



Framwellgate School Durham- SEND Information Report 2023-24

SEND: Denise Forrest
SEND Governor: Daniel Lynch
Headteacher: Andy Byers

Framwellgate School Durham: Ethos and Values Statement

Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

British Values

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

1. Introduction

We are an inclusive school which offers high quality teaching and additional interventions to support our students. We offer a broad, and knowledge rich curriculum at FSD, providing students with the opportunity to fulfil their full potential. We recognise that some students require extra support and adaptations to remove barriers to learning, but we are committed to ensuring that every student has access to the same curriculum.

Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (Code of Practice 2015, p16)

2. Aims of the Achievement Centre

The Achievement Centre has a pivotal role within the school in removing barriers to learning so that all of our students are able to maximise their potential; it is characterised by the flexible and supportive approach to teaching and learning it offers to those students who are struggling to fully access the school curriculum. The availability of a range of flexible and specialist staff (including external professionals) ensures a swift response in the application of intervention strategies for students requiring support. Students accessing the Achievement Centre on a short-term basis, have a variety of specific needs: cognition and learning, communication and interaction, social, emotional and mental health, sensory and physical. We also support students who have poor attendance, refuse to attend or have other emotional vulnerabilities. The Policy on SEND and Inclusion outlines some of the aims and purposes of the Achievement Centre in supporting students with SEND or additional needs.

3. Contents

This Information Report contains the following:

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4. SEND Needs

Children and young people with SEND are categorised into four broad areas of need and support:

Communication and interaction

E.g. Autistic Spectrum Disorders (ASD), Speech, Language and Communication Needs and Social Communication difficulties.

The school receives excellent support from the Autism and Social Communication Team and also, from a visiting Speech and Language Therapist. A broad range of interventions and strategies have been developed and support and supervision are offered at unstructured times of the day within the Achievement Centre. Social skills programmes and support, including strategies to enhance self-esteem and speech and language development, are carried out. Where appropriate we use support and advice from other partners to meet the needs of students.

Cognition and learning:

E.g Moderate Learning Difficulties

The school has invested considerably in the development of quality teaching, with the introduction of 'waves intervention'. Some learners require something additional to high quality, inclusive teaching, in order to achieve success. It is this that we term 'intervention'. The following systematic approach is being used, based on three waves of teaching and intervention:

- Wave 1: High quality inclusive teaching supported by effective whole-school policies, with the planning of high-quality scaffolded lessons for all learners.
- Wave 2: Encompasses wave 1 plus intervention designed to increase rates of progress and put learners back on course to meet or exceed national expectations. Wave 2 interventions are designed to support students who are 'nearly' working at age related expectations but need some additional focused teaching to get there. Wave 2 interventions will be delivered to a number of students and are not personalised.
- Wave 3: Encompasses both waves 1 and 2, plus increasingly personalised intervention to maximise progress and minimise gaps in achievement. Interventions at wave 3 are focused and time limited; they are rigorously evaluated to ensure that students are making accelerated progress. Waves 2 and 3 will involve small groups of students carrying out intervention programmes, within their area of need.
- Wave 4: Students who are supported through their personal EHC Plan.

The wave model provides a useful management tool to support curriculum planning, inclusive teaching and personalised approaches to address diverse needs. It provides a common language that emphasises a curriculum response which can reduce the need for highly individualised strategies.

Social, emotional and mental health (SEMH)

E.g. Behavioural needs, social needs, mental health needs and emotional health and wellbeing.

At Framwellgate School Durham we have a highly effective pastoral team, consisting of a Head of Year for each year group, five dedicated Pastoral Managers, a Family Liaison Manager to support families with attendance issues and a whole school specialist Emotional Wellbeing Worker. Where required, referrals can be made to external agencies and professionals for additional support. The social, emotional and mental health of all of our students is incredibly important. The team is always on hand to discuss worries and concerns students have. We follow a very strict anti-bullying stance in school, whereby any incidents of bullying are dealt with in accordance with our anti-bullying policy.

Sensory and/or Physical needs

E.g. Hearing/visual impairments, multi-sensory impairment and physical/medical needs.

We currently support children with various physical and sensory needs. We have skilled Achievement Centre staff to support students on roll with us currently.

We support students across the four areas of need at Framwellgate School Durham. We adopt inclusive practices and endeavour to support every student regardless of their area, or level of need. We strive to ensure all students not only study a wide breadth curriculum, but we also endeavour and encourage students to become resilient learners and support them in becoming independent young adults. At FSD we support all students to develop in confidence and improve self-esteem and promote enthusiasm.

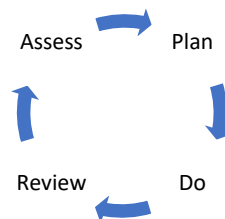
5. Identification and assessment of SEND students

'All teachers are responsible for every child in their care, including those with special educational needs.' (Reference: SEND Code of Practice 2015).

We take a whole school approach to the identification and review of students' needs in line with the guidance in the SEND Code of Practice 2015. Assessment for Learning is carried out throughout our assessment policy, providing an opportunity for all teachers to identify and review the learning needs for students. All teaching staff are responsible for providing key information to the SEND team. This is carried out via the staff SEND referral process. Teachers will refer any students they have identified as requiring support and/or intervention different from, or additional to, that provided by the teacher through first quality teaching.

Students who are identified as having SEND and are receiving support that is additional to the classroom quality first teaching, e.g. scaffolding and differentiated activities, will be either added to the SEND register or monitoring register.

Underpinning ALL of our SEND provision in school is the graduated approach cycle of: **Assess, plan, do, review**. This allows for all concerns and referrals to be explored and assessed effectively following the graduated response to provision.



Assess: An investigation will take place into the student's needs. This will take place with the parent/carer and student. If required, strategies will be put in place to support the student through quality first teaching. The SENDCO will decide if the student needs to be assigned to the SEND register(s). Assessments are carried out in a number of different ways; within school we use assessment screeners, feedback from classroom teachers and teaching assessment grades to identify and assess students. We are supported extensively via the local authority; we have a service level agreement with Educational Psychologist, Communication and Interaction, Cognition and Learning, Assistive Technology, EWEL (Emotional Wellbeing and Effective Learning Service). We also refer students to CAMHS (Child and Adolescent Mental Health Service) for assessments within ADHD, ASD and SEMH. Assessments can also be carried out via the NHS, Occupational Therapist and SALT (Speech and Language Team). FSD also assesses students internally via various screeners including

TES LiteracyOnline and the Diagnostic Reading Assessment for those individuals who require further interventions. This is used for literacy, reading ages, comprehension and spelling ages.

Plan: Parents/carers will be informed if their child has been placed on the SEND register. The school will agree outcomes of the plan in discussion with the parent and student. Meetings will be solution focussed with a discussion of intervention strategies, support and expected impact on progress along with a review date. If students are not added to the SEND register, they may be monitored, with quality first teaching strategies put in place. Where appropriate, student and parental/carer views will be taken into account and used to develop a personalised plan for the student. We will always take on board recommendations from external agencies and adopt wherever possible the suggestions highlighted. The plan will outline student needs and outcomes, with clear provisions set out in supporting the student to obtain the desired outcomes. The plans will be reviewed termly, with amendments made throughout the course of the student's education. All SEND information is recorded on school software SIMS and ClassCharts, with all documentation stored securely, enabling all staff to easily access this information to support students effectively. All students will be placed on either the SEND register or SEND monitoring register; students will be identified as either E = EHCP, K = SEND support, or M = SEND monitoring.

Do: Teachers are responsible for quality first teaching and implementing the guidance outlined within student support plans and EHC plans. Specialist professionals and external agencies at times may be involved at any point to support a student and may be part of the plan. Wave 2 (small group) and wave 3 (individual) interventions may also form part of the support plan. Wave 4 is any student with an EHCP. All strategies and advice will be followed in relation to individual plans. Within this section of the process the plan will go live, allowing for all provision within the plan to be delivered.

Review: The effectiveness of support and interventions and their impact on the student's progress will be reviewed in line with the agreed date, and provision revised accordingly. Reviews will be held at the appropriate times and usually three times per year. When a student is making good progress against outcomes, the student will be removed from the SEND register in consultation with parents/carers and the student. Parents/carers and students will also have access to reports and data from teaching assessments twice a year. Interventions running in school will also be reviewed every half term to determine impact and success. It is important to note that not all students referred to the Achievement Centre team will be students with a special educational need and that any support and guidance given may be short, medium or long term. Upon reviewing support plans, firstly students will either continue with the same plan, or with adaptations. Secondly, students' progress may well mean students are removed from the SEND register or if additional support is required, we may discuss the process of applying for an Educational Health and Care Plan (EHCP). Students are internally assessed twice throughout the school year and students who access intervention will complete a baseline assessment; this will be revisited at the end of the intervention plan and impact will be assessed. Reviews are also carried out through observations, teacher feedback and parental/student voice.

The majority of children and young people with SEND or disabilities will have their needs met within local mainstream early years settings, schools or colleges (as set out in the information on identification and support in Chapters 5, 6 and 7 (from the COP, 2015). Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes (Code of Practice, 2015, Pg. 142)

Support at Framwellgate School is very much dependent on the students we have on roll. Some of our students access 1:1 support and LSAs are employed via individual top-up funding; other students access additional LSA support due to their SEND status and access the SEND notional budget, whilst others will access high needs funding as they require more than the school's notional budget.

The team is varied. Currently we have a team of 12 and are frequently expanding. The team offer various interventions: literacy, numeracy, social skills, SEMH related interventions and emotional literacy. We are continually developing our intervention programmes, which is in line with student assessment outcomes. If a student needs to be supported and we do not offer the intervention, such programmes will be adopted so we are able to support the students and help them to thrive. Interventions are carried out 1:1, in small groups and in whole year groups; this is personalised to each student.

We offer high quality teaching and learning, which is led by Mrs Machin (Deputy Headteacher: Teaching and Learning). Staff frequently access CPD related to high quality teaching and learning. Staff are always supported in developing their teaching and ensuring students are receiving the best possible standard of education. This is monitored via SLT learning walks, curriculum leaders and the SENDCO, book scrutiny, SLT/Governor monitoring and appraisal. We continuously ensure that provision has a positive impact on the outcomes of all students and have robust procedures in place to evaluate all policies and procedures.

The curriculum offered at FSD is varied and exposes all students to a breadth of subjects. All students, irrespective of their special educational needs, are supported to access the full curriculum offering in key stage 3. In some cases, we offer a tailored personalised curriculum at KS4 which may include a smaller suite of subjects and entry level qualifications but this is rare.

Students with special educational needs can be assessed for exam access arrangements. All referrals are assessed and supported in line with the JCQ (Joint Council for Qualifications) guidelines. All exam access arrangements are assessed internally and are then ratified by an external assessor. Exam access arrangements are personalised to the needs of each individual student. It should be noted that not all students with a special educational need will meet the criteria for exam access arrangements. Exam access arrangements available to students are as follows: extra time (25% and 50%), reader, scribe, transcript, word processor, prompt, rest breaks and access to a smaller or individual room.

Exam access arrangements queries should be signposted to Louise Emerson (SENDCO Support Assistant): emerson.l@framdurham.com

6. Consulting Students and Parents/Carers

An early discussion with the student and their parents/carers will take place when we believe special educational provision is needed. These conversations will ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Any parental concerns are taken into consideration
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents/carers. We will formally notify parents when it is decided that a student will receive SEND support.

7. Looked After Children with SEND

Mark McCreedy is the designated teacher for looked after children at FSD

Contact: Mr McCreedy: mccreedy.m@framdurham.com

The designated teacher and SENDCO work closely together to ensure all students who fall within this remit are supported appropriately. All relevant information is communicated effectively with teachers to ensure students are supported efficiently to thrive in school.

Students with SEND are supported via the level of SEND status appropriate to their special educational needs. The views of the student are always taken into account, along with the parents'/carers' and social worker views. Progress is reviewed in line with the SEND Code of Practice, January 2015.

8. Parental/Carer Involvement

We try to work closely with parents/carers of children on the SEND register, both informally and in formal situations. The Achievement Centre staff aim to ensure that all parents/carers feel welcome to discuss their child's needs or concerns whenever a difficulty arises.

Should you wish to raise any concerns, you can contact the SEND Team by phone (0191 3866628) or email: achievementcentre@framdurham.com Alternatively, you can fill in an online [referral form](#).

We have a named member of the team who is the first point of contact for students on the SEND register; contact details will be emailed to parents at the beginning of each year. Similarly, a member of the team will contact parents/carers informally as soon as we are aware of an issue.

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/carers of children on the SEND register are kept informed of their child's progress three times a year through the school's reporting system and parents' evenings
- Parents/carers are invited to discuss problems and are involved in any action we take to resolve issues
- Parents/carers are asked to keep us informed of any conditions that are likely to need special consideration. Parents/carers are asked to help with extra reinforcement activities at home and such help is also provided by the Achievement Centre staff if requested by parents/carers
- Parents' evenings
- Ongoing discussions with class teachers and members of the SEND team
- Parents and carers are welcome to discuss any concerns they may have in school, over the phone or via Microsoft Teams

9. Student Voice

All students at Framwellgate School Durham are actively encouraged to voice their opinions or concerns when the need arises. There are several ways students can do this:

- The first point of contact is the tutor who meets with tutees every day during registration time
- Pastoral Managers are attached to each year group and are available throughout the day to speak with students and pass on concerns to the Head of Year/SENDCO when appropriate
- Students can speak directly to their teachers who will escalate concerns to the appropriate member of staff
- SEND students will have a key worker from the Achievement Centre Team with whom they can communicate freely.
- For those students with an EHCP, there is an opportunity for them to attend review meetings (online) if they are comfortable doing so; this offers additional opportunity for student voice.
- With regard to safeguarding issues, the whole school procedure will be followed by every staff member
- Additional support is also available to some students from professionals including, as examples: counsellors, the Emotional Resilience Nurse, Family Liaison Manager 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. Students worried about speaking to a member of staff directly can either choose to communicate via the school email 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.
- A number of staff have been trained using Place2Be training as Mental Health Champions and students with low-level mental health concerns are signposted to this team.

- Teachers/SENDCO and the support team will work with students to identify support needed to meet agreed outcomes
- Provision is planned and interventions are allocated based on an individual's needs. The voice of the student is taken into account when offering provision
- Students are actively involved in setting their outcomes through regular meetings, discussions, key worker meetings with staff to discuss their progress and support
- Student voice is gathered in relation to developments relating to SEND provision

10. Curriculum Offer

We take the following into consideration to ensure all students' needs are met and supported, following our school's ethos to ensure academic excellence is achieved by all:

- Scaffolding lessons to ensure all students are able to access them. For example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Ensuring all EHCP and Student Support Plan strategies are followed within lessons
- Facilitating student exam access arrangements within lesson assessments and teaching assessment weeks

All students, irrespective of their SEND status, will follow the same broad curriculum. Adaptations will only be made to the curriculum if this is deemed absolutely necessary.

Irrespective of SEND status, all students access the same opportunities, for example, extra-curricular activities, enrichment weeks, educational trips and visits, STEM related activities, experience of working within industries through the FrAmbition career workshops etc. Students will be supported to access such activities by the Achievement Centre staff and SENDCO should they not be able to do this independently.

11. Equipment and Facilities

The equipment available for students with disabilities are either personal to each user, (for example, specific chairs and wheelchairs), or they are permanent features within classrooms. If specialist equipment is required, upon medical and professional advice, such equipment can be procured.

Classrooms across the school have been developed to support students with disabilities, for example, a food and nutrition classroom has height adjustable benches, lower sink and worktop area and an eye height oven. The technology room has a tabletop vice for students who cannot access workstations.

The school has accessibility toilets within three of the four main teaching blocks and the state-of-the-art sports centre. We also have two accessible wet rooms on the school site. Please note: Framwellgate school is split across multiple buildings and across different levels. The school only has lift access within the sports centre.

For additional information linked to the school site, please refer to Section 21.

12. Arrangements for admissions of disabled students

The arrangements for admission of any student joining Framwellgate School Durham are carried out during the transitional stage from year 6 to year 7. Parents/carers will apply to join via the Durham County Council school's application process. Any in year admissions will also be carried out by applying to Durham County Council.

Admissions for students with an EHCP are carried out via the consultation process in accordance with the Local Authority's policies and procedures. The LA will consult with school, issuing a draft EHCP to review, and allowing the school to respond to the local authority to ensure FSD is the right school for the student. We are an inclusive school and work hard to meet the needs of all students.

For additional information, please refer to the Local Authority's admission policy.

13. Support for improving emotional and social development

The support offered to students who have emotional and social development educational needs varies with each student. We have many staff and external agencies who support the students at Framwellgate School Durham. Students, staff and parents/carers can make a referral for support.

The support on offer includes: NHS Emotional Resilience Nurse, NHS Piece of Mind (Previously known as Trailblazers), Achievement Centre and pastoral team staff, as well as tutor support daily. We also employ Charlotte Hesleton as our Emotional Wellbeing Worker.

The SLT and pastoral team deliver assemblies to support all students and the school runs activities with Humanutopia and the Diana Award each year. We support students through our anti-bullying ambassadors in school; students all take part in diversity days to ensure all students are aware of, and accepting of, individuals, no matter what their personal qualities. This is recognised through the successful awarding of the 'School of Sanctuary' status.

Social skills development is also offered to students via school intervention programmes and external agencies also support with more complex personalised needs. The school actively promotes the use of Kooth, enabling students to have access to an online counsellor.

14. Transitioning Between Education Settings and Preparing for Adulthood

Children and young learners with SEND can become particularly anxious about starting school or moving on to a new class or school. To ensure all students are supported, we will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students which information will be shared. As part of transitioning between primary to secondary phases, we offer many different provisions and support to make the process as supportive as possible. Some of these arrangements are as follows:

- Transition days and workshops
- Parent information evenings
- Visits and tours with parents/carers and students
- Dedicated pastoral and SEND team meetings to answer any questions or concerns

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

As part of transitioning between secondary to sixth form, university and college phases, we also offer different provisions and support to make the transition successful. Some of these arrangements are:

- College/sixth form and university open days
- Students who previously attended FSD, return to discuss their experiences, whether this is from college route, FE, sixth form, university, apprenticeships and work
- External agencies/university talks
- Supportive sixth form pastoral team
- Advice and support for UCAS applications

15. Staff Training

Staff training at FSD is continuous throughout the academic year, with the school's ethos always being at the heart of the staff training needs. Training to promote academic excellence is accessed by all teaching and support staff. Training for Achievement Centre staff will focus on a knowledge rich curriculum, quality first teaching, supporting students with SEND needs and successfully carrying out an inclusive education for all. Specialist training is also taking place to upskill all staff within the four categories of SEND.

Staff special educational needs training:

- Understanding ADHD and supporting students within the classroom
- Autism awareness
- Literacy: Inference Intervention
- Numeracy: Dyscalculia
- Behaviour Management
- Evidence Informed Teaching: principles of cognitive science.
- Child Bereavement Training
- Teaching and Learning: The use of effective scaffolding within the classroom
- Anxiety Works shop
- Level 2,3,4 and 5 Teaching assistant qualification

16. Complaints

Complaints about SEND provision in our school should be made to the SENDCO, Denise Forrest, in the first instance. Should the complaint not be resolved by the SENDCO, the complainant will then be referred to the school's complaints policy. The parents/carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

17. 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=Ie0wpb_gjck

Across County Durham and Darlington CAMHS has a single point access for referrals and self-referrals to their services. To contact the team please e-mail; tewv.camhscountydurhamdarlington@nhs.net or call 0300 1239296.

Alternatively, should the child or adolescent require emergency mental health support, you can contact CAMHS Crisis and Liaison Team 24 hours a day, 7 days a week on 0800 0516 171

The Education Support Services 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 & Visual Impairment & Specific Learning difficulties <http://www.durham.gov.uk/article/22418/Teams-that-provide-SEND-support>

Contact Details

English as an Additional Language (EAL Team)

They are committed to supporting students for whom English is not a first language. They help schools to improve educational outcomes of all minority ethnic pupils including those with English as an additional language (EAL) and provide additional support for children and young people who are at risk of underachieving. The team delivers individual and group support packages for:

- Students with EAL New-To-English
- Raising achievement work for EAL students in the intermediate stage of learning EAL.
- Liaising with minority ethnic parents/carers on the induction of their children into the English education system.

EAL Team: 03000 267 800

Address: Enterprise Way, Spennymoor, County Durham, United Kingdom, DL16 6YP

Educational Health Needs Team

If your child is of statutory school age and unable to attend school because of their physical or mental health, the EHNT can provide temporary education to help prevent them from slipping behind in their school work. The team can offer teaching sessions at a location near to your home, or if necessary, in your home. The team will work closely with your school to make sure that the right programmes of study are followed. They will support integration back into school as soon as possible following advice from a medical professional as this will help prevent any further interruption to children's education.

The EHNT also provide small group teaching provision for students who are pregnant or have recently given birth up until the baby is 12 weeks old.

If a student is admitted to hospital the team offers teaching in a ward classroom at University Hospital of North Durham (UHND). Bedside teaching is available where necessary.

Educational Health Needs Team (EHNT): 03000 267 800

Address: Broom Cottages Primary and Nursery School, Ferryhill, County Durham, DL17 8AN

Gypsy, Roma and Traveller

Gypsies, Roma and Travellers have a long-established history as part of our community in County Durham. The team has a duty to encourage race equality, eliminate discrimination and foster good relations. They aim to meet the needs of Gypsy, Roma and Traveller (GRT) communities who pass through the county, as well as working with local settled communities, councillors and key partners, to offer support and advice. Their key areas of work include the management of unauthorised encampments and awareness raising.

Gypsy, Roma and Traveller Team: 03000 26 0000

Address: Durham County Council, Annand House, John Street North, Meadowfield, County Durham, DH7 8RS

Education Psychology Service and SEND Placement and Provision

<https://www.durham.gov.uk/article/2386/Special-educational-needs-support>

Educational Psychology Service

The Educational Psychology team and SEND Support Team work with children and young people, their families/carers and professionals in educational settings and in other services.

The service they provide is designed to promote the best possible outcomes in terms of learning, social and emotional development, wellbeing, and their inclusion within their community. To do this the staff can work directly with children and young people, offer advice and consultation, training and development for professionals and information and guidance to parents.

Educational Psychology Service: 03000 263 333

Address: Enterprise Way, Spennymoor, County Durham, United Kingdom, DL16 6YP

Durham SEND Information Advice and Support Service

http://www.countydurhamfamilies.info/kb5/durham/fsd/organisation.page?id=5Sxl_qWMSNA

Durham Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

Durham Special Educational Needs and Disability Information Advice and Support Service is a statutory service supporting parents/carers of children with Special Educational Needs and Disabilities (SEND) and children and young people with SEND. Durham (SEND) Information Advice and Support Service was formerly known as Durham Parent Partnership Service.

SENDIASS: 0191 587 3541 or 03000 267 007

<https://durhamSENDiass.info/>

Address: Durham SEND Information Advice and Support Service, Lee House, Lee Terrace, Easington Village, Peterlee, Co Durham, SR8 3AB

Looked After Children's Education Service

<https://www.durham.gov.uk/article/2960/Looked-after-children>

SEND, Looked After and Vulnerable Groups Casework Team

The SEND, Looked After and Vulnerable Groups Casework Team provide a service for children and young people with SEND who:

- are undergoing an Education Health and Care (EHC) Assessment
- have an EHC Plan
- require support from services through The Local Offer

The teams are:

- Families Information Service: SEND, Looked After and Vulnerable Groups Casework Team
- Families Information Service: Improving Progressions for Young People Team 13-25

The responsibilities include the following:

- Making sure that both children's and young people's views and their parent/carers are central to any decision making about SEND support arrangements.
- Acting as a main point of contact for parent/carers of children and young people with SEND.
- Contacting a range of professionals from education, health and social care as part of the assessment process.
- Working with children and young people, parents and carers and other professionals on the agreed content of an EHC Plan.
- Representing the council at Disagreement Resolution, Mediation and Tribunal.
- Considering requests for specialist equipment and personal budgets for children and young people with SEND.
- Arranging a school or college place for children and young people with an EHC Plan or an Enhanced Mainstream Provision for children and young people with a SEND Support Plan.
- Arranging additional support for nursery aged children with SEND.
- Making sure that providers comply with their duties under the Equality Act 2010.

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>

Other services such as the School Counsellor and Family Liaison Manager have bases in the school and provide additional layers of invaluable support to both our parents/carers and students.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of staff
- Provide additional assessment
- Support a child directly
- Consult with all parties involved with the student

18. Schools' 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 available in one place as part of Durham County Council's Local Offer. A dedicated Local Offer section has been created on Durham County Council's Families Information Service website and can be accessed at the following link:

- <http://www.durham.gov.uk/article/3722/About-the-Local-Offer-in-County-Durham>
- <http://www.durham.gov.uk/localoffer>

19. Finance

For 2023-24, the school received a notional SEND funding of £803,436.17. 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 provisions outlined in this report are available to those students who are in need

of intervention. The main areas of expenditure include: staffing, provision of specialised resources, investment in learning programmes (including ICT), funding enrichment opportunities, enlisting external expertise and provision of continuous professional development for staff. Elements of our Pupil Premium funding have been used to support our disadvantaged children in accessing support programmes coordinated through the Achievement Centre (e.g, The EDDY Project and HAGGRID horticulture project at KS4).

20. Named contacts within school

SENDCO: Denise Forrest

Email: forrest.d@framdurham.com

Telephone: 0191 386 6628 ext. 262

PGCE in Secondary Education, currently studying NASENCO with Best Practice Network and PAPP course. BEd Primary (Hons), NPQH

The role of the SENDCO, is to co-ordinate SEND support and provision within school, ensuring all students enjoy their school career at Framwellgate School Durham.

Achievement Centre Team

- Louise Emerson (SENDCO Support Assistant)
- Michelle Brown (SEND and Sixth Form Admin)
- Lorraine Cawley (SEND/Numeracy HLTA)
- Christine Dawson (Literacy HLTA)
- Tom Leaver (HLTA 1:1)
- Chloe Roddam (KS3 LSA)
- Bethany Zand (KS3 and KS4 LSA)
- Beth Towers (LSA 1:1)
- Sarah Simons (LSA 1:1)
- Trish McArdle (LSA 1:1)
- Nicola Mills (LSA)
- Kate Tomaney (LSA)
- Abigail Lawson (LSA)
- Andrea Muter (LSA)
- Abby Fisher (LSA)
- Charlotte Heselton (Emotional Wellbeing Worker)

Staff training at FSD is continuous throughout the academic school year, with the school's ethos always being at the heart of the staff training needs. Training to promote academic excellence is accessed by all teaching and support staff. Training within the achievement centre staff will focus on a knowledge rich curriculum, quality first teaching, supporting students with SEND needs and successfully carrying out an inclusive education for all. Specialist training is also taking place to upskill all staff within the four categories of SEND.

ECTs and supply staff also receive support and guidance to ensure all SEND students are supported appropriately and a thorough induction programme is delivered. All Early Career teachers undergo additional training, following a comprehensive calendar of training events lead by key staff in school.

21. Access to Framwellgate School Durham Accessibility Plan

Framwellgate School Durham's site comprises 7 separate teaching blocks, often across three floors. We do not have any lifts within these buildings due to the poor infrastructure and design of the 1960s blocks. Our specialist rooms such as science, sports and music facilities are all in separate blocks requiring movement between these throughout each day. If required, ground floor classrooms can be assigned, and we **do** have a specialist room for each curriculum subject on the ground floor although these are across all of our buildings. Students also access the Sjøvoll Centre for various whole year group sessions and enrichment opportunities throughout the year; this building is situated on the perimeter of the school site, leading to Front Street, a five minute walk which is up a slight incline. Within B block we have a medical room and spiritual room, we have accessible toilets located within A/B and C Block. We also have a space for students who access counselling and SEMH external agencies.

We have a strong school ethos, excellence, compassion and respect for all is key to the success of our school. We have a strong culture of awareness, tolerance and inclusion and individuals are reminded and challenged when our ethos is not fulfilled.

22. Key Policies

- SEND Policy
- Equality Policy
- Equality Information and Objectives
- Accessibility Plan
- Anti-Bullying Plan
- Behaviour Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints Policy