

Fitzharrys School SEN Information Report

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

At Fitzharrys, we recognise that all children have a right to a broad, balanced, relevant and adaptive curriculum. We aim to create a happy, educationally exciting and positive environment in which all students can develop to their full potential.

We aim to:

- Ensure that our curriculum is responsive to all children and young people, whatever their individual need.
- Promote positive attitudes, personal resilience and individual confidence, ensuring that all staff identify, assess, record and regularly review students' special educational needs.
- Encourage parents/carers to be involved in planning and supporting all stages of their child's development.
- Make effective use of support services.

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found at: <https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

About our school

Fitzharrys School provides for children and young people with a wide range of special educational needs including those with:

- **Communication and interaction needs.** This includes children and young people who have speech, language, communication, and social interaction difficulties, including autistic spectrum conditions.
- **Cognition and learning needs.** This includes children and young people who have learning difficulties including dyslexia, dyspraxia and dyscalculia.
- **Social, emotional and mental health needs.**
- **Sensory and/or physical needs.** This includes children and young people who have visual or hearing needs or a physical disability that affects their learning.

We also have a **Communication and Interaction Resource Base**, catering for up to 12 children with communication and interaction needs. This is an Oxfordshire County Council provision and admission is through a SEN Panel, not Fitzharrys School.

Who should I contact about special educational needs?

Fitzharrys School is committed to working in partnership with parents/carers and will listen to any concerns parents may wish to raise. Please contact the school at any time.

- The student's **form tutor** is the first point of contact. Tutors monitor the progress of each student and liaise with staff about interventions needed.
- Form tutors are supported by **Heads of Key Stage**, who are responsible for the progress and achievement of the students in their care.
- The **SENCO** leads a team of committed staff and arranges effective interventions.
- The leadership link for SEN at Fitzharrys is Mrs Wileman and the link governor is Lorraine Foreman Peck.

Young people with SEND are also supported by **Student Wellbeing Managers**.

At Fitzharrys, we recognise that **all teachers are teachers of students with special educational needs** and therefore form an integral and primary part of a child's support network.

Contact can be made with the SENCo, Mrs K Amos kamos@fitzharrys.school

How do we identify and give extra help to children and young people with SEN?

At Fitzharrys, we use Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's Special Educational Needs.
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

K Amos – November 2023

Staff follow a robust assessment, monitoring and review system that evaluates progress over a period of time. This enables students who are struggling with barriers to learning to be identified through the earliest possible opportunity. Regular review meetings are held to share information and agree strategies to support individual students or groups of students.

If you think your child has special needs, please get in touch. We will always want to know your point of view and we will also talk to your child. We may administer appropriate screening tests or make a referral to an external professional or agency. You and your child will be central to our assessment process.

Students may also self-refer to receive additional support. They should do this by approaching their form tutor in the first instance.

How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will work towards meeting an individual student's targets. We review the progress of all Fitzharrys students regularly and share pupil progress with parents.

There are also opportunities for parents/carers and young people to contribute to our policies on SEN and Equality. We do this by providing a feedback/suggestions link on our website, through parent focus groups, use of the school council and young people's consultation activities.

Adapting the Curriculum and SEND Provision

We offer a broad and balanced curriculum for all children and young people, including those with SEN. Details are published on the school website. The way that we adapt this for children and young people with special needs or a disability is set out in the School Accessibility Plan.

The school has adopted a 'Waves' model to inclusion:

Wave 1: Quality First Teaching – The Fitzharrys Lesson Standard

This means that all students have access to an adaptive curriculum and good inclusive classroom practice. This is about high-quality teaching, with clear objectives that are shared with the students, careful explanations of new vocabulary or terminology,

scaffolding, modelling of new processes and concepts, retrieval tasks and active engagement from all students. This is the best way of meeting the needs of most students through the least intrusive level of support.

Wave 2: Small group work

Students not making adequate progress at Wave 1 are provided with increasingly intensive intervention. This takes the form of small, matched-level learning groups focused on achieving individual targets. These can be led by teachers, LSAs, or peer to peer learning.

Wave 3: Intensive Support

Individual students may receive intensive and targeted support, delivered on a 1:1 basis. These interventions are closely monitored and over a set period of time to achieve specific objectives.

We use a wide range of assessment procedures to match provision to need and to track the progress of all learners identified with SEND. However, our primary emphasis is on supporting 'Quality First Teaching'. We do this by working with teachers, through consultation, observation, coaching, and support.

We offer a range of interventions, informed and guided by Specialists that need to be carefully matched to the individual needs of each child and which allow us to be responsive to a broad range of needs.

All students on the SEN register have a **Pupil Passport and Learning Plan**, to ensure that relevant information is circulated and shared with all staff members, together with guidance for reasonable adjustments. We encourage the student and parent to help create this profile and review it 3 times a year.

Teaching Assistants are used in class to provide additional support and to deliver interventions, helping to monitor and review targets and the impact of any interventions.

What expertise can we offer?

All staff are engaged in an ongoing programme of professional development aimed at the provision of Quality First Teaching.

Fitzharrys staff have completed the Autism Education Trust Level 1 Autism training and new staff have access to online modules to complement their understanding of autism.

The SENCo is a member of NASEN (National Association for Special Educational Needs) and has a Dip Ed in Literacy Difficulties and Dyslexia.

The school participated in the MITA (Maximising the Impact of Teaching Assistants) project, run by the Institute of Education, University of London aimed at increasing the skills of all members of the SEN team.

Our teaching assistants all have personalised training programmes, linked to their specific areas of responsibility. Other staff are well qualified, for example, with Qualified Teacher Status.

All staff have access to additional online training.

We also have access to a range of specialist support services including:

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Therapy services
- Early Intervention
- Children's Social Care
- Young Carers

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-anddisability-local-offer>

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with consent from parents/carers.

How do we know if SEN provision is effective?

The progress of all children and young people is tracked through school on a termly basis and parents are provided with information through the Progress Check reports that are sent home at key points in the year.

In addition, for children/young people with SEN, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations.

When we run special intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future. We also take very seriously student voice in our evaluation.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/SchoolsAccessibilityStrategy.pdf>

What do we do to support the well-being of children/young people with SEN?

All children have the opportunity to share their views through their school council representatives, special consultation events and student voice surveys.

We listen to the views of children/young people with SEN by providing each student with an opportunity to participate in the production of their pupil profile. Students with SEN are also involved in reviewing policies and practice and are supported to participate in whole-school consultation activities.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN through our robust Anti-Bullying Policy, prepared with the help of students. The school runs regular anti-bullying campaigns, including Black History month (October), Anti-Bullying month (November) and LGBT month. (February). The school also runs awareness raising events including World Mental Health Day and Autism Awareness Day.

Vulnerable learners have access to special clubs at break and lunchtimes and also to our after-school homework club, which is supported by Teaching Assistants.

Joining the school and moving on

We encourage all prospective students to visit the school before starting and we also run a formal induction day. For children and young people with SEN, we provide a highly personalised programme, with additional visits to Fitzharrys, specific transition work and the offer of a place at our summer school, if appropriate.

The Head of Year 7 and/or SENCO visit all children with special needs in their primary school and we collect detailed information from primary schools. Often the SENCO will attend the last annual review at the primary school

We begin to prepare young people for transition into the next stage of their education or training by providing access to specialist careers advice from the Adviza team and by working with young people to complete appropriate applications for college, sixth form or the world of work.

Who to contact

The form tutor is always the first point of contact, but **specific queries about Special Educational Needs** should be directed to Mrs Amos, SENCo:
kamos@fitzharrys.school

If you would like to feedback compliments or make a complaint about SEN provision, please contact Mrs Amos. A copy of the school's Complaints Policy can be found on the website.

If you would like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.sendiass-oxfordshire.org.uk>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-anddisability-local-offer>

Our school contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.