

Friars Academy Annual Send Report

For Parents, Carers and Governors

2022-2023



1. Introduction

Friars Academy is a Special school for pupils aged 11 – 18 years. All pupils have 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.

Mr D Gay
Head of School

The name of the additional needs coordinator: **Miss N Rogers (Assistant Headteacher)**

The name of the Designated Teacher for Looked After Children: **Miss N Rogers (Assistant Headteacher)**

All Teachers share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.

SEN information report

1.1 The kinds of SEN that are provided 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, Speech and Language difficulties although their primary need is **communication and interaction and cognition and learning**.

1.2 Transition to Friars Academy

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 North or West 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.

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.

Where possible, Friars 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 class email 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.

1.3 Assessing and reviewing pupils' progress towards outcomes

During the first six weeks of a student's entry, staff use a variety of assessment tools to ascertain the student'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 (IEP) will identify the objectives to work towards and the methods to be used to support the student.

The school provides a written report for each student at the end of the academic year, detailing progress made throughout the year. Parents/carers are also invited to school to discuss progress during a structured conversation.

Section A of the EHCP is considered at Annual Review meetings. Parents/carers are asked for up to date comments prior to the review and these will be considered at the meeting.

The school is also subject to the Ofsted framework.

1.4 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:

Class emails

Annual reviews EHC plans

PEP / CIC meetings for Looked After Children

Annual reports home

Through telephone contact with staff or individual meetings as necessary

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.

1.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We have a Careers and Future Prospects Leader who will work with Parents and pupils to discuss transitions, options for P16 provision and links with other educational establishments. Our Careers and Future Prospects Lead also arranges work experience placements for our year 11 pupils and visits to colleges throughout KS4.

Our Parent support worker is also available to support with any issues regarding transition to the next phases of learning.

1.6 Our approach to teaching at Friars

Teachers plan using students' achievement levels 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.

Teaching Assistant support is available in school, so that where necessary, students can work for periods of time 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

1.7 Additional support for learning

Classes at Friars are led by a Class Teacher and they are supported by a dedicated Teaching Assistant for each class.

Some pupils may have a specific 1:1 Teaching Assistant for their needs who will also work in the class.

We have Subject specific Teaching Assistants in subjects such as PE, Science and DT.

We also have a Pastoral support team who can offer interventions on a 1:1 basis with pupils, they deliver the Protective Behaviours program to our year 7 classes and also offer Sensory Circuits to groups of pupils.

We have a team of HLTA's who are able to deliver a range of lessons when needed and also provide extra support to pupils in lessons.

We also work with the following agencies, amongst others, to provide support for pupils:

- CAMHS
- Educational Psychologist
- ADHD/ASD team
- NFT School Nurse and Community Paediatrician
- Occupational Therapy
- Physiotherapy
- Speech and Language Team (SALT)

1.8 Expertise and training of staff

All staff receive the following training:

Child Protection and safeguarding

Team Teach – positive handling

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

In the last academic year, staff have been trained in; The THRIVE approach, Team Child, Dyslexia Awareness, Restorative approaches and others.

1.9 Securing equipment and facilities

Our school is a safe and accessible building with limited outdoor hard standing space. 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, lifts and technology.

1.10 Evaluating the effectiveness of provision

We evaluate the effectiveness of provision for pupils by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by Class Teachers, Head of Key Stages, Faculty Leads and the Senior Leadership Team
- Holding annual reviews for pupils with our Annual review facilitator and Family Support Worker.

1.11 Enabling pupils to access activities outside of the classroom, including school trips

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip at the start of Key Stage 4 (Year 10).

All pupils are encouraged to take part in sports day/theme weeks/pop-up learning events/ join groups such as 'eco team'.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

1.12 Support for improving emotional and social development

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

A good 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.

A behaviour support zone

A pastoral team

A therapy zone

A sensory studio

A medical officer

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 family support worker who works to support the whole child and family.

1.13 The local authority local offer

Our local authority's local offer is published here:

Northamptonshire County Council is required to publish information about services available for children and young people with special educational needs and difficulties. This is called the local offer.

Northamptonshire's County Council local offer can be found on:

www.Northamptonshire.gov.uk/localoffer

or by contacting Tel: 0300 126 1000 or email LocalOffer@northamptonshire.gov.uk

2. Monitoring arrangements

This information report will be reviewed by The Assistant Headteacher for Additional Needs **every year**. It will also be updated if any changes to the information are made during the year.