



*Sir Martin Frobisher Academy  
Special Educational Needs  
Information Report*



**YEAR 2023-2024**

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## *Your children are our priority.*

At Sir Martin Frobisher Academy we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation using our SEN identification flowchart which can be viewed in the SEN policy. We evaluate the effectiveness of our provision through our school's monitoring cycle, which includes: observations, lesson walks, book looks and pupil voice.

### The arrangements for assessing and reviewing the progress of children with SEN:

The school follows the Access, Plan, Do, Review cycle as specified in the SEN Code of Practice (2014). Assessments can be in the form of test papers, diagnostic assessments and/or observations, checklists, teacher assessments or external professional reports as well as consultation with the parents/ carers, teachers and child or young person. A plan is written (One Planning) that uses the assessment information to decide the best provision for the child. The provision is put into place and then reviewed, and the cycle continues. Pupils' progress is discussed in detail at Pupil Progress meetings and SEN Provision Map meetings and documented in the One Plan review.

### What support do we offer:

The school has redefined its core offer of teaching that all children will receive. This makes teaching and learning more inclusive. What we offer children with SEN is different for every child. The support is designed by the appropriate staff members working alongside the child, the child's parents and carers and, where necessary, outside agencies (Engagement Facilitator, Speech and Language Therapist).

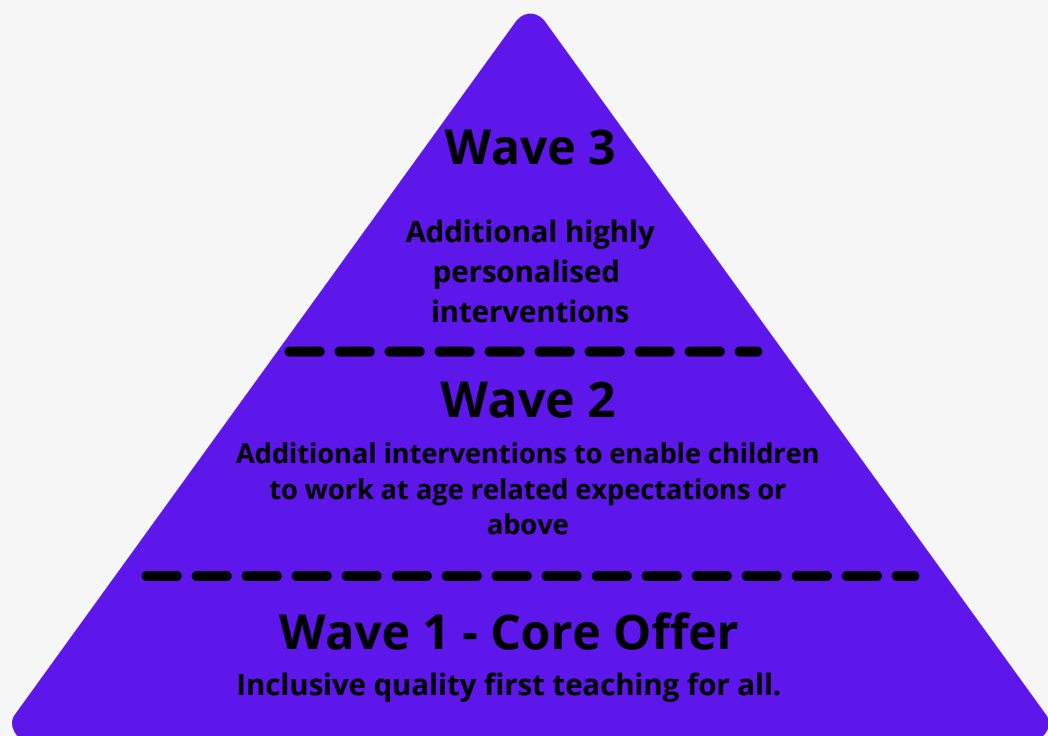
### Engagement and Inclusivity:

Adaptations are made to the whole of school life so that all children can participate in school life. Teaching staff carefully consider need when planning lessons, school trips and extra-curricular activities.



# 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 provision map/ one page profile, **ONE PLAN** or **EHCP**.



## Examples of additional support for children with SEN

### Wave 1:

- Thrive Approach
- Trauma Perceptive Practice
- Visual Timetables
- Vocabulary/ Sound Mats
- Concrete Resources Available
- Working Walls
- Distributed Practice

### Wave 2:

- Sensory Adaptations
- Pre and Post Teaching
- Fine Motor Skills Provision
- 1:1 Reading
- Group Interventions
- Socially Speaking

### Wave 3:

- Engagement Curriculum
- Thrive 1:1
- Speech and Language Therapy
- 1:1 Tutoring

## Adaptations to the Curriculum and Learning Environment for children with SEN


Adaptations to the curriculum are made through careful planning by the class teacher, who may be advised by the SENCO, curriculum leads, and Senior Leaders as well as other external agencies such as the Inclusion Partner, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist or Specialist teacher and any involved clinical teams.

Adaptations are made, when reasonable to do so, to the school environment so that it is accessible for all learners in the classroom and for activities for outside the classroom including extra-curricular activities with their peers.

The school is on one level and the outer buildings have slopes. There are accessible toilets with handrails in both the main block and the Key Stage 1/ Early Years' block. The Key Stage 1 accessible toilet has an adjustable changing table.

## Supporting children with SEN in improving their emotional, mental and social development.

The school has the mental health and wellbeing of the pupils at the foundations of the curriculum. Pupils have a personal development curriculum which includes: personal, social and health education (PSHE) following Jigsaw, and statutory Relationship and Sex Education (RSE) as well as interventions such as Thrive and Socially Speaking. The Inclusion Team support children and their families with issues such as school based anxiety and referrals for mental health support.



## *What if my child is still not making progress?*

If, despite an increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that which can be offered by our own resources, a request for an Educational Health Care Plan Needs Assessment may be requested.

The SENCO will explain the process to you and show you how to find out more information and details of parent support organisations such as SENDIASS which can support you.

Children who have special educational needs but whose needs are met by quality first teaching and targeted interventions will be on a provision map which outlines their provision and support.

For many children, targets will be connected to their learning and will specifically link to a child's individual needs - this will be different for everyone. The most important point is:

## *Targets depend on the needs of the child.*



A child with the most complex Special Educational Needs and/or Disabilities will have a ONE PLAN which sets out targets that are currently being worked on and what ADDITIONAL PROVISION is put in place for that child. The content of the ONE PLAN is negotiated with the child, family and if necessary other professionals.

## *Additional provision*

There are 4 broad areas of need: **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Physical and/or Sensory needs.** The school offers many different forms of additional provision. This can include additional in-class support, out-of-class support or interventions, one-to-one support, flexible groupings, resources, learning mentor. Additional provision is overseen by the SENCO and is implemented by teachers and teaching assistants. Provision is reviewed and evaluated through the monitoring process, which includes observations, pupil progress and pupil voice as well as the One Plan reviews.

*Additional provision depends on the needs of the child.*

### *Examples of Interventions:*

**Communication and Interaction:** Speech and Language Therapist, Wellcomm and NELI  
**Cognition and Learning:** Precision Teaching, EPS Maths  
**Social Emotional Mental Health:** Thrive  
**Physical and or Sensory:** PECS, physiotherapy exercises.

## *Access arrangements*

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 use of a scribe. The SENCO, teacher or phase leader will talk to you if it is felt that your child would benefit from additional arrangements.

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# *How skilled are the staff in meeting the needs of my child?*

An ongoing programme of training taken from monitoring and staff perception surveys is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision with SEN.

Recent training has covered:

- Maximising Impact of Teaching Assistants
- Precision Teaching
- Read Write Inc Phonics Intervention and Fast Track Tutoring
- Scaffolding
- Trauma Perceptive Practice
- Thrive
- Speech and Language

The priority training for the year 2023-2024 is: Adaptive Teaching

The SENCO actively engages in a range of opportunities to share best practice and keep abreast of local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from the local authority cluster and Trust schools and other relevant agencies to help school staff support the needs of your child to review, evaluate and develop provision.

We have staff with specialised expertise and qualifications including:

Thrive practitioners

Advanced Autism Teacher

Speech and Language Therapist

NELI trained practitioners (Speech and Language)

## *Consulting with parents/carers and children.*

Children have a One Page Profile to collate their views and inform their One Plans. Parents have access to Edukey Provision Map to access and comment on their child's One Plan. SEN and provision is discussed at Parent Consultation Evenings and meetings can be arranged with the Class Teacher and/or SENCO.

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

## **Class Teacher / Phase Leader**

### **Responsible for:**

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

*The class teacher should always be the first person you speak to if you have any concerns.*



## **SENCo: Priscilla Wadsworth**

### **Responsible for:**

- Coordinating provision for children with SEN and developing the school's SEN policy.
- Ensuring that children and parents are: involved in supporting learning and access, kept informed about the range and level of support offered and included in reviewing how learning is progressing.
- Consulted about planning transition to a new class or school.
- Liaising with a range of agencies outside of school who can offer advice and support pupils overcome any difficulties, including health, social care, Educational Psychologists and the school's inclusion partner from the Local Authority.
- Providing advice and facilitating training to ensure that that all staff are skilled and confident about meeting a range of SEN.

## **Executive Head-teacher: Simon Wood**

- The accountability, strategic oversight and the day-to-day management of all aspects of the school's provision, including any provision made for pupils with SEN/D



## **Head of Inclusion: David Girdlestone**

- The responsibility for leading on, and overseeing inclusion across the school.



## **SEN Governor: Mrs Chester and Ms Harper**

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



# Transitions

Children with SEN can become particularly anxious about 'moving on' so we seek to support successful transition by:

## **When starting the school:**

We will contact the child's early years provider and make arrangements to visit the child in their current provision and gain information from their key worker. We have a transition programme in place for children and their parents/carers to visit the school. A range of transition videos and information are posted on Tapestry to be accessed.

## **When moving between classes:**

An information sharing meeting will take place with the receiving teacher. If appropriate, there will be opportunities for you and your child to visit the new class staff and classroom prior to starting the new class.

## **When moving to secondary school:**

The SENCO will make contact with the Year 7 leader and/or SENCO once a school has been named. Multi-agency meetings maybe arranged to create a more detailed transition plan. Successful arrangements and interventions will be shared and are documented on the ONE PLAN, ONE PAGE PROFILE and PERSONAL SEN PLAN/PROVISION MAP.

## **When moving to another school:**

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their goals. We will ensure that all records are passed on as soon as possible.

# Contacting us:

For any queries regarding SEN, please contact the SENCO.

Details below:

**Priscilla Wadsworth: [priscilla.wadsworth@smfa.org.uk](mailto:priscilla.wadsworth@smfa.org.uk)**

Please note that the class teacher should be the first point of contact regarding your child's education and school life.

In the event of a complaint, please follow the complaints policy which can be found on the school website.

Details of Essex Local Offer where you will find videos on the SEN process, the Code of Practice and details of the SEND Operations team.

<https://www.essexlocaloffer.org.uk>

