



SEND Information Report

Overview

Framwellgate School Durham is committed to working to provide an education that includes and stimulates all children, regardless of ability. We have students with a wide range of abilities and different needs and endeavour to include them in all activities, providing them with the opportunity to fulfil their full potential. We recognise that some students will need extra support and adaptations to remove barriers to learning in order to access the school curriculum and to participate in school activities. The work of the Achievement Centre and its staff is central to overcoming these barriers to learning.

The Achievement Centre

The Achievement Centre has a pivotal role within the school in removing barriers to learning so that all our students are able to maximise their potential and is characterised by the flexible approach to teaching and learning it offers those students struggling to fully access the school curriculum. The availability of a range of flexible and diverse staff (including external professionals) ensures a swift response in the development of intervention strategies for students experiencing difficulties. Students accessing the Achievement Centre are those who have difficulties including Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Sensory and Physical as well as poor attendance, school refusal and other emotional vulnerabilities. The Policy on SEND and Inclusion articulates some of the aims and purpose of the Achievement Centre in supporting students with SEND or additional needs.

Teaching and Learning

All students at Framwellgate School Durham have the right to access a broad and balanced curriculum (National Curriculum). Our SEND philosophy places SEND students at the heart of personalising learning and our curriculum is tailored to meet individual student needs.

Access to the curriculum is gained through Quality First Teaching, the differentiation of work using a wide variety of teaching and learning styles and where appropriate, the use of ICT resources. At times modifications to the curriculum may be implemented to maximise learning. Strategies for groups of students include flexible groupings, a designated group in KS3 focusing on the enhancement of key skills and KS4 pathways which are relevant to students' needs including a work based learning curriculum.

Individuals with literacy and numeracy difficulties are offered additional reading, spelling and number programmes, some of these sessions are run during morning tutor time and others during withdrawal sessions. The Achievement Centre Team support the learning of students with SEND within the classroom wherever possible but for a small number of students there is a requirement for more intensive intervention. Students with significant learning or emotional difficulties may benefit from a partial curriculum where they spend some lessons extending their learning in specific areas through programmes delivered in the Achievement Centre. Applications are made to examination boards to obtain access arrangements when appropriate.





Identification and Assessment

Student Assessment is an ongoing process throughout a child's education and forms an essential part of the Identification of students with SEND.

Student assessments provide important information for student review and support meetings and may also be used as a basis for an initial referral to the Achievement Centre Team.

The team may also use additional assessments (reading, writing, numerical) to establish the extent of a student's Special Educational Needs.

It is important to note that not all students referred to the Achievement Centre Team will be students with a Special Educational Need; any support and guidance given may be short, medium or long term.

Provisions

A wide range of provision's are coordinated through the Achievement Centre to support the delivery of Quality First Teaching during lessons and to implement personalised learning programmes for individual students. These include:

- SEN Intervention (in class support)
 - Withdrawal groups
 - Tutor time support
 - Modified curricula
 - Curriculum catch up
- Intervention run by external professionals

The procedures for supporting vulnerable students and the catalogue of provisions available are described in more detail on the website.

External Agencies

The school enjoys good working relationships with a wide range of external agencies in order that our dedicated SEND and pastoral team can provide ongoing, holistic care to students and their families. Examples include:

Child and Adolescent Mental Health Service (CAMHS)

http://www.countydurhamfamilies.info/kb5/durham/fsd/organisation.page?id=le0wpb_gjck

The Education Support Services which caters for a variety of needs e.g. English as an Additional Language; Educational Health Needs; Behaviour Intervention; Gypsy, Roma and Traveller; SEND; Communication/Autistic Spectrum Disorder; Hearing and Visual Impairment and Specific Learning difficulties.

<http://durhamvoice.org.uk/documents/09415thJan/InfoforSchoolsandOtherAgencies2013-14.pdf>

Education Psychology Service and SEN Placement and Provision

<http://www.durham.gov.uk/article/2990/Educational-Psychology-Service>

The One Point Service which provides a team of professionals including school nurse, education welfare officers, personal advisors and youth workers

<http://www.durham.gov.uk/onepoint>

Durham SEND Information Advice and Support Service

<http://www.durhamparentpartnership.info/Pages/default.aspx>

Looked After Children's Education Service

<http://www.durham.gov.uk/article/2961/Looked-After-Children-Education-Support-LACES-Team>

Other services such as the **School Counsellor** and **Parent Support Adviser** have bases in the school and provide additional layers of invaluable support to both our parents and students.



Transition

The period of transition is an important part of a student's life and the Achievement Centre works closely with primary schools, through student review and transition meetings, to make sure the bridge between primary and secondary education is a smooth and informative process which allows for an easier transition for not only students but staff and parents also. All information shared during this process is compiled into an individual support plan with the aim of identifying student's needs and providing detailed information for class teachers and support staff to help personalise learning.

All students identified as being vulnerable or on the SEND register are provided with additional arrangements which provide them with further opportunities to meet new people, learn the layout of the school and express any concerns they may have. These arrangements may include site familiarisation tours, a chance to meet with current students and key staff (Heads of Year, Tutor, Pastoral Managers, LSAs or the Director of the Achievement Centre) and opportunities to take part in some practical lessons such as Technology and Science

On initial entry to the school vulnerable students are closely supported and monitored over the first term to ensure they are accessing the curriculum and are managing with the challenges of a new school. Access to pastoral staff and the Achievement Centre is available on a day-to-day basis in particular during unstructured parts of the day.

As students progress through school, transitions at key times (Years 9, 11 and 13) are carefully managed to ensure all options are carefully considered so that informed choices are being made about future education.

Achievement Centre staff are also involved in supporting SEND students in the process of making choices for their curriculum route beyond Year 9 and with transitions beyond Year 11 (to reduce the risk of students becoming NEET).

Parental Involvement

We try to work closely with parents of children on the SEND register, both informally and in formal situations. The Achievement Centre aims to ensure that all parents feel welcome to discuss their child's needs or concerns whenever a difficulty arises. The first point of contact should be the Director of the Achievement Centre who can be contacted by:

Phone: (0191 3866628) or
E-mail: (Mark.McCreedy@fram.durham.sch.uk)

The Student Services Manager and Pastoral Manager for the Achievement Centre are also available to respond to parents on the occasions where the Director is unavailable because of teaching commitments.

Similarly a member of the team will contact parents informally as soon as we are aware of a problem. On a more formal basis communication between the school and home is organised as follows:

- Annual Review Meetings are held for students with an Education, Health and Care Plan.
- Parents of children on the SEND register are kept informed of their child's progress twice a year through the schools reporting system.
- Parents are invited into school to discuss problems and they are involved in any action we take to resolve the issue.
- Parents are asked to keep us informed of any conditions which are likely to need special consideration.
- Parents are asked to help with extra reinforcement activities at home and such help is also provided by the Achievement Centre if requested by parents.

Complaints Arrangements

Parents concerns about SEND provision will always, in the first instance, be dealt with by the Director of the Achievement Centre, but should they wish to take a complaint further, it would be dealt with by a member of the Senior Management Team or the Headteacher. Parents have a right to express their concerns and all complaints are responded to in line with our published Complaints Policy and procedures. Should a parent wish to take matters further, they have the right to forward their complaint to the Governing Body and, if appropriate, the Local Authority.

Student Voice

All students at Framwellgate School Durham including those with SEND, are actively encouraged to voice their opinions or concerns when the need arises. There are a variety of ways students can do this:

- The first point of contact is the tutor who meets with their tutees twice daily at the beginning of morning and afternoon sessions
- Pastoral Managers are attached to each House and to the Achievement Centre and are available throughout the day to speak with students and pass on concerns to the Head of Year when appropriate
- Often students will speak directly to their teachers who will escalate concerns to the appropriate member of the Directorate of Pastoral and Student Support
- SEND students will have a key worker from the Achievement Centre Team with whom they can communicate freely at (any) time
- With regard to safeguarding issues the whole school procedure will be followed with the Student Services Manager playing a central role in overcoming issues
- Additional support is also available to some students from professionals such as counsellors, PSA or the Educational Health Needs Team
- Anti-Bullying Ambassadors and Peer Supporters are trained to provide low level intervention to their fellow students when appropriate.

If a student is worried about speaking to a member of staff directly they can either choose to communicate via the school E-mail system or in some instances speak to a peer who will then pass on information through the channels outlined above.

At various points of the year feedback from students is gathered through strategy meetings, reviews, forums and questionnaires with regard to provisions and whole school initiatives.

Finance

In 2015 -16, the school received a notional SEND funding of £140,530. This was spent on a variety of interventions. The funding for SEND is focussed on work of the Achievement Centre and is delegated so that the multitude of provisions outlined in the Local Offer, are available to those students who are in need of intervention. The main areas of expenditure include staffing of the Achievement Centre, provision of specialised resources, investment in learning programmes (including ICT), funding enrichment opportunities, enlisting external expertise and provision of continuous professional development. Elements of our Pupil Premium funding and 'catch up' funding have been used to support our disadvantaged children in accessing support programmes coordinated through the Achievement Centre (e.g. EDDY/HAGGRID horticulture project at KS4).

Useful Links

[The Durham County Council Local Offer](#)

'Help and support information for children and young people up to the age of 25 who have special educational needs or disabilities (SEND) is now available in one place as part of Durham County Council's Local Offer. A dedicated Local Offer section has been created on our Families Information Service website and can be accessed at the following link: <http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page> '