



SEND INFORMATION REPORT

Sir Martin Frobisher Academy

WELCOME

I am Mrs Wadsworth, and I am SENDCo (Special Educational Needs and Disabilities Co-Ordinator) here at Sir Martin Frobisher Academy. I carry out of the role of which involves supporting and co-ordinating provision for children with Special Education Needs and Disabilities (SEND).

If you are ever concerned about your child's progress or development, please speak to the class teacher in the first instance. The teacher can then complete a referral form to request SENDCo support or advice if needed.

If you would like to speak to me, I can be contacted via the school office on 01255 427073 (during school hours) .



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Click on one of the links to find out more information about SEND at [Sir Martin Frobisher Academy](#).



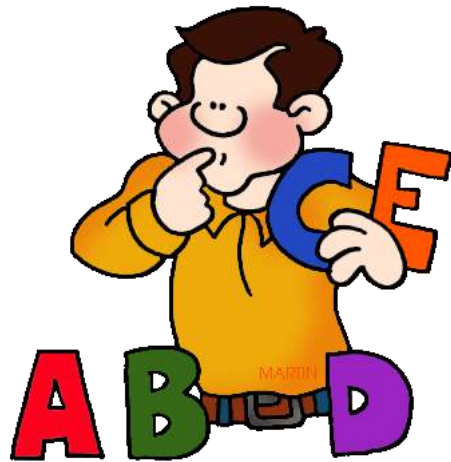


WHAT IS OUR SEND ETHOS AND APPROACH?

We have an inclusive ethos in all areas of school life, including teaching, learning and the curriculum. We use inclusive, targeted quality first teaching from the class teacher with adapted planning to support ALL children to access the curriculum at their level. Learning support assistants (LSAs) are also used in lessons to support individual pupils or groups.

Pupils with SEND have opportunities to take part in all extra-curricular clubs and join in with trips and visits. Assemblies and the curriculum are used to raise awareness, promote diversity, and discuss issues such as bullying and discrimination.

WHAT TYPES OF SEND ARE PROVIDED FOR?



We are an inclusive school that aims to meet the needs of ALL learners. A pupil has SEND where their learning difficulty or disability calls for special educational provision; this is provision different from or additional to that which is normally available to pupils of the same age. The types of SEND that are provided for fall under 4 broad areas:

- **Communication and interaction:** Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and learning:** Learning difficulties covers a wide range of needs, including moderate learning difficulties, severe learning difficulties, through to profound and multiple learning difficulties where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. Specific learning difficulties, affect one or more specific aspects of learning - this encompasses a range of conditions such as significant and persistent literacy difficulties, processing and memory difficulties.
- **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- **Sensory and/or physical needs:** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support.

HOW DOES THE SCHOOL IDENTIFY AND ASSESS CHILDREN WITH SEND?

At Sir Martin Frobisher Academy, we know that early identification of a special educational need or disability leads to early support for a child which will reduce the chances of the gap between them and their peers widening. Information to help identify children with SEND is gathered from:

- Parents/carers and the child's views
- School staff
- School-based assessments and observations

Additional advice/assessments may be gathered via referral to outside agencies such as:

- Inclusion Partner
- Speech & Language Therapists
- Pediatricians
- Occupational Therapists & physiotherapists
- Social Care
- School Nursing Service
- Early Help Team





QUALITY FIRST TEACHING

All children should be able to access high quality first teaching in their class. Our teachers work incredibly hard to adjust the learning in their class to meet the varying needs of all pupils.

Cognition & Learning QFT Strategies	Communication & Interaction QFT	SEMH QFT Strategies	Sensory & Physical QFT Strategies
Clear targets for 'Next Steps'; building on what pupils can already do	Increased visual aids including use of a visual timetable/ Now and Next/ Task Boards	Clear, consistent reference to behaviour charts/Life Values with praise/reward	ICT ease of access settings e.g. magnifier
Make explicit links to prior learning and recap key learning points throughout and at end of lessons (overlearning)	Eye contact or pupil's name used to gain attention <u>before</u> giving information or instructions	'Catch' pupil 'being good' and provide regular, specific praise/reward. Use of Brilliant Book	Coloured overlays or different coloured paper. Coloured background on interactive whiteboard screen
Instructions given in small chunks with visual cues	Key words/vocabulary emphasized when speaking and displayed visually	Give classroom responsibility to raise self esteem	Consider lighting – natural and artificial
Opportunities to work with a scribe, in small groups or using ICT.	Minimise use of abstract language, idioms etc	Use of 'now/next' or 'first/then' board with visuals	Ensure appropriate print size photocopies
Ask pupils to explain tasks to clarify understanding	Information or instructions in manageable chunks	Play calming music/sounds where appropriate	Consider seating – in front or close to the board/resources/teacher
Minimise copying from the board: copies for individual pupils where needed – enlarged/ coloured if needed.	Simple checklist/task lists with visual cues. Start/finished tray	Communicate in a calm, clear, consistent manner	Keep background noise/distractions to a minimum
Additional thinking time or time to complete tasks	Delivery slowed down with time given for processing	Use post-its for questions rather than interruptions	Repeat contributions from children that speak quietly
Key words/vocabulary clearly emphasised and displayed in room	Clear modelling of what is expected to support auditory processing	Interactive strategies e.g. holding up answers, come to front to take a role etc	Face pupils when speaking and keep hands away from mouth
Use alternative ways to record learning – mind maps, voice recorders, ICT, writing frames, sorting, scribe	Non-verbal feedback system to demonstrate whether something has been understood. E.g. thumbs up	Visual timer used to measure and extend time on a task	Left handed and right handed pupils not next to each other with adjacent hands
Talk partners	Use of Talking Partners to encourage, but not replace, verbal responses	Quiet area or safe space available for calming/working if needed	Sloping desk stand if appropriate
Alphabet strips/phoneme mats/key spellings on desk	Effective use of questioning and encouraging children to ask and answer questions	Alternative seating for tasks/carpet time, or wobble cushions if needed	Lined paper with sufficiently wide spaces
Whiteboards/pens available to make notes, try out spellings, record ideas & remember	Range of multi-sensory approaches used to support spoken language e.g. pictures, concrete apparatus, role-play, artefacts	Use of fiddle toys for anxiety/calming	Read aloud as you write on the board
Multi-sensory resources used	Quiet, distraction free workstation available if needed	Provide opportunities to demonstrate skills and build self-confidence	Use of ear defenders
Pre-teach key vocabulary	Parents advised of new vocabulary so it can be reinforced at home	Consider seating arrangements – focus on triggers, self esteem etc	Use of sensory toys for calming/provide sensory breaks
Clearly presented text and fonts with tasks/resources adapted to suit ability	Ensure preferred methods of communication are shared with key staff	Provide movement breaks/brain breaks/ sensory trails	Use of weighted blankets
Model and scaffold learning and teach/model memory techniques	Model good language and extend vocabulary	Ensure that tools/equipment/concrete resources are easily at hand	Pencil grips/left handed scissors/rulers with handle

INTERVENTIONS

If quality first teaching is not enough to meet a child's needs, then we put in place time-limited, evidenced-based interventions to target skills that we have identified as being delayed in developing for a child. The aim is for the child to catch up to be age-appropriate with that skill. If this does not work, then we put in place personalised curriculums or provision on an individual basis to meet a child's individual needs.



Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical
<ul style="list-style-type: none">WellcommSocially SpeakingTalkaboutCommunicate SALT	<ul style="list-style-type: none">Read Write Inc 1:1 tutoringFresh StartPrecision teachingEPS Maths	<ul style="list-style-type: none">ThriveELSAArt therapy	<ul style="list-style-type: none">Sensory CircuitsGym TrailFine motor skills programmes

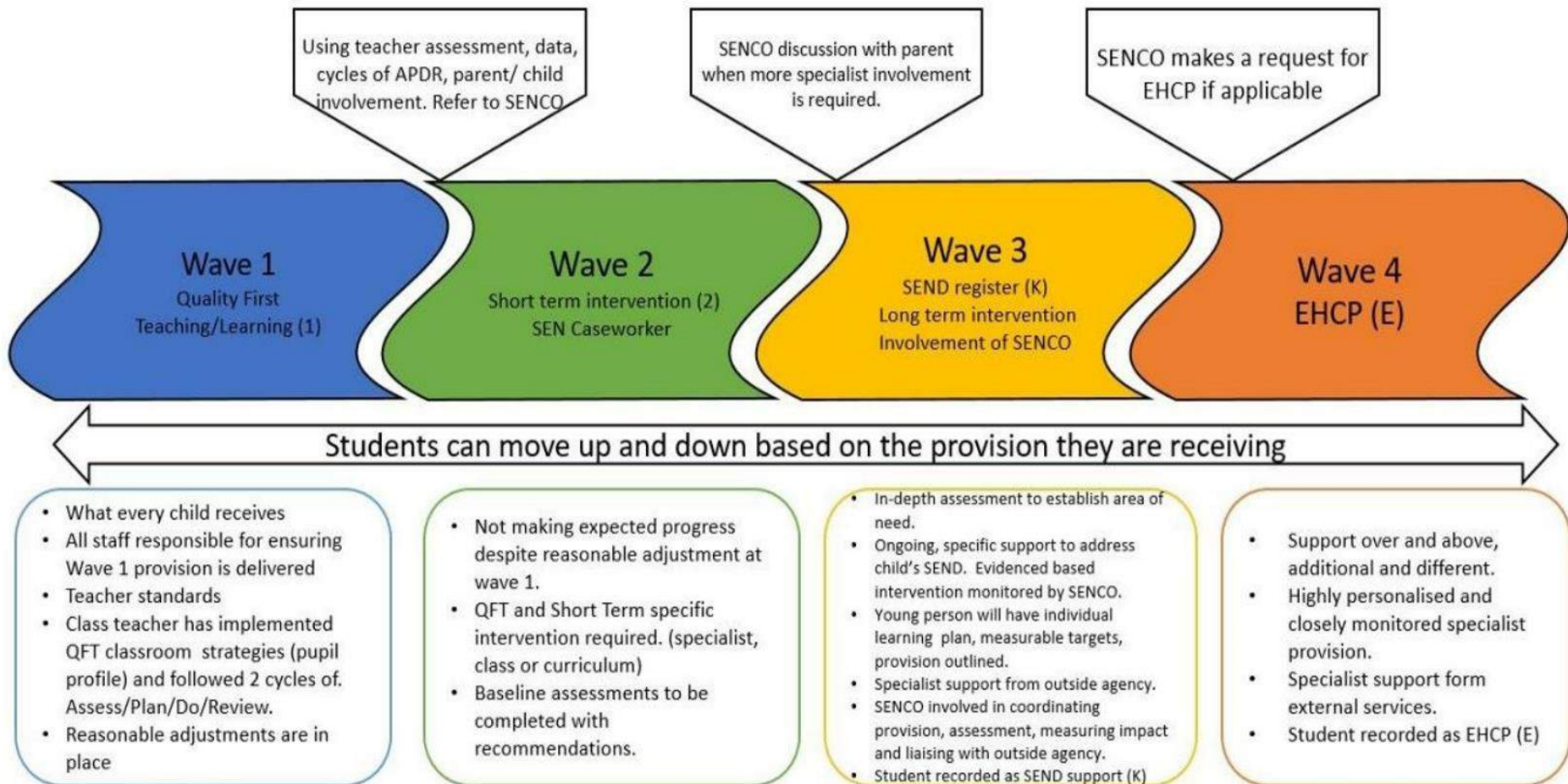
REFERRAL FOR AN EHCP

- An EHC Needs Assessment can be requested when a child has a learning difficulty or a disability and is not making the progress expected with the support that is being put in place, or the parents of the child believe that the education setting is not able to provide the help and support which is needed.
- Families and schools are encouraged to work together to discuss the provision in place for a child and decide if/when statutory assessment is appropriate. An EHC Needs Assessment is usually requested by the school but can be requested by a parent or carer.
- An EHC Needs Assessment may result in an **Education, Health and Care Plan (EHCP)** being issued. Parents and carers have the right to appeal against a decision not to issue an EHC Plan.
- An EHCP is a document which sets out the education, health and social care needs of a child and the support that is necessary to help them to progress and achieve their outcomes (for some this may be up to age 25).
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil at an Annual Review meeting.



THE GRADUATED APPROACH

The SENDCo identifies children with SEND through cycles of **assess, plan, do, review**.



HOW DOES THE SCHOOL COMMUNICATE WITH ME AND MY CHILD?

We value the importance of good home-school communication. All children on the SEND register have a One Plan – this outlines your child's targets and SEND provision. We also share information in the following ways:

- Annual Review Meetings (for children with an Education, Health and Care Plan).
- One Planning meetings.
- Team Around the Family (TAF) meetings (where outside agencies are involved).
- Consultation evenings with parents/carers, children & teachers.
- Information on our website.
- Arbor & email.
- Provision Map communication
- Annual reports.



HOW DOES MY CHILD HAVE HIS/HER SAY?



- We talk to the children regularly about their learning and progress.
- Where appropriate, children are invited to One Planning meetings and Annual Reviews to share their views. Sometimes we collect the child's views before the meeting using different methods such as questionnaires or using pictures to communicate ideas.
- Children are invited to Consultation Evenings to share their views.

HOW WILL MY CHILD BE SUPPORTED WITH TRANSITIONS?

Transitions from pre-schools/nursery schools:

- Pupils due to join our reception class visit the school/classroom prior to starting and meet with staff. Where a child already has identified special educational needs, the SENCo will also visit the child in their pre-school setting and home visits with the Reception teacher..

Transitions from class to class:

- Prior to the start of a new academic year, class teachers and LSAs receive information about the SEND children in their class, including their One Plan and Reviews. Relevant training/courses are arranged for teachers/LSAs as needed.

Transitions to/from another primary school:

- All children with SEND can visit the school and have a tour prior to starting to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.
- We have a highly skilled pastoral team to monitor well-being. All school SEND records are passed on to any other school a child transfers to.

Transitions to secondary school:

- Where children with SEND are transferring to Secondary School, the SENDCo will contact the secondary school to transfer SEND information and discuss transition support.
- All pupils in Y6 are offered transition visits to their secondary school.



SEND FACILITIES

We have a fully accessible building (via portable ramps) and an accessible toilet with changing table. The Hut hosts our Thrive, ELSA and Speech and Language department. It is also used for Personalised Provision, SEND meetings and assessments.



Speech and Language Room



Thrive and ELSA Room



Thrive Room



Sensory Room

Our fantastic Thrive Rooms are used for social, emotional and mental health interventions.

SEND RESOURCES

We have a range of SEND resources and equipment for use throughout the school if needed or recommended.

Resources include:

- Fiddle toys
- Stress balls
- Ear defenders
- Balance balls
- Wobble cushions
- Coloured overlays



STAFF TRAINING

We strongly believe that staff development allows us to better understand and, therefore, meet the needs of our children. Staff training is an ongoing process.

- The SENDCo is a qualified teacher who holds the National Award for SEND Co-ordination.
- We have Thrive Approach practitioners and an ELSA.
- The SENDCo attends regular SENDCo update meetings and forums run by the Local Authority and Reach2 relating to the needs of pupils within the school.
- Regular opportunities are given to staff to attend courses on relevant SEND topics.
- Staff training needs are also supported through PD days, peer mentoring and coaching, modelling, observation, working with outside agencies and staff meetings.



WHERE CAN I FIND SEND SUPPORT AND INFORMATION?



- Essex Local Offer (<https://send.essex.gov.uk/>) has a wealth of information for children and young people with SEND and their parents and carers about education, health and care services, leisure activities and support groups.
- Essex SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to SEND. It is free, easy to access and confidential.
<https://www.essexsendiass.co.uk/>

PROBLEMS AND COMPLAINTS

At Sir Marin Frobisher Academy, we encourage parents to get in touch if they have concerns about their child's learning. However, if you are unhappy with the special educational provision that your child is receiving:



- Your first approach is to speak to your child's class teacher – you can visit or telephone the school office to make an appointment.
- If the problem or concern persists, the next step is to speak to the SENDCo or Head of Inclusion by arranging an appointment via the school office.
- If necessary, the next step is to approach the Head Teacher, you can make an appointment via the school office. It is the Head's job to hold staff to account if things are not right, or to explain why the school is unable to meet a request. We encourage parents to share concerns early so that they do not become a problem.
- If your concerns are not resolved, please see our Complaints Policy for advice on how to proceed, this can be found on our school website.