



Sir Martin Frobisher Academy

SEND Information Report 2018-2019

At Sir Martin Frobisher Academy we are committed to working collaboratively to provide the best opportunities for our pupils. We have high expectations of our pupils' academic and personal progress and see every child as an achiever. Sir Martin Frobisher Academy strive in assisting children to make a successful and confident transition into their next stage of learning, so they can develop independence and lifelong learning skills.

We are committed to ensuring the necessary provision is made for any pupil with Special Educational Needs and/or Disabilities (SEND)

Provision for Special Educational Needs (SEND)

'A pupil has SEND where a learning difficulty or disability calls for special educational provision, that is provision that is **different from or additional to** that normally available to pupils of the same age.' SEND Code of Practice, 2014.

Special Educational Needs and provision can be considered and included within the four broad areas highlighted in the SEND Code of Practice (2014)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs.



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Identifying, Assessing and Reviewing children with SEND

The Code of Practice (2014) states that pupils are identified as having SEND if they do not make adequate progress once they have received interventions and reasonable adjustments alongside personalised teaching that we provide. These can be characterised as progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

If a child is identified as needing SEND support, the class teacher working alongside the SENDCo, will carry out observations and a clear analysis of the pupils' needs focussing on:

- Teacher assessment (their experience, previous attainment and behaviour) both summative and formative
- The child's development when compared with peers and national outcomes.
- Parental views and experiences
- Pupil views and experiences
- Advice from external agencies
- Therapist assessments e.g. Speech and Language, Occupational therapist
- Specialist teacher advice.

The effectiveness of interventions, support and the impact these are having on pupil progress is regularly reviewed. The SENDCo regularly liaises with the class teacher to ensure provision is in place and the reasonable adjustments are being made and work collaboratively to ensure progress is made. Teachers meet with the SENCo and Head Teacher to discuss progress and strategies each half term.

Parents are also made aware of any changes made to their child's plans and are invited in with the SENDCo, class teacher or both to discuss their child(ren), this may begin a 'One Planning' cycle where small and measurable targets are set. These will in the form of an 'Assess, Plan, Do, Review form where academic targets are set or a Pastoral Plan focusing on the social, emotional and mental health needs of a child. These are dependent on the area of need the children have and in some cases, a child may have both.

Where a child has an EHCP/statement, we as a school accept responsibility to review the plan on an annual basis and involve parents, the child, class teacher, SENDCo and any other professionals involved to carry out the review and implement revised or additional strategies of support.



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Evaluation of SEND

Pupil Passports including a One Page Profile, Risk Assessment and One Planning are regularly updated in conjunction with the needs of each pupil. We ask for pupil and parental perceptions to support us in improving the quality of practice for the children at Sir Martin Frobisher Academy.

At Sir Martin Frobisher Academy, we closely work with a range of outside agencies and accommodate any materials, resources and/or strategies they recommend to us.

We are fully committed to improving learning experiences for all children

Interventions

To enhance the learning opportunities created at Sir Martin Frobisher Academy, we carry out a range of interventions to support the individual needs of the children we teach. Each intervention is chosen based on specific needs of the child, and the outcomes are discussed between class teachers, learning support assistants and SENDCo.

Some of our interventions include:

- Bespoke and targeted wave 3 interventions (1:1 support)
- Bespoke and targeted wave 2 interventions (small group support)
- Toe by Toe
- Pre Teaching tools
- Read Write INC intervention
- Finger Gym
- Gym trail
- Talking partners
- Specialist teacher advice
- Speech and language therapy with external agencies (Communicate and NHS).



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Equal Opportunities

Our approaches to learning and staff training ensure all pupils are able to fully engage in activities and ensure reasonable adjustments are made for this. We include all children in learning irrespective of their needs and embrace their differences. Sir Martin Frobisher Academy has high expectations of our pupils and what they can do and we are always looking for ways this can be extended to further support our pupils.

Parental Involvement

Formal

- One Planning meetings
- Parent consultation meetings
- Annual reviews for children with an EHCP
- Invitation for meetings with other professionals
- Parents' evenings.

Informal

- Meet and greet in the playground, before and after the school day
- Home-School communication books
- Emails
- Phone Calls.

Any parent who raises a concern regarding their child is taken seriously and is followed up in line with the school's assessments. These assessments are regularly reviewed with the class teacher and SENDCo to ensure the intervention being received is suitable and matched to needs of the child.

At Sir Martin Frobisher Academy, and in conjunction with the SEND Code of Practice, we value parental views and will not refer a child externally, make changes to their additional needs nor speak about a child with an agency without first having parental consent.

Pupil involvement

Pupils have the opportunity to consult about their education through:

- One Page Profile discussions
- Pupil views during referrals and/or annual reviews
- PSHCE lessons
- Transition events to high school
- Pupil perception views
- Talking with staff on a regular basis.



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Training and Expertise

Staff training and development is closely monitored by the Senior Leadership Team (SLT). Phase leaders oversee teaching and have an important role in ensuring all members of staff are providing an inclusive, challenging and enriching curriculum for all pupils. The SENDCo works with class teachers and monitors the progress of children with SEND.

Training and Expertise for staff:

- Qualified SENDCo (2017) who is also a qualified teacher (2014)
- Many members of staff have received training in relation to SEND and have gained strategies to support with Autism, Dyslexia and Attention Deficit Hyperactivity Disorder.
- All staff will receive specialist training as and when required for the individual needs of the child.
- Reception staff have training to support children with Downs Syndrome.
- Staff will and do attend various training programmes organised by the local authority and other professionals.
- Thrive trained practitioners
- First Aid

Staff may have access to:

- Specialist teacher advice
- Educational Psychologist advice
- Speech and Language therapist advice
- Occupational therapist advice
- Emotional Wellbeing and Mental Health Service advice
- SENDCo update meetings
- School nurse
- General Practitioner
- Local Police
- Nurture support and advice
- Family solutions/Family support.

Social and Emotional aspects of learning

At Sir Martin Frobisher we understand that some children may have difficulties regarding their social and emotional aspects of learning and we recognise this is an important area of their learning if they are to develop and achieve their best to be a part of the community.

Our pupils learn these skills through:

- PSHCE lessons
- Inclusive lunch and break times, where social and emotional aspects are enhanced and monitored
- Staff model expectations and appropriate behaviours and reward children when they make the right choices
- Thrive sessions with our Emotional Wellbeing Leads, based on assessments carried out.
- Positive classroom culture, where children feel safe to discuss their feelings and have the confidence to speak out.
- Learning in the community linked with school behaviour
- Support for pupils' social and emotional ability through nurture groups
- Learning resources within the classroom and school
- Additional support from our Family Liaison Officers.



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Working with other professionals to support pupils and their families.

SENDCo and School

- Open door policy
- Inviting parents and professional to EHCP/annual review meetings.
- Inviting parents and professionals to Team Around the Family (TAF) meetings.

Referrals and agencies

- General Practitioner
- Paediatrician
- Speech and Language Therapist (SaLT)
- Occupational Therapist
- Specialist Teacher
- Educational Psychologist
- School Nurse
- Statutory Assessment team
- EWMHS

Family support to include sign posts to

- Family Liaison Officer
- Parenting courses
- School nursing team
- Family Solutions
- TAF

For more information of the services available, follow the link below:

<http://www.essexlocaloffer.org.uk/?s=&category=primary-schools>

Essex Local Offer

Funding

Sir Martin Frobisher receive a fixed term sum of money for each pupil on roll.

Children who have an Education, Health and Care Plan may receive funding to support the provision and their learning within school.

There are other sources of funding available allocated for specific children, these are those who are looked after or who are in receipt of free school meals and or pupil premium.



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Supporting transitions

As a school we are committed to working in partnership with children, families, professionals and other providers to ensure positive transitions occur. To ensure a smooth transition from class to class, teachers are given time for transition meetings to discuss the needs of each child and share pupil passports. Additional resources such as social stories and transition booklets are made for children with additional needs. In addition to this, children spend time with their new class teacher and in their new classroom. Furthermore, parents' consultations will be held one per term, And regular meetings between parents and staff are held to discuss progress, next steps and any concerns.

The SENDCo is responsible for transferring pupil information to a new school, should a child move school or transition to high school. Opportunities including additional visits and communication between both settings are held to ensure children have a familiar setting and feel safe and confident in their new setting.

Parental Say

The success of our pupils relies heavily on the strong, positive links between school staff, governors, pupils, parents/carers and other professionals. We continually develop our practice to improve outcomes for our pupils and welcome suggestions from these groups to enhance our provision. At Sir Martin Frobisher Academy we are committed to providing the best learning experiences for all our children.

If you would like to make any comments or compliments on our procedures and policies, please contact Mrs Sarah Barton (Executive Head Teacher) or the (SENCo) via the school office on 01255 427073. Similarly, if you wish to raise any concerns about your child, please do not hesitate to contact us using the above information (SEN policy available on the school website).

Admissions

Please see our admissions policy for details of admissions for all pupils, including those with SEND. Once your child is allocated a place in the school a meeting will be arranged with the Headteacher and, as appropriate, SENCo and class teacher to discuss your child's needs and raise any concerns you may have. At Sir Martin Frobisher Academy we are committed to meeting the needs of every child in an individualised and bespoke way so will use this opportunity to discuss how their needs can be met most effectively.



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Contacts and useful links

Local offer contact for enquiries about Special Educational Needs and Disability provision at Sir Martin Frobiher Academy:

Mr David Girdlestone / Mr Jonathan Sly
SENDCo
01255 472073
Frobisher.admin@smfa.org.uk
(please use FAO SENDCo in the subject box).

Sir Martin Frobiher Documents:

SEND Local offer (Information report)
SEND Policy

<https://frobisher.essex.sch.uk/essex/primary/frobisher>

Other links:

Essex Local offer:

<http://www.essexlocaloffer.org.uk/?s=&category=primary-schools>

Essex Info Link:

<https://schools.essex.gov.uk/Pages/EssexSchoolsInfolink.aspx>

Family Solutions:

<https://www.essexeffectivesupport.org.uk/family-solutions/>

SENDIASS:

<http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Parent-Partnership-Service.aspx>