



SEN information report.

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Essex Local Offer: <http://www.essexlocaloffer.org.uk>

Your children are our priority.

All schools are committed to adopt a similar approach to meeting the needs of all pupils including those with special educational needs. Children should be enabled to make the best possible progress in school and actively participate in the wider aspect of school life and prepare for adult life.

At Sir Martin Frobisher Academy, we strive to create a sense of community and belonging. We have high expectations for all of our pupils and suitable targets, a broad and balanced curriculum and systems for early identification of barriers to learning and participation.

What support do we offer?

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed taking a person-centred approach alongside relevant staff members and where necessary, outside agencies.

4 Broad Categories of Need

The Code of Practice specifies 4 main areas of SEN that include a range of difficulties, these are; **communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and/or physical needs.**

The school offers many different forms of additional provision. This can include: additional in-class support; additional out of class support; one to one support; small group work; access to specific resources; mentoring and access to outside agencies. Additional provision is overseen by the school's SENCo and is implemented by teachers and learning support assistants. Like with individual targets, additional provision depends on the need of the child.

There is an ongoing programme of training to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEN. Recent training has covered:

- In class provision for children with SEN through First Quality Teaching.
- Precision Teaching
- Trauma Prevalence Practice (TPP)
- Effective Interactions using the scaffolding model
- Positive behaviour approaches.
- Mental health for children and young people

The SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN. The school also seeks advice and guidance from a range of other relevant agencies:

Inclusion partners: Toby Watson-Morris and Janine Piper,
Educational psychologist: Jan McBride
South Tendring Primary Partnership
SEN and Pastoral Clusters
Trust SLE SENCos

We also have staff with specialised expertise and qualifications including:

- Specialist speech and language therapist
- Licenced Thrive Practitioners
- Mindfulness for children practitioner
- Fischer Family Trust Teacher
- Makaton trained staff

Who should I contact to discuss the concerns or needs of my child?

The class teacher(s) should always be the first people you should speak to if you have any concerns.

Class teacher

Responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress.
- Contributing and devising pupil support plans to prioritise and focus on the next steps required for your child to improve learning.

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Responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy.
- Ensuring that parents are involved in supporting their child's level of learning and access, kept informed about the range and level of support offered to their child included in reviewing how their child is doing.
- Consulted about planning successful movement (transition) to a new school or class.
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting the range of SEN.

Head teacher: Mrs Gayler

- The day to day management of all aspects of the school, including the provision made for pupils with SEN.

SEN Governor:

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

What level of support does my child need?

The needs of most children will be met by highly inclusive quality first teaching. It is the responsibility of the class teacher to adapt the curriculum to meet the needs of individual children. However, there may be times when children require provision that is additional to and different from their peers. This may mean they need a personalised SEN support plan or One Plan. In some cases, a child with complex needs may require an Educational Health Care Plan (EHCP).

At Sir Martin Frobisher, there are different plans to support children with SEN

1. One page profile or pupil passport (*Arbor Cause for Concern*): This is a plan that states the provision in class that helps a child access the learning. It may include things like having a visual timetable or a fidget box. It states the pupil's strengths and the areas where they require support with top tips on how to do that.
2. Personal SEN Support Plans (*Arbor SEN Support*): This is a plan that looks at short term outcomes for a pupil. The plan documents any in class provision as well as interventions.
3. One Plans (*Arbor SEN support*): This is a highly detailed plan that has both long term and short term outcomes. It details the provision and interventions, including targeted adult support.

All plans take a person-centred approach and are reviewed termly in line with the Access, Plan, Do, Review format. The plans are fluid and take into consideration any changes that may occur. Teaching staff are made aware and it is noted on a child's chronology.

If a child is awarded an EHCP, the One Plan process still takes place. The EHCP is reviewed annually in an annual review and external agencies are invited to attend alongside the parents, SENCo and class teacher (this takes place instead of the last one plan review).

Pupils can move between the plans depending on the progress that they are making. If a child comes off SEN support, they are still reviewed to make sure that they continue to make progress.

For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or the use of a scribe. The SENCo or phase leader will talk to you if she feels that your child will benefit from these additional arrangements. For this to take place, evidence is needed in support of the application and will need to be part of the child's normal provision. This will be recorded in a child's plan.