



Friezland SEND Information Report

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SEND Governor	<i>E Kay & S Southern</i>

Friezland Primary School



SEND Information Report

Identifying individual special educational learning needs

At Friezland, we value each pupil's individuality and identity. We work in partnership to allow every child to fulfil their potential, identify their talents and support their progress with all aspects of school life.

We know that early identification is crucial to ensuring pupil progress:

- If you tell us, you think your child has a Special Educational Need and/or Disability, 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.
- Your child may be identified through assessments completed via our universal offer which will either be shared with you at parent-teacher meetings or an additional meeting if appropriate.
- When pupils have an identified Special Educational Needs / Disability (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.

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 two Parent-Teacher meetings, 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 SEND 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 pupils, who need additional and different to the universal offer, we hold termly SEN review meetings which you are invited to attend and participate in. You will be given the opportunity to look at their work, discuss targets, complete any necessary referrals and identify next steps with the Class Teacher, and annually the SENCo.

Pupil voice is essential to our offer and all children, who are receiving additional and different, whether that's monitoring, SEN support or EHCP, complete a pupil voice at the start of the year which outlines their strengths, how they like to be supported, wishes for the future and who their trusted adults are in and out of school.

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 (The Equalities Act, 2014).

At Friezland, our school philosophy is that every teacher is a teacher of SEND and all our staff receive appropriate training so that we are able to effectively support a range of SEND including: Autistic Spectrum Condition (ASC);

Speech, Language and Communication Needs (SLCN); Social, Emotional and Mental Health Difficulties (SEMH); Visual and Hearing Impairment (VI & HI) and physical disabilities (PD). Training to support pupils with specific medical conditions is also part of our Continuous Professional Development (CPD) including, asthma, epilepsy, haemophilia, anaphylactic shock and other allergies.

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 aim to keep children with SEND within the classroom, learning alongside their peers. 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, access to word processing, 'brain breaks' and 'meet and greets'.

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

When required, personalised 1:1 or small group interventions are delivered. Interventions are carefully monitored for impact and pupil progress.

In line with our Disability Equality Scheme, 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 Dovestone Learning Partnership (DLP Cooperative Trust) and Oldham, to ensure there is consistency across schools too.
- We use Assessment for Learning strategies and effective questioning to check children have made progress within lessons.
- Class Teachers meet with the Headteacher 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 SENDCo is also often involved with review meetings.
- The Governing Body support the school's Senior Leadership Team and SENDCo with monitoring pupil progress and the impact of support and interventions. Where Governors have a known qualification and/or relevant skills, they share this with staff i.e. delivering CPD.

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 a member of teaching staff is 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 SEND and these include: visual timetables, iPad Applications, Assessment for Learning and Talk for Writing.
- Other, more SEND specific interventions, are used for children with SEND and these include: Jungle Journeys, Write from the Start, Power of 2, Talkabout, Wellcom, and Toe-by-toe.

- Some pupils have their own work stations.
- Additional reward systems and behaviour diaries are used with children who require additional support and incentives to follow the Friezland Expectations.
- Pastoral Plans are put in place for children at risk of exclusion and these are shared with staff and parents to ensure consistency in approaches.
- Class teachers keep a record of who accesses specific interventions and the SENCo monitors this and information is shared with parents and carers.
- Staff evaluate any interventions they carry out. This is then fed back to the Class Teacher, who informs the SENDCo of the impact being made. Evaluations are then made by the SENCo and Headteacher at tracking meetings – if progress isn't happening or there is not enough impact, alternative approaches are identified.
- The SENDCo termly monitors SEN Support Plans and provision and spends time in class with pupils to match provision to need.

Using external agencies

- We work with a range of external agencies and local authority services, such as : QEST, Speech and Language (SALT), Pupil Intervention team (PIP), Primary Outreach Programme, 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 support and 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 range of extra-curricular activities on offer to all pupils throughout the school year, including, but not limited to, music tuition, chess club, sport clubs, board games, choir, gardening and crafting. Information is shared on newsletters to families and can be found on our school website.
- FROSTIES (Before & After School Club), provide a service for Friezland's busy families. Frosties is run and managed by Friezland staff and is open to all pupils who require a place. You can find out more on our school website.

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:

[Primary School Admission Policy 2026 | Oldham Council](#)

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

At Friezland we work to maintain strong pre-school links with local Nurseries and Playgroups. Reception staff make visits to settings during the pre-school year to get to know the children, who will be attending Friezland.

Children also visit the school for a range of transition events, during the Summer Term. These include: a half day visit to school to experience school life, an opportunity to meet their Y6 Buddy and an afternoon of Forest Fun in our Friezland outdoor learning environment.

An induction Meeting is held during the Summer Term for parents to receive information about school and meet with the Headteacher, Reception Teacher 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.

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 need 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 for those with an Education Health Care Plan. Parents will have a say in how this is used and may opt for a personal budget which must be used to meet the needs identified within the EHC Plan.

Additional support for pupils and their families

- Our School Council support the voice of the child. They discuss and identify key issues and follow up any concerns and make sure pupil views are considered.
- 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 usually the person who knows your child best within the school setting – this may be the class teacher the SENCo or the Headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Headteacher. In addition, you can also ask to share your concern with 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

Oldham SEND Information Advice and Support Service (SENDIASS) provides independent, individual information and advice for parents of children with special educational needs:

[Meet the Oldham SENDIASS Team! – POINT](#)