



FREDERICK GOUGH SCHOOL
SEND (Special Educational Needs and Disabilities)
INFORMATION REPORT

The SEND and Inclusion Team

- Assistant Headteacher/SENDCo & DSL (Designated Safeguarding Lead) – Mrs. Rosie
- Assistant Headteacher/Inclusion Manager – Mrs. Eyre
- SEND Manager- Mrs. Grout
- Exam Access Arrangements Assessor Mrs. Gair
- School Social Worker/Deputy DSL – Miss Spavin
- School Social Worker/Deputy DSL – Mrs. Thomson
- Inclusion Teacher Miss Hubbard
- Inclusion Teacher – Ms. Forder
- Parenting Officer/LSA (Learning Support Assistant)– Mrs. Harrison
- Cluster Parenting Officer/LSA – Mrs. Loft
- Study Focus Manager Mrs. Venemore
- Study Focus Manager/LSA-Mrs. Wickens
- Pupil Engagement Officer-Mrs. Mason
- LSA – Mrs. France
- LSA –Mrs. Lewis
- HLTA - Mrs. Raby
- Literacy Support/LSA – Mrs. Henderson
- Literacy Support/LSA – Ms. Petch
- LSA – Mrs. Bentley
- LSA – Mrs. Winney
- LSA – Mrs. Storey
- LSA – Mrs. Black
- LSA – Mrs. Dent
- LSA - Miss Sykes
- LSA – Miss Doroszkewycz
- LSA- Miss Kirk
- LSA- Mrs. Stokes
- LSA – Mrs. Herron
- LSA - Mrs. Mendy
- LSA – Ms. Grocock
- LSA – Mrs. Kitching

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- LSA – Mrs. Smith
- LSA –
- LSA – Miss Rawson
- LSA – Ms. Sibanda
- LSA – Mr. Stockton
- SEND and Inclusion Administration – Ms. Chafer
- LSA - Miss Mullen
 - LSA - Mrs. Goulding
 - LSA - Mrs. Ward

The SEND and Inclusion Team is a committed and passionate group of people, working with, and for, the students of Frederick Gough School. We are committed to learning more about SEND to provide the best support we can. We are dedicated to ensuring every student has the opportunity to 'try their best, be nice and do well'.

Please feel free to contact us at the school at any time should you have a query. We are always happy to listen and support as much as possible. Our school phone number is 01724 292930. The email address of Mrs. Rosie, Assistant Headteacher/SENDCo is: jrosie@fgs.org.uk

The SEND and Inclusion Team has two distinct elements: SEND and Inclusion, which work closely together, but by focusing on different elements of support.

Inclusion

The Inclusion element of the team is a multi-faceted support network within the school that provides support for students and their families. The team is the gateway to providing 'outside agency support' and 'in house' care in terms of counselling, anti-bullying advice, parenting support and anti-smoking assistance.

Specific curriculum support is offered to pupils who may struggle to cope in a mainstream environment due to social, emotional and mental health difficulties.

Please contact us if you feel that we can offer help to yourself or your child or if you have a general enquiry: Mrs. Eyre, Assistant Headteacher/Inclusion Manager, 01724 292930, email address: reyre@fgs.org.uk If you have an Anti-Bullying/ Parenting or Counselling related enquiry please contact Mrs. Eyre, as above or on 01724 292930.

SEND

SEND at Frederick Gough School seeks to ensure all children have access to the support they need to fulfil their potential and their ambitions. We aim to support children to build their independence in readiness for life outside of school. The team links to outside agencies to provide support, equipment and facilities for learning, communication, social/emotional and physical needs.

Policies

The SEND Policy is available on the school website. Linked policies are: the Safeguarding Policy, the Accessibility Policy, the Positive Behaviour Policy, the Anti-Bullying Policy, Medical Needs Policy. Our Medical Needs Officer is Mrs. Crampton who liaises with parents and children to ensure school hold an up-to-date Care Plan for students with medical needs. Our Equality Policy is updated annually and we are mindful of our responsibilities to all around the protected characteristics mentioned in the policy and in the Equality Act, section 5. Please contact us should you need help accessing any of the mentioned policies.

The School Offer

At Frederick Gough School (FGS), we take a flexible approach to providing for pupils with Special Educational Needs and Disabilities (SEND), and at present have students with us with a huge variety of need. We are able to support students with Social, Emotional and Mental Health needs, Communication and Interaction needs, Cognition and Learning needs and Physical Disabilities.

If you would like to discuss our support, and whether our school is suitable for your child, contact the Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs. Rosie either by email at: jrosie@fgs.org.uk or by phone on 01724 292930.

The SEND Policy can be accessed by clicking the link next to the SEND Information Report tab.

The Local Offer, which is produced by North Lincolnshire Council, is available on their website at www.northlincslocaloffer.com. Link provided next to the SEND Information Report tab.

Admissions Arrangements

For students with an EHCP (Education Health and Care Plan) admissions to the school are via the SEND Department at the Local Authority. The Local Authority will consult with the school around our ability to meet the needs outlined in the EHCP. School then has 15 days to respond to the Local Authority about how we may or may not be able to meet need.

Transition

As children transition to secondary school at the end of Year 6, we work closely with primary schools to ensure that any SEND information is shared with us to help us meet students' needs. For children in Year 6 with an EHCP we are committed to attending their Annual Review in Year 6 to discuss support and provision with parent and child.

We assess every Year 7 student's literacy skills on arrival to ensure we offer appropriate support to those who might need extra help.

We have a referral system in school for teachers to inform the SENDCo if they think a student may have additional needs requiring investigation.

Support is available as students move between different phases of education (Yr 6 to Yr 7; Yr 9 to Yr 10 and Yr 11 to Post 16). Extra transition packages are available where needed for children in Year 6; personalised interviews support Year 9 students to choose from open options. Our curriculum Deputy Headteacher and Careers' Advisor are on hand to provide specialist advice.

For students with Education, Health and Care Plans, annual reviews will focus on support for transitions at each stage. We will invite staff from other provisions and agencies where relevant and appropriate. This is as a matter of course for students transitioning to Post 16.

Involving Parents/Carers and Students

Parents/carers are involved in the education of their child at FGS. We have annual Parents' Evenings, termly reports and each student has a tutor who can be contacted if there are any concerns.

The SENDCo attends all Parents' Evenings. Please feel free to make an appointment on these evenings (or at any other time) if you would like to discuss your child's progress with the SENDCo.

Where it is identified in school that a student may have additional needs, parents will be contacted allowing us to discuss this and agree further support and actions. Likewise, if parents/carers think their child may need additional support, we welcome contact from them. **Our key message here is: talk to us. Please feel free to pick up the phone, or drop us an email, at any time.**

In addition, for those students with an Education, Health and Care Plan or Individual Learning Plan, parents are invited to two further reviews throughout the year. Involving the students themselves in decisions around their education is very important to us. Students are invited to attend their Individual Learning Plan and Annual Review meetings. Students have the opportunity to discuss their views about how things are going and if they feel any changes are needed to their support.

Students with Education, Health and Care Plans all have a key worker who oversees their day-to-day support and communication. The SENDCo is made aware of this information.

Curriculum

The curriculum and learning environment are adapted to meet the needs of pupils with SEND. Pupils will be placed in one of two pathways, each consisting of 5 form groups. Each pathway will be equal in terms of ability and size. These pathways will not have a name to avoid any labelling, the only reason we need two pathways is due to the size of the school we are unable to timetable just one.

We aim to have a Learning Support Assistant attached to around half of the classes per year group. This helps to provide consistency and in class support strategies for a wide range of needs. All students are able to access a Study Plus session which is delivered by a primary

trained member of staff and is designed in conjunction with literacy support staff; ensuring specific needs and gaps are addressed in the right classes at the right time. Very occasionally, and following consultation with stakeholders, it may be that we consider a bespoke curriculum where there is evidence that a child needs a significantly different approach.

Teachers at Frederick Gough School aim to deliver lessons in which students are valued for their individual strengths and achievements as well as what they can do by working collectively. Our Quality First teaching strategies support the needs of children with and without SEND alike.

We believe that learning can be inspired by the experiences of teachers, mentors, family and friends, role models and peers both in and out of school. We focus on students' social and academic development by supporting them with experienced staff who, above all, care about them and about preparing them for the future.

We pride ourselves on being kind, helpful and easy to approach, so if students have any worries, we will make sure that they are addressed quickly so students can achieve their potential. Talking to each other is often the simplest and the best form of action.

A student's curriculum may also be enhanced with specialist one to one support for literacy or for a speech and language need among other interventions and enrichments.

Identifying and Reviewing Support

Identifying students with SEND is an ongoing process and is a joint work between home, school and other agencies.

When children join us in Year 7, we transfer any children who were on the SEND register at primary school to our SEND register. This allows us to monitor their progress and assess whether they should still be identified as SEND. We also screen every child, with the permission of parents/carers, for signs of Dyslexia, which informs teachers and support staff of any additional needs.

The SEND register is reviewed termly and discussions shared with parents.

Every two weeks we hold Every Child Matter meeting for each year group. All staff are able to refer areas of concern to the meeting. Mrs. Rosie, Mrs. Eyre, Mrs. Grout, Mrs. Crampton (Attendance and Medical Needs) and each year's Learning Coordinator/Assistant Learning Coordinator and Senior Leader attend this meeting to assess need and to decide upon the best route of support.

Progress

At FGS, progress details for all subjects are sent home three times a year for all students. At KS3 this document details the level of attainment of pupils in English, maths and science compared to students of similar prior attainment as well as effort/behaviour grades in all subjects and at KS4 what level students are currently working at and a target to work towards.

Students will have an opportunity to discuss their progress with their form tutor in addition to feedback they will receive from their teacher.

Students with an Individual Learning Plan will have the opportunity to have that plan reviewed at least twice a year, either by their Learning Co-ordinator, an LSA, the SEND Manager or the SENDCo, and a further opportunity to meet at Parent' Evenings. All teachers provide information for these reviews, allowing us to look at the complete picture of academic progress.

Regular quality assurance is in place to ensure our support is helping students with SEND. The SENDCo oversees the progress students make. Using provision mapping and information gathering across the school, we are able to assess the impact of our provision in order to change and improve it where necessary. We work on the principle that we must strive to ensure what we do is helpful and works for students, and if it doesn't, we must try something different. We are also keen to ensure support and intervention can take place within the classroom, wherever possible, rather than removing children from the learning environment. However, we do acknowledge that sometimes support must be accessed outside of the classroom to provide the best support for an individual.

Staffing and Agencies

All teachers are qualified to teach pupils with SEND. At FGS, we believe that every teacher is a SEND teacher.

The SENDCo has many years of experience working in SEN and Inclusion, and has achieved the National Award for SENDCos.

We have a team of Learning Support Assistants who have training in different areas of SEND, and two Inclusion teachers who have a wealth of experience in working with young people with various SEND.

We work closely with a variety of outside agencies who provide further expertise to support students with SEND at FGS; this includes the Local Authority, health, social care, voluntary organisations and many more. There are referral routes into ASET (Autism Support Education Team), CAMHS (Child and Adolescent Mental Health), the School Nurse, the Educational Psychology Service and many more via our school SEND and Inclusion Team.

Staff training is up-dated regularly, both formally and informally. This training can be in house or in partnership with outside agencies, such as ASET and the Educational Psychology Service.

Opportunities

All students at FGS work together, and we pride ourselves on a happy and supportive school environment. All students have access to the same trips, activities and curriculum. If there are any reasons why a student could not access something easily, we would discuss this with the student and parents/carers to see what can be done to offer an equal opportunity.

In addition to the support within classrooms, it is equally as important to us to provide support throughout the school day. We have dinner time clubs to support those students

who need somewhere quieter to be unstructured times.

Personal, Social, Health Education

At FGS, we value pupils and support them in valuing themselves. We have Personal Social and Health Education (PSHE) lessons in all year groups. This is supported by a team of staff who can be trusted adults for the students on a one-to-one basis. We also have a young peoples' CHOICES clinic in school twice a week with the school nurses whom students can chat to.

Our PSHE programme helps students to learn about their behaviour and supports them in thinking about best ways to cope safely with any risks presented to them or others. It helps students to reflect on their emotions and offers coping strategies with difficulties they may encounter. The subject develops the qualities students will need to take them into adulthood. It provides support to help students move from one stage in their life to another, ranging from our work with new entrants in Year 7 and for those moving onto Post 16. PSHE helps pupils to develop the skills needed for their future beyond school into further and higher education, employment and training.

Further Support

All year groups are led by a teaching Learning Coordinator, who has the overview of the students' learning and progress. They are supported in this role by a non-teaching Assistant Learning Coordinator, who is on hand to resolve immediate issues. This team lead the form tutors and create the family ethos for the year groups.

Where to get help?

If any parent or student would like to discuss the support, we provide they would need to contact the Assistant Headteacher/SENDCo (details above) in the first instance.

SENDIAS can support the parents of children with SEND, and offer confidential and impartial advice. They can be contacted on: 01724 277665 and their email address is: help@nlsendiass.org.uk

Accessibility

Please see the accessibility audit for all details about the accessibility of the school building.

Jo Rosie

Reviewed: June 2026

Next review date: June 2027