Oldham Council, education, health and other providers to make sure the service they plan to deliver meet the needs of disabled children and families. <http://pointoldham.co.uk/>

What families should do if they are not satisfied with the support their child receives

Your first point of contact is always the person responsible – this may be the class teacher the SENCo or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Headteacher then ask for the school SEND Governor representative.

If your concern is with the Local Authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer
Freepost - RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street
Oldham, OL1 1XJ
Tel: 0161 770 1129
cypf.complaints@oldham.gov.uk

The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs.

Visit http://www.oldham.gov.uk/pps/info/12/about_the_service for more information.