



Frederick Holmes SEN Information Report

Date: January 2023

At Fredrick Holmes we value all children equally whatever the differences in their abilities or behaviours and believe that every child matters. We cherish this diversity and recognise the benefits to everyone in having an inclusive education system. At Frederick Holmes we ensure all pupils, regardless of their specific needs are supported to make the best possible progress. We believe that pupils with SEND and their parent/carers should be at the heart of planning and decision making. We aspire to the HET vision of a person-centred approach. We aim to provide opportunities for pupils with SEND and their parent/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2015.

School Information:

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What kinds of special educational needs are provided for in the school?

Frederick Holmes school currently supports children who have a range of special educational needs and disabilities (SEND). We primarily cater for pupils with physical difficulties and learning difficulties.

The Code of Practice 2015 describes four broad areas of SEND:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.

4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above, although especially pupils with PD and PMLD.

Frederick Holmes school is supportive of the development of the Local Offer and of services for pupils with SEND locally. The school is committed to providing school-to-school arrangements to support mainstream partners.

How does the school identify children and young people with SEND and how are their needs assessed?

Arrangements are in place to identify and review pupils' needs on a routine basis. These assessments are reviewed following an 'assess-plan-do-review' model, to ensure support is graduated, matched to need, barriers to learning are identified and a clear picture of the support needs of the child is formed. Person-centred planning forms an important part of the process and helps inform what works for the child.

The professional judgement of practitioners in the school, alongside the views and wishes of pupils and parents plays an important role in the assessment and review of pupils' needs. Where required we liaise with other professionals including speech and language therapy, educational psychologists, physiotherapists, occupational therapists, ... to provide additional assessment information.

All pupils at the school have been assessed by the Local Authority and will have an Education, Health and Care Plan or be in the process of receiving one. If a pupil has not yet received their EHC they will be offered an assessment place, during which an Education, Health and Care Plan will be sought.

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school in partnerships with medical professionals, parents and, if appropriate, the pupil themselves. Staff who administer medicine complete training and approved by the school as competent. All medicine administration procedures adheres to the Trust's policy; Supporting Pupils' Medical Conditions in School & Administration of Medicines (2017) and DfE guidelines included within Supporting Pupils at School with Medical Conditions (DfE, 2014).

What are the school's policies for the identification and assessment of pupils with special educational needs and disabilities?

The identification and assessment of pupils with special educational needs is an ongoing process and is the responsibility of all who come into contact with the pupils. The early identification of needs gives rise to suitable, effective provision for pupils and ultimately successful outcomes.

Further information about the ways we do this can be found in the trust's (Humber Education Trust) Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office.

Other policies which describe our regulatory responsibilities include;

Accessibility Plan

Equality Information

Home-School Agreement document

Supporting Children with Medical Conditions

For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Equality Act, Advice for schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality and Human Rights Commission guidance on Reasonable adjustments: <https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustmentsdisabled-pupils>

Guidance on supporting pupils at school with medical conditions: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3>

What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

Frederick Holmes School recognises the significant contribution parents can make to the education of their child and as such the school seeks to work in full partnership with parents. At all stages of a pupil's time at Frederick Holmes, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.

Ensuring parents' views of key areas for development is of significant importance to the person-centred planning process. We seek to gain the views of parents of pupils in school and is committed to supporting parents in planning for outcomes. The school works alongside parent partnership organisations to support this aim.

The school has an active parent partnership committee which provides a wide range of opportunities for parents to come into school, develop skills and to meet other parents. The committee also help ensure that information given to parents is easily accessible, including through the school's website.

The school has an established a home learning platform to support pupils' learning in the home, this can be found in the home learning section on the website- <https://frederickholmesschool.org.uk>.

What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

Ensuring pupils' representation is of significant importance to the person-centred planning process. The views of pupils are sought routinely and at regular intervals to ensure that a pupil's voice is heard in decisions relating to them.

The school places significant importance on pupils' capacity to communicate in order to stay safe, express their views and understand information. The curriculum is designed to support pupils with this process. Pupils are encouraged to participate in the decision-making process.

Where possible pupils are supported to give their views either verbally or in writing. Where this is not possible school staff aim to work alongside parents to ensure that the child's wishes are clearly represented, through photos or observations for instance.

Pupils are widely represented in the school council and are supported, using pupil advocates, to make decisions pertinent to them about the school.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

The identification and delivery of work and support towards outcomes is of paramount importance in ensuring success for children and young people.

Arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. This includes opportunities to work with parents and young people as part of this assessment and review. This assessment is reviewed regularly, which helps ensure that support is matched to need, barriers to learning are identified and that a clear picture of the interventions is put in place.

Packages of interventions and support are reviewed routinely, on a termly basis, through Personalised Learning Plans (PLP). Education, Health and Care plans are reviewed at least annually.

School staff keep parent/carers up to date on their child's progress and outcomes in a number of ways: -

- Liaison with the class/form teacher informally
- Copies of their child's Personalised Learning Plans (PLPS)
- Informally through home school diary, photographs, apps and annotated work
- Parent Open Mornings when advice and support in helping their child at home can also be given.
- Formal review of their child's progress with class teacher

During meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

What are the arrangements for supporting children and young people in moving between phases of education and preparing for adulthood?

In the event of a pupil moving between phases of education or moving between schools, this would lead to an adjustment in the pupil's learning needs. Outcomes and their correlating provision would be amended to take account of the learning and support needs of the pupils, on a case-by-case, personalised basis.

Pupil transitions, whether from other schools to Frederick Holmes or internally, are handled sensitively and consider a great number of contextual variables that can play a large part in supporting a pupil's transition. Class teams work hard to gather the information they need to make sure that pupils joining their classes can get off to a good start. Liaison with previous staff, along with other professionals and the pupils' parents help make sure the provision arrangements are identified.

Targeted work in the school's 6th form helps to identify pupils' next steps, considering the pupil's broader, holistic needs.

What is your School's approach to teaching children and young people with SEND?

Quality first teaching, alongside high quality, personalised support for learning form the foundation for the school's approach to teaching children and young people with SEND.

The school puts in place provision for a wide range of learning needs, as defined by the outcomes pupils are working towards.

Pupils' provision is based upon the adaptations they require to learn effectively. Reasonable adjustments may be identified through person-centred planning means, when discussing outcomes, for instance. Provision may also be identified more broadly for a wider group of pupils through school improvement planning.

The provision outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- a) The school closely monitors the progress of all our pupils. The effectiveness of the pupils' provision is evaluated by ensuring that all pupils make good or better progress. This is reviewed termly by class teachers in collaboration with parents, the heads of phase and, where possible, the pupils themselves. Provision is evaluated on an ongoing, formative basis and reviewed summatively at a pupil's review of their Education, Health and Care plan.
- b) It should be noted that in exceptional circumstances some pupils do not make progress due to complex medical needs. For these pupils we may evaluate the quality of their educational provision in terms of the pupil's health and well-being.
- c) We use a range of interventions to support our pupils. These interventions are selected and applied on a personalised basis.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Staff respond to children's needs by:

- providing support to children in their physical skills and development
- providing responsive care and health routines
- providing support for children who need help with interaction, communication and language;
- evaluating the effectiveness of children and young people's person-centred strategies;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and take part in learning effectively and safely;
- helping individuals to manage their learning, particularly trauma or stress, and to take part in learning.

*All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

Pupils will have special educational needs throughout their school career, this policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of difficulty experienced by the child.

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning activities. It is also designed to help pupils experience levels of understanding and rates of progress that bring feelings of success and achievement.

We recognise that pupils' learning needs to be presented in a way that is developmentally accurate to their level of development. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning. Our school understands that engagement is crucial in supporting pupils' understanding and as such the school offers a thematic curriculum to ease access and to spark interest in learning.

Frederick Holmes provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Personalised Learning Plans (PLPs) are used for all pupils. Whilst teachers set targets which are deliberately ambitious, by breaking down outcomes into finely graded steps, we ensure that children experience success.

Our school's curriculum takes note of person-centred planning principles by recognising the learning priorities identified by pupils, parents, school staff and other professionals through outcomes planning. The ultimate aim is to support pupils make a successful transition into adulthood. Alongside personalised learning as defined by the outcomes in education, health and care planning the curriculum also focuses on four main pillars: communication, basic skill, physical & sensory development and PSHE.

What expertise and staff training are in place to support children and young people with SEN?

The school aims to be outward looking, up to date and innovative in our approach and operate an effective professional development programme for all staff including teachers and support staff on special educational needs. Staff seek training from outside support agencies when necessary.

School staff receive a high level of ongoing training and demonstrate a high degree of expertise in their care, support and teaching of pupils with a broad range of needs. This document outlines the importance of correct, efficient, fluent use of teaching strategies, tailored to support individual pupils.

The school acts to remove barriers to learning and actively promotes staff to employ an enquiring mind-set when working with our pupils. Tweendykes recognises the importance of finding out about how our pupils learn and making valued professional judgements, so that we may best support their learning. Developing 'teams' of staff is critical to achieving in-depth knowledge of the pupils.

Staff have completed the following training:

- SCERTS (Social Communication, Emotional Regulation and Transactional Support)
- TEACCH awareness
- Visual support awareness
- Communication & Interaction training
- Autism awareness
- ELSA (Emotional Literacy Support Assistant)

- Sensory processing difficulty awareness
- Moving and Handling
- Epilepsy awareness & buccal midazolam

This list is not exhaustive.

How is the effectiveness of the provision made for children and young people with SEND evaluated?

Frederick Holmes is an inclusive school and acts to remove barriers to learning, making reasonable adjustments, wherever possible. Pupils' provision is based upon the adaptations they require to learn effectively. Teachers take account of pupils' special educational needs and make provision where necessary to support individual or groups of children and thus enable them to participate effectively in curriculum activities.

The effectiveness of pupil provision is discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of pupils and parents. Liaison with parents and active listening regarding what is important for the child forms a significant aspect of the evaluative measures in place.

Pupils' provision is initially evaluated by the class teams working with the pupil. These teams make decisions, in consultation with parents where required (i.e. for significant changes in provision), regarding 'what is (not) working'. Class teams are encouraged to make reasonable adjustments to ensure the provision is correct for the pupil.

Senior leaders and curriculum leaders complete lesson observations and complete learning walks to evaluate the effectiveness of provision, drawing on external expertise where required. This is quality assured by the trust central school improvement team.

The wider SEN provision is audited regularly using reflection and auditing tools developed by the Whole School SEND consortium.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

This is an inclusive school and as such all pupils are supported to take part in activities alongside peers who do not have SEND. Reasonable adjustments and adaptations to provision are made to ensure this is the case.

The school has developed links with other schools within and wider than the HET academy trust to ensure pupils may also engage in a range of activities with their peers. Further links to schools includes the HET academy trust school council.

The school provides opportunities for pupils to take part in lessons and activities in mainstream schools, where suitable. Senior pupils and sixth form students are able to access community-based learning opportunities.

What support is in place for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying?

Pastoral support arrangements are in place to support pupils with emotional and social development. Wider arrangements are in place to support Early Help work with families.

The school recognises that pupils with SEND are more susceptible to bullying. Behaviour and anti-bullying policies in the school take account of this.

Pastoral support arrangements are in place to support pupils with emotional and social development e.g. ELSA.

How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The school operates a graduated response based upon a plan-do-review model. Where possible school staff draw upon their knowledge of the child to make reasonable adjustments. Sometimes pupils require significant changes to their provision and/or additional interventions. There are occasions when the school require further expertise and guidance and use the following local support services on a needs-led basis (this list is not exhaustive):

- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists
- Educational Psychologists
- CAMHS (including CTLD: nursing team for children with learning difficulties)
- Public Health Nursing Team
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Teams
- Children's Centres

- Kids – Parent Partnership
- Sensory Integration Therapists

Additional links are also provided on the Hull Local Offer website (see below).

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.

If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, Assistant Headteachers or the Headteacher by email admin@frederickholmes.het.academy or by making an appointment through the school office.

The Hull Local Offer



The Hull Local offer can viewed at <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

Useful Websites



<http://www.parentsforinclusion.org/>



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org/>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with->



<http://www.dyspraxiafoundation.org.uk/>



<http://www.dyslexiasparks.org.uk/>



<https://www.kids.org.uk/>