

suspected or diagnosed, a meeting will be arranged, including parents, to discuss the student's needs and subsequent actions.

- c) Some students transitioning to Sir Frederic Osborn are already diagnosed with a special educational need and this information will have been passed on by their previous school. Such students may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate.
- d) If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above.
- e) Students with SEN will be placed on the school's Additional Needs Register (ANR), which is accessible to all staff in school.

2. How will school staff support my child?

- a) When a student is recognised as having a special educational need the type of support they receive is tailored to this need. As each student is individual there is no particular package that we provide for particular needs. Some SEN can be met through high quality teaching and differentiation.
- b) In class support is targeted at students who have significant difficulties accessing the lesson content. Teaching Assistants are employed to enable students to be as independent as possible and work with all the students in the class not just those with SEN. This support may take the form of reading, writing, encouraging, questioning, explaining, repeating or clarifying.
- c) We have a range of in house and external agency provisions available to all our students and these can be seen on the schools Local Offer document.
- d) We have a small range of assistive technology for students with significant difficulties. Laptops, Forte word processors and reading pens are available in small numbers. We are looking to increase our stock of these items so that a wider range of students can access them.

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

- a) Parents/Carers of students with SEN will have regular meetings with school staff to discuss their child's progress, support needs and any concerns they may have. These are in the form of drop in sessions. At the end of each term parents will receive a Parent Review form which they can return to school with any questions/concerns arising during that term.
- b) Parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SENCO if they have a concern. If parents/carers have a complaint about the provision for their child they are asked to contact the SENCO in the first instance and then the Deputy Head.
- c) Parents will be notified in writing if their child will be receiving an intervention or they will receive a phone call to ensure that they are aware that the child has requested an intervention. It is unlikely that we as

a school will be able to respond to parental requests for support immediately as most of our provisions are planned/fully booked up to two terms in advance and many have waiting lists.

- d) All additional interventions have entry and exit criteria and their success with the student will be monitored using a specific set of data matched to the intervention. Parents will often be asked to provide initial information about their child or a personal history and feedback on the impact of the intervention at the end. Their progress on these interventions will be shared with parents at the end of the provision.

4. How will the learning and development provision be matched to my child's needs?

All students are treated as individuals at SFO. We believe that a personal package of support should be put in place for every individual. There is no one size fits all support and as such we are constantly changing how we respond to and meet needs. As the cohorts change over time the requirements for different provisions change and we have to adapt to these support requirements. Support staff skills are also taken into account when planning for each year and a change in staffing can alter what we are able to offer our students.

- a) Each year we decide what we are able to offer. This might be LEXIA, 1to1 reading, spelling group, mentoring, language support or a range of other provisions outlined in our Local Offer. Each term students will be identified for the provisions available based on the level of their need and the impact their needs are having on their academic progress. It is the SENCO's role to identify the type and level of need from data and in collaboration with support staff, teaching staff, and where possible parents.
- b) At the start of each year and then half termly we hold an Inclusion Panel Meeting where students who are having difficulties are brought forwards by the DOL or SENCO for problem solving and brainstorming to decide a course of action and identify the ideal provision. Outside agency providers are also present at this meeting to help identify their specific role and who would benefit most from their support.

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

Sir Frederic Osborn School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong moral values.

- a) All students who require extra emotional and Social Support are provided with the opportunity to access specialist services including Behaviour Coaching, Art Therapy, Mentoring and Counselling. These services are accessed via referral from the Director of Inclusion.
- b) Emphasis is placed upon the development of a school culture and expectation that bullying and aggression is unacceptable, challenged

and resolved. For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.

<http://www.sfosborn.herts.sch.uk/about-us/school-policies->

6. What specialist services and expertise are available at or accessed by the school?

Where a student with SEN is not making progress and Sir Frederic Osborn feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice.

- a) On site we have access to a male and a female counsellor who do 1 or 2 days a week and can see up to 5/6 students a day. We also have motivational and behaviour coaches who are trained in Cognitive Behaviour Therapy and Neuro Linguistic Programming which help to alter your thinking and are a more proactive type of emotional support.
- b) Sir Frederic Osborn has a contract with the Local Authority ISL (Integrated Services for Learning) to whom we make referrals for Attendance, Advisory Support Teachers (Language and Communication, Specific learning difficulties, Sensory Impairments, Neuro-developmental disorders.) and Educational Psychologists.
- a) Sir Frederic Osborn also works with other NHS external agencies such as the Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy, Physiotherapy and Occupational Therapy Services, Great Ormond Street Hospital and Adoption support.
- b) We are heavily involved with our local ESC, The Park (Behaviour/self-esteem/ motivation/ social skills), which provides a number of services such as 1to1 and small group outreach, transition support an Aspire programme, Exclusion avoidance and an intensive support programme.
- c) The school also works closely with the Local Authority Virtual School for students with SEN who are Looked After. These students will receive Personal Education Plan meetings regularly to discuss, monitor and assess their progress.

<http://www.sfosborn.herts.sch.uk/about-us/inclusion>

7. What training have the staff, supporting children and young people with SEND, had or are having?

- a) All Teaching staff have SEND training delivered to them as part of the staff induction process. Ongoing professional development training is built into their calendar and SEN/D updates are frequently delivered during staff INSET in whole day, twilight or briefing sessions. The SENCO may invite speakers from other

specialist services to deliver these sessions to staff or deliver it herself. Differentiation strategies, using TAs effectively, Attachment and behaviour, Being an SEN student, Coping with Autism and healthcare training (diabetes and epilepsy) have all been covered over the last few years.

- b) In addition to training delivered by specialist staff, all staff are encouraged to take part in Research and Trial projects where groups of teachers work together and trial new teaching techniques devised by themselves or others to see which are most effective at gaining student enthusiasm/success. Many of these projects are differentiation focussed and are aimed at a specific group of students e.g. low attaining girls or Dyslexic boys. The results have been mixed but this is an example of the dedication that SFO has to putting outstanding teaching and learning at the heart of everything they do.
- c) Teaching assistants working with the students in the classroom have a fortnightly training session delivered by a member of the Learning Support Team and frequent opportunities for off site CPD. Dealing with challenging behaviour, Autism awareness in Secondary schools, Better Reading Partnership, Nurture group Network, Dyslexia in the classroom, Comic strip conversations, Using Questioning to enhance independence and Safeguarding students have all been delivered by specialists in house or attended by a member of the team and the skills gained have been disseminated over the last few years.

8. How will you help me to support my child's learning?

Throughout the year there are a number of opportunities for you to get involved with your child's learning such as open evening (come and see the wonderful work we have been doing in school), parents evenings (staff will explain to you how you can help your child with homework), meet the Tutor evenings for year 7 and Parent info evenings at the start of each year for each year group. We also hold drop in sessions throughout the year.

We ask that all our KS3 students do a small amount of reading every day (especially during long holidays) to keep up with their skills. This might be a news paper, magazine or other non fiction text or it could be their school library book. If your child struggles with reading we would encourage you to find time to sit down and help them with this reading. There is 'paired reading' advice in the SEN section of the website.

If you need any additional support please do not hesitate to contact the SENCO or your child's teacher for additional strategies and support.

9. How will I be involved in discussions about and planning for my child's education?

Parents and Carers are at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The Director of Inclusion or the SENCO are always pleased to discuss any concerns involving SEN with parents and carers. If parents/carers have a complaint about the provision for their child they are asked to contact the SLT in charge of SEN or the Deputy Headteacher.

Parents are invited to make their own appointments for parents evenings.

Parents are sent letters, texts and emails regarding the choices the school is making about their child's education. Any concerns that arise from these communications can be discussed with tutors, subjects teachers, directors of learning or the SENCO.

Each week we send out a Newsletter called INSIGHT to help keep parents up to date with everything we are doing in school.

If a child is receiving any additional to or different from provision within school parents will be notified by letter and they will be given the opportunity to withdraw their child from the intervention if they are not happy with it.

Parents of children with SEN are invited to discuss their child at any time and to help plan the provision for the current year. This can be done at any time throughout the year but a face to face meeting with a member of the Learning support team gives us an opportunity to discuss with you what you feel will be important for your child.

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

- a) Students with SEN are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEN have been involved with the following clubs: lunchtime Retreat, breakfast and break time clubs, homework club, football and basketball clubs, library volunteers and charity events. SEN students have also participated in student panels for new members of staff, Year 6 transition support and in the annual school music concert.
- b) Adaptations and provisions are made for SEN and disabled students to enable them to participate in all school trips and other out of class activities as a matter of routine. If a student requires additional support to access a school trip this will be carefully considered and any reasonable adjustments that the school can make to ensure the child has access to the trip will be made. 1to1 support can be made available if this will increase the chances that a child will successfully attend a trip they might otherwise avoid or fail to attend.
- c) Pupil Premium funding can be used to support financial difficulties.

11. How accessible is the school environment?

- a) 'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Jan 2015.)
- b) We have a large spacious flat site which is easily accessible. Lessons in upper stories can be relocated if required and we have a lift in M block. Provisions and timetable alterations are frequently made for students with mobility difficulties. All the blocks are clearly labelled and the room numbering is simple and easy to follow. We are currently working on developing the classrooms so that they are more sensory friendly, simple and uncluttered with good lighting and noise reduction.
- c) Sir Frederic Osborn is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully able to participate in the life of the school, both in their learning and in the wider provision and life of the school. For more information, refer to our Accessibility Plan and Disability, Equality Scheme Policy and in the Policies section of our website.

<http://www.sfosborn.herts.sch.uk/about-us/school-policies->

12. Who can I contact for further information?

Katy Jones – SENCO jonesk@sfosborn.herts.sch.uk

Caroline Maddocks – SLT in charge of SEN
caroline.maddocks@sfosborn.herts.sch.uk

Laurie Simmonds – Inclusion coordinator (PPM) and deputy DSP
Laurie.simmonds@sfosborn.herts.sch.uk

Patricia Diop – Business Manager Diopp@sfosborn.herts.sch.uk

Peter Ephgrave – Site manager and Health and Safety Lead.
Pete.Ephgrave@sfosborn.herts.sch.uk

Sarah Mitcherson – Deputy Head mitchersons@sfosborn.herts.sch.uk

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Sir Frederic Osborn understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEN.

For students coming into Year 7 at Sir Frederic Osborn, the Director of Learning Year 7 endeavours to visit all primary schools where there are students coming to Sir Frederic Osborn. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEN information. For students with SEN, the SENCO at Sir Frederic Osborn liaises with SENCOs from our feeder primary schools, who pass on all relevant information, including SEN files. Parents/Carers of students with SEN in primary schools whose child will be coming to Sir Frederic Osborn are always welcome to contact our Director of Inclusion or SENCO who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All Year 6 students who will be attending Sir Frederic Osborn, are invited in for a transition day in the summer term, when they spend the day in their new form group and take part in activities to help them adjust to life at Sir Frederic Osborn. Many students with SEN are invited in for extra transition sessions to introduce them to life at Sir Frederic Osborn and to try to allay any anxieties as much as possible. Parents/Carers of students with SEN are also invited in to a lite bite lunch in the summer term, to get to know how Sir Frederic Osborn supports students with SEN and meet relevant staff.

Sir Frederic Osborn creates its Form Groups for Year 7 with great care and the Director of Learning Year 7 places students with SEN in Form Groups in conjunction with the SENCO, using all the information they have available. Parents are also invited to attend a Transition Information Evening where they have the opportunity to meet their child's form tutor.

Students who require extra support with their transition after September may be placed in the Year 7 Transition Group to support their learning and boost their basic learning skills. Parents and students will be fully involved in the education within the Nurture Group and will have more regular discussions about the progress and outcomes for the group.

For students with Statements of Special Educational Need, the SENCO will attend Year 6 Statement Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENCO will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers.

Parents/Carers of students with Statements of Special Educational Needs in Year 5 who are considering a placement at Sir Frederic Osborn are very welcome to contact the SENCO at Sir Frederic Osborn at any time to discuss their child's needs or arrange a meeting or visit to Sir Frederic Osborn.

For students leaving Year 11, the SENCO works with the Local Authority Advisor to ensure that all students have thought through their next steps and have made applications to post-16 providers. We also liaise with their next provider to ensure that they understand about a student's support needs. All students with a Statement of Special Educational Needs or an Education, Health and Care Plan will have access to our Careers Advisor from Year 9 onwards.

For students with SEN entering our Sixth Form, their support will be discussed with them and provision put in place as appropriate.

14. How are the school's resources allocated and matched to children's special educational needs?

All students at Sir Frederic Osborn School are given every opportunity to make progress as independently as possible. Where students with Special Educational Needs are struggling to achieve the Assess Plan Do Review Cycle is entered. Students are assessed using a range of different techniques and in collaboration with parents and teachers. They are allocated support and resources based on the type of difficulty they have. Planning may involve lengthy discussions with teaching staff and TAs, or a referral to an outside agency for consultation and in more exceptional cases an assessment by an outside agency may be required. Once a package of support has been agreed we allocate the support and monitor its impact. Most of our interventions run for 6 weeks initially followed by a review. Following review changes can be made if no progress is being made or if the student and/or parents feel that it has not been beneficial. If the intervention/resource is being successful then it may continue for a further 6-12 weeks. The range of strategies we use to meet need is outlined in the SFO provision document.

<http://www.sfosborn.herts.sch.uk/about-us/inclusion>

15. How is the decision made about how much support my child will receive?

The amount of support received by any student is dependent on how well they are coping in school and how much progress they are making. Students who are not finding that their SEN is impacting on their progress and/or seem to be coping well will not receive as much support as those students who are not coping well and/or are not making adequate progress.

As such support is allocated on an individual case by case basis according to the level of the need identified.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

www.hertsdirect.org/localoffer

www.hertfordshire.gov.uk/sendstrategy