

SEN Information Report

Freman College prides itself on being an inclusive community. Historically and currently, we provide support for students with a wide range of special educational needs and/or disabilities (SEND). This report is designed to provide parents & carers with information regarding how students with SEND are managed within Freman College.

The 'Question & Answer' format is based on key questions that parents have suggested they would find helpful to be addressed. However, should you have any further queries regarding how we support students with SEND, then please do not hesitate to contact the College directly. (See section 12 for contact details.)

- 1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

On admission, feeder schools provide details of students with SEND and relevant details are then shared with members of the pastoral team and teaching staff as required.

In addition to this, as students' progress through the College, it may be that tutors, teaching staff, members of the SEN team or other professionals express concern that a student may need extra help. In such cases, the SENCo will gather relevant information in order to assess the nature of any difficulties the student may have and consider what help can be offered. In some instances, students themselves, or their peers, will approach staff if they have concerns regarding a student's emotional well-being. These concerns would be assessed initially from a safeguarding perspective, and then also from an SEN perspective.

Additionally, a parent/carer can, and should, contact either their child's tutor, Head of House or SENCo if they think their child may have special educational needs and a way forward can then be discussed.

- 2. How will school staff support my child?**

Relevant staff (which will always include teaching staff) are advised of all students identified with SEND which will include some students whose SEND arise as a result of their disabilities. Teaching staff take this into account when planning their lessons and will consult with members of the SEN team for advice and guidance as required.

Quality first teaching (teacher-led learning in mainstream lessons) is the primary intervention for all students with SEND. However, depending on the nature of the need, one or several other interventions may be put in place. There is not a 'one-

size fits all' approach: the support provided will be tailored to the needs of individual students.

After each set of progress reports, tutors discuss these with their tutees and, if students think it would be helpful, personalised targets are agreed for the student to work towards. These are then reviewed at the next progress report. Given the age of our students, these targets are agreed directly with them, typically, without parental input. However, if parents/carers would like to be sent details of agreed targets, this can be arranged.

TA Support: One-to-one TA support is exceptional, and would rarely be seen. If there is TA support in a class, this will typically be 'whole-class' support. More typically, teachers will liaise with TAs regarding strategies to support students with SEND whom they teach.

Exam Access Arrangements: If teaching staff become aware that a student's performance in exams is routinely not matching up with their understanding and contributions in lessons, then they will forward this information to the SENCo who will further investigate and may have the student assessed to see if they are eligible for exam access arrangements. Such assessments are completed by a specialist assessor. Parents/carers and students can also contact the SENCo to discuss such an assessment if they think it may be necessary.

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

The college regularly provides parents/carers with progress reports and there are also annual consultation evenings.

Parents and students on the SEND register will be invited regularly to meet with a member of the SEN team to review a student's SEND support. This is part of the College's Assess Plan Do Review cycle.

The College also makes extensive use of 'Satchel One' and both negative and positive points will be signalled to parents/carers via an e-mail.

Parents/carers are also encouraged to liaise with tutors regarding any concerns they may have and, similarly, members of the pastoral support team may contact parents/carers if they have concerns. Parents/carers of students with SEND are always welcome to contact the college SENCo if they are unsure whom to approach regarding a particular concern.

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

Freman College provides Quality First Teaching (teacher-led learning in mainstream lessons) to all our students and subject teachers are expected to take into account the particular learning requirements of all their students, including those with SEND. Any specific strategies that a student, or one of their teachers, has identified as being particularly useful will be passed on to other adults working with the student. Subject teachers are also advised of any approved exam access arrangements and will put these in place for formal assessments as it is essential that these become the students 'normal way of working'.

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

The strong pastoral team provides support for all our students, and particular attention is given to those displaying emotional, social or mental health difficulties. Students who are struggling emotionally are always encouraged to share their difficulties with an adult they trust. In this instance, college staff will look to provide appropriate support which may include referral to a third party. These students are also encouraged to share their worries with their parents/carers. Sometimes, however, students are reluctant to do so. In this instance, staff will continue to encourage disclosure to parents/carers, but the students' wishes will be respected unless the student is considered to be at risk of significant harm.

Students should always be encouraged to discuss any worries they have about their work, either directly with their teacher, or with their tutor. Generally speaking, no matter how small or big the matter, the sooner the student shares this with a teacher the sooner it can be resolved, thus reducing unnecessary anxiety.

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

Referrals can be made to specialist services, such as Specialist Advisory Teachers and Educational Psychologists, as and when required.

During the last academic year, consultations and meetings were held with the following specialists to provide advice and/or direct support to our SEND students:

- ESMA
- Educational Psychologist
- External Assessor for Exam Access Arrangements
- Specialist Advisory Teachers re. ASD
- Specialist Advisory Teachers re. Hearing Impairment
- Specialist Advisory Teachers re. SpLD
- DSPL3 Outreach Team (Specialises in supporting students/families of students on the autistic spectrum)

The College has employed its own Counsellor for some years now.

Referrals are made via the Pastoral Support Team, so please do contact your child's tutor or Head of House if you think they would benefit

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

The SEN team comprises the SENCo, (Jo Todd), Assistant SENCo, (Jacqui Gaffney), and ten Teaching Assistants (as detailed on college website). One of our TAs has a specialist focus on Autism and another is trained as an Emotional Literacy Support Assistant (ELSA). All members of the team attend training/webinars/conferences that relates to SEND on a regular basis.

There are also regular items relating to SEND at staff meetings; the aim being to ensure staff have a secure basic understanding of how, typically, barriers to learning can be removed for students with specific difficulties. However, all students are unique and so teaching and pastoral staff frequently access members of the SEN team to discuss students on an individual basis.

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

The college subscribes to the Satchel: One website, which allows parents to view homework tasks and deadlines. If homework is not completed, parents will receive an automated e-mail. Equally, parents may receive automated 'praise' e-mails

Parents/carers are routinely advised when revision events and other exam interventions are taking place so they can work in partnership with the College in supporting their children.

Information evenings for parents/carers are also regularly held and the SENCo is generally in attendance at these events.

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

In addition to annual consultation evenings, at key transition times, i.e. selecting GCSE courses and planning for post-16, an interview is offered for all students and their parents/carers to meet with senior staff to help support these key decision making processes.

Over and above these, tutors can be contacted at any time. (Please note that tutors are happy to receive e-mails: if unsure of a specific e-mail address, please mail admin@freman.org.uk)

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

At Freman College, we value pastoral care highly, and our vertical tutor group system allows us more flexibility to best place our more vulnerable students. Again, as part of our tutor group system, students with SEND are encouraged and supported to get involved in the extensive extra-curricular activities that we provide.

School trips may be directed at certain students (for example, if curriculum based), but some school trips are open to all students. As with any trip, a 'risk assessment' will be completed, and no student would be excluded from a trip without good reason.

11. How accessible is the school environment?

Almost all of our site, although very spread out, is accessible to wheelchair users. In our newest building, the sports hall, we have a lift which allows access to our ICT suite. However, although we have only four classrooms that are on the 'first floor', we do have several sets of stairs, with just a few steps, around the college which can mean the wheelchair route is longer.

The site has several disabled toilets and also disabled changing facilities.

All our accessibility plans are aimed at improving the physical environment of the college to enable disabled students to take full advantage of our education facilities and services provided.

12. Who can I contact for further information?

If you are considering Freman College for your daughter/son, and would like further information, please contact the Head Teacher.

If your child is currently on roll, please contact the SENCo, Jo Todd.

The Head Teacher and SENCo can be contacted via the college office on 01763 271818 or mail admin@freman.org.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?

The Pastoral Team works closely with feeder schools to support all students transitioning into Year 9 and additional transition work is frequently completed for those students with SEND.

The transition to post-16 education and/or training is also well supported, again, with additional work often being completed by the Pastoral Team for those students with SEND.

Similarly, the Sixth Form team provide significant support to students moving onto tertiary education, apprenticeships and work.

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

At Freman College, we work hard to make our students 'independent learners'. However, this needs scaffolding for most students, particularly for those with SEN. The SEN team, in liaison with teaching staff, support students with SEND to become independent learners. In some instances, this may mean providing 'floating' classroom support (usually, to several students in one class); in some cases, it will mean extracting students from a subject and supporting them with homework or similar. Occasionally, it may mean one-to-one support, but this would be exceptional. Frequently, helping students identify resources that work well for them, together with effectively differentiated work, is sufficient for students with SEND to make good progress.

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

We always look at the difficulties a student faces on an individual basis. Typically, this will involve assessing existing information on a student's difficulties, discussion with the student and also parent/carer. We will then do our best to provide relevant support. If this assessment suggests disapplication from a particular subject would be appropriate, parents/carers would be contacted.

Also, if at any time a third part assessment is considered necessary, parents/carers will be contacted and their consent sought.

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?

Information about the local authority's Local Offer can be found at [The Hertfordshire SEND Local Offer](#) or you can call the Customer Service Centre on 0300 123 4043