

FRIARS ACADEMY ANNUAL SEND REPORT 2017-18

For parents, carers and Governors

Friars Academy is a Special school for pupils aged 11 – 18 years. All pupils have a Statement of Special Educational Need or an Education, Health and Care (EHC) plan that identifies difficulties as communication and interaction and cognition and learning according to the SEN Code of Practice 2015. It is recognised that pupils may also have a range of other associated or additional difficulties.

This SEND Information Report outlines information regarding ways in which we provide support for all our students in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment.

How Friars meets the Special Educational Needs of students

1. What kinds of Special educational Needs does the school provide for?

Friars provides for children whose primary need is communication and interaction and cognition and learning as described on an Education Health Care Plan (EHCP) according to the SEN Code of Practice 2015;

They can attend Friars from Year 7 through to Year 11 or Post 16 for students that meet the criteria to stay on at Friars. Many have associated difficulties such as ASD.

We recognise that their needs are complex and, in addition to their cognition and learning difficulties, some students may have some degree of difficulty such as physical difficulties, although their primary need is communication and interaction and cognition and learning.

2. How will I know how the school supports my child?

During the first six weeks of a pupil's entry, staff use a variety of assessment tools to ascertain the pupil's strengths and needs. Individual targets are set and shared with the pupil and parents/carers at a post-admission parents evening.

Following Annual Reviews of progress, an **individual education plan** will identify the objectives to work towards and the methods to be used to support the student.

Twice a year the school provides a written report for each pupil detailing progress made throughout the year. Parents/carers are invited to school to discuss the report at a parents' evening and structured conversation meetings.

The school is also subject to the Ofsted framework.

3. How will the curriculum be matched to my child's needs?

Teachers plan using students' achievements and progress so that work is matched to ability- this is **differentiation**. At Friars, teachers aim to support students of all abilities by using a range of differentiation strategies, such as providing a list of key words and definitions, simplifying language, using images which connect to the words being used, giving examples, modelling actions or technical vocabulary, clear, simple instructions, verbal explanation accompanied by modelling, placing students with certain skills next to students who need to develop those skills, model answers to show them what we are looking for, tasks which can be accessed in different ways, stepped activities get progressively more challenging, extension questions and tasks, matching, grouping and ranking activities are accessible to all students, questioning at different levels, Thinking time, Writing frames/sentence starters.

There is a high level of **Specialist Teaching Assistant support** available in the academy, so that where necessary, students can work **individually or in small groups**. Where appropriate, students access a range of **resources, including technology, to support** their learning. The curriculum learning blocks and theme days support the student's progress and motivation to ensure a high level of engagement

4. How will I know how my child is doing?

Your child's progress and attainment is shared with you in a variety of ways, including:

The student's planner

Annual reviews for EHC plans

PEP meetings for Looked After Children

Annual reports

Through telephone contact with staff or individual meetings as necessary

Parents' evenings

Structured conversations

During the child's **transition**, we aim to gather information from parents/carers, other adults who have been involved with the child and of course, from the child directly, about what their strengths and difficulties are and where they may need more support. This adds to the assessment information we receive with the **Education Health care Plan**.

Following the child's start date, we use the first few weeks to make further assessment of their development and progress in order to set targets for learning.

If we or parents/carers suspect that there are difficulties which were not identified in the original EHCP, we will involve other professionals, such as an **Educational Psychologist** to carry out further assessments.

5. What support will there be for my child's overall wellbeing?

The school has a variety of ways of supporting your child's wellbeing. They include:

- A high ratio of adults to children; access to a familiar adult mentor is particularly important to build relationships
- Access to a range of intervention programmes to develop skills and knowledge with regard to individual well-being
- A safe and calm environment with structured and organised learning opportunities
- Opportunities for our pupil voice to be heard via the School Council, student subject ambassadors and prefects.
- A behaviour support zone
- A Self-esteem worker
- A therapy zone
- Medical support

The Extended team involved with identified students includes an occupational therapist, school nurse, autism outreach link worker, who play a key role in monitoring and promoting pupil wellbeing. There are special **quiet areas** of school which students can use with staff when they feel unable to cope with the regular classroom activities

We also have a parent support worker who works to support the whole child and family.

6. Students with medical needs

Staff who administer medicine complete training provided by an appropriately registered body and follow DfE guidelines included within 'Supporting pupils at school with medical conditions' statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014. We have a school nurse on site for one day per week and key trained staff to deliver medication.

7. What training are the staff supporting children with SEND given?

All staff receive the following training:

Child protection and safeguarding

Team Teach

In addition, all staff receive ongoing training to help them meet the varying and complex needs of the individual pupils. This training uses both internal expertise and external providers.

Being a member of the Maplefields Teaching School Alliance, the school is committed to continuous professional learning and school to school support.

8. How will my child be included in activities outside the classroom, including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Our ethos is one of inclusion so we will always endeavour to make whatever adaptations are necessary to enable pupils to be included in all educational opportunities, including school trips.

9. How accessible is the school environment?

Our school is a safe and accessible building. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help our students, staff and visitors throughout our school including disabled toilets, wide corridors a lift and technology to help with reading and writing. Please see our Accessibility Plan

10. How will the school support my child when joining Friars or transferring to a new school?

Transition Into Friars

Senior staff review the EHC Plan and advices sent to the school and make a judgement about whether the school is likely to be able to meet the needs identified. This decision is communicated to the referring authority (usually Northants Local Authority).

Following this, a start date is agreed, subject to transport arrangements where necessary. The parents/carers are invited to tour the Academy and two transition days occur in July alongside the mainstream experiences to secondary school. Year 6 students are invited to attend a summer school prior to joining us in September. A parent/carer evening meeting is arranged to share information prior to starting.

Where possible, staff may visit the child in their current provision to see how they respond.

Class staff ensure that new students are supported, often by other students, so that they know where everything is and how things work. Parents/carers are kept informed about progress through the Friars planner and/or phone calls.

A parents/carers evening meeting with the class teacher is held to formally comment on progress and discuss any difficulties that may have arisen in the early weeks.

We use class teachers who deliver several subjects in Year 7, so that movement around school is minimal and the number of specialist staff they have to get used to is kept to a minimum