

Forres Sandle Manor (Academic) Policy

Policy Title	SEND (Special Needs and Disability)
Policy Lead (Appointment (& Initials))	Head of Learning Centre (VB)
Date of Last Review	January 2021
Date of Next Review	January 2022

"Each child is unique, not only capable of learning but also capable of succeeding."

Robert John Meehan

Special Educational Needs and Disabilities at FSM

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the [Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- The [Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Head of Learning Support

The Head of Learning Support (or SENCO) is Vanessa Beech.

They will:

- Work with the Head, Lower School Head and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and the pupils themselves to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies.
- Liaise with potential senior schools or alternative Prep Schools to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head, Lower School Head and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Meet with new pupils (where appropriate and prior to their entry) to determine whether any SEND support will be required if they join the school.
- To work in collaboration with pastoral and teaching staff to ensure that each child develops in all areas in order to build strong, positive self-esteem.

4.2 The Learning Support Team

Alongside the Head of Learning Support are 3 Learning Support Teachers (Judy Cochand, Amanda Jarvis and Sue Smith). All have specialist training (and many years' worth of experience) to teach and support children with SEND. Within the department we have a maths specialist (AJ) and an ESL specialist (SS) and there are plans to train one colleague to provide ELSA support.

They will:

- Plan for and provide 1:1 intervention for children identified on the SEND Register.
- Create Pupil Profiles for their SEND pupils outlining the child's strengths, weaknesses and classroom strategies.
- Conduct annual assessments in line with FSM's Assessment Policy to determine what progress pupils are making.
- Collect regular feedback from their pupils regarding their Learning Support and access to the subject curriculum.
- Liaise with teaching staff and teaching assistants to provide suggestions, strategies and support in writing SMART targets.
- Provide feedback on their SEND pupils during year group reviews.
- Write regular reports for parents outlining the content of their lessons and any progress made.
- Provide support for their SEND pupils outside of lessons – toolkits, organisational strategies, study skills techniques etc.
- Liaise regularly with parents.
- Attend weekly SEND Department Meetings.
- Keep up to date with current SEND information and attend courses/INSET appropriate to their role.

4.3 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the Head and SENCO to determine the strategic development of the SEND policy and provision in the school.

4.4 The Head

The Head will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEN Information Report

5.1 The kinds of SEND that are provided for at FSM

Our school currently provides additional and/or different provision for a range of mild to moderate needs, including:

- Communication and interaction; for example, Autistic Spectrum Disorder (ASD), speech and language difficulties (SLCD).
- Cognition and learning; for example, dyslexia, dyscalculia, dysgraphia
- Social, emotional and mental health difficulties; for example, Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

The SENCO, in liaison with the Head, will determine if FSM can meet the needs of a particular individual. The nature of the difficulty, the support required and the expertise available will all be taken into account. FSM can support a limited number of children with mild to moderate specific learning difficulties keeping in mind the balance of each class and the specialist teaching available. We have successfully supported children with mild Autism, hearing difficulties and slight visual impairment. As the school is made up of many buildings, some of which are quite old and all of which are spread across a large site, we are not able to meet the needs of children with severe mobility difficulties.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry and thereafter annually. Class teachers will make regular in-class assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

We may ask our Head of Learning Support to assess the children once a teacher has relevant concerns about a child. This is usually completed from Year 3 upwards (although observations and informal assessments can take place in younger children) and recommendations from the SENCO will be used to help to identify strategies for intervention or, if concerned, formal assessment by an Educational Psychologist or other relevant professional.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We use this to determine the support required and whether we can provide it by adapting our usual curriculum, or whether something different or additional is needed. We will follow the graduated response in line with this policy.

5.3 Sharing Information with Staff

School Base, our in-house computerised information system, is the main source of information on any child with SEND. Children on the SEND Register (or with an EHC Plan) are indicated on the system by a 'yellow cone'. By pressing this icon, staff can immediately access the following:

- Educational Psychology Reports or Assessments
- Pupil Profiles
- Assessment data
- Reports from other agencies (SALT, OT, Paediatricians etc.)

Hard copies of the same documents are kept in locked filing cabinets in the SENCO's Office and in the child's School File in the main School Office.

Further information is available on the school's computer system (Teachers > Learning Centre) or on the shared Google Drive: Teachers > Learning Support.

As well as there being information on specific children (not confidential), teachers and other staff have access to general SEND information, resources and training documents.

5.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' and child's concerns.
- Everyone understands the agreed outcomes sought for the child. Everyone is clear on what the next steps are and that they are clearly recorded.
- Everyone is clear what stage of the SEND continuum a child is on. The stages are SEND Concern Register (the child is being observed and monitored closely), SEND Register (the child receives individual Learning Support from a specialist teacher), or EHCP level (the child has an EHC Plan and receives funding or external support).

Notes of these early discussions will be added to the pupil's record and given to their parents.

Parents are formally notified when it is decided that a pupil will be added to the SEND Register.

Termly meetings are held to update specific targets on a child's support plan when a child is on the SEND Register, or has an EHCP. Teachers will prepare termly 'smart' targets for these meetings, and then discuss the targets with parents. Parents with children on the SEND Register are offered 30 minute Parent Consultation Meetings each term, in addition to the usual ten-minute meetings offered to other parents.

5.5 Assessing and reviewing pupils' progress towards outcomes

Starting in September 2021, we will be following the graduated approach and the four-part cycle of **assess, plan, do, review** for all children on the SEND Register or who hold an EHC Plan.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress at dedicated SEND meetings and as part of our regular Review Meetings.

5.6 Supporting pupils' transition to new schools

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- When children transition to senior schools or alternative prep schools, we will contact the relevant SENCO and then share all information we have with the school.
- We will invite the relevant school SENCO to SEND meetings or our SENCO will visit the prospective schools for a hand-over discussion.
- We will liaise with relevant pre-schools and nurseries when pupils transition to us in Nursery or Reception or indeed with any school a new pupil has joined us from.
- We will make transition plans, with parent and child involvement, when children on our SEND Register or with EHC Plans move to a new school.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers and Teaching Assistants will teach children in groups, in whole classes or on a one-to-one basis depending on the child and what they are learning.

High quality teaching (following the Quality First Teaching approach) is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils where appropriate. From time to time pupils will be withdrawn from whole class lessons to work on more bespoke tasks depending on the 'smart' targets on their SEN support plans.

Where appropriate, it may be possible to provide some or all of the following interventions:

- Extra daily reading and phonics provision tailored to the child's needs
- Precision teaching
- Maths interventions that consolidate and revise previous learning
- Spelling and Reading interventions such as Lexia, Spelling Shed, Spelling Frame, SNIP
- Maths interventions such as Plus 1, Power of 2 and one-to-one tutoring
- Speech and Language interventions directed by our assigned speech therapist (Alison Cakebread)
- Occupational Therapy interventions as assigned by specialists
- Eye Exercises as prescribed by Behavioural Optometrists
- Social interventions such as the TalkAbout game
- Social stories/Comic stories are used when necessary to support children with social communication difficulties
- Our team of Learning Support Teachers may also direct teachers and TAs to teach children specific interventions

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it; for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to suit – ring-fencing our staff and resources to wherever they are needed most.
- Using recommended aids such as Chrome Books, text to speech software, speech to text software, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching; for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, breaking up tasks etc.

5.9 Additional support for learning

Teaching assistants or teachers will support pupils on a 1:1 basis or in small groups when it is deemed necessary by a class teacher or the SENCO, or if a child needs one-to-one teaching according to the provision set out in an EHCP or SEND support plan. This is also dependent on resources available.

The SENCO and all Learning Support Teachers qualified and experienced teachers of SpLDs.

Other agencies are welcomed into are school and their advice is included on all our Pupils Profiles, SEND support plans and EHC Plans where appropriate. We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists or Qualified SEN Assessors
- Speech and Language Therapists
- Occupational Therapists
- Behavioural Optometrists
- CAMHS
- Paediatricians
- SENDIASS

5.10 Funding for Learning Support

Where specialist provision is required *in addition to* quality first teaching and reasonable adjustments, for children with SEN, additional fees are charged. Lessons are charged at £35 each (50 minute lesson) for both 1:1 and 2:1 support.

In class provision (unless provided for a specific individual), and small group support does not incur an additional charge as these are considered to be reasonable adjustments.

All teaching and pastoral staff have a list of children receiving support and guidelines on how to support them within the class. They also have access (via School Base) to confidential information containing the summaries of the child's report (EP/OT/SALT), current assessment results and the child's Pupil Profile.

Teaching staff have access to the SEN Register (in Teachers > Learning Centre VB > SEN Register) and should ensure they are familiar with all the children on it and their needs in order that they set appropriate targets and that tasks and preps are differentiated when appropriate.

5.11 Exam Concessions for SEND pupils

Children with significantly weak abilities in reading, spelling, writing, working memory or processing can be assessed for exam concessions. These concessions might include:

- Extra time (25%)
- Reader (or computer reader or Reading Pen)
- Spelling – the use of a recognised, exam-approved spellchecker
- Scribe (an adult trained in scribing for exams)
- Laptop/Chromebook
- Prompt (an adult trained in prompting for exams)

Depending on the concessions applied, some children might sit their exams in a separate room with a member of staff invigilating. It is common for those needing extra time to start their exams early so that all children finish at the same time. Exam concessions must be stated within an EP report or confirmed by a registered assessor and often represent the usual 'method or way of working' for that child.

5.12 Expertise and training of staff

Our SENCO has over 14 years' experience in this role and as a Learning Support Teacher.

The SENCO is allocated 10 periods a week to manage SEND provision.

We have a specialist team of Learning Support Teachers (currently 3) who are trained in various aspects of SEND provision.

Our teachers and teaching assistants are also offered relevant training according to pupils in their class.

In the last academic year, all staff attended an in-house SEND Inset (provided by the SENCO) to outline SEND provision at FSM and their part in it. Staff also completed a SEND Audit (questionnaire) in January 2021 to determine their understanding of SEND and how they can support SEN children at FSM.

The SENCO and Learning Support Teachers are all willing and able to facilitate in-house training or 'clinics' especially in specific learning difficulties such as dyslexia.

The school also use specialist training providers to ensure all staff are confident in and trained to teach the children in their care to the best of their ability.

The SENCO takes responsibility and prioritises the importance of staff being trained to help the specific pupils that they are teaching.

5.13 Securing equipment and facilities

Additional resources and equipment are procured as and when required and within an allocated SEND budget.

5.14 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Regularly reviewing pupils' individual progress towards their goals and SMART targets.
- Reviewing the impact of interventions termly.
- Conducting annual assessments of all children with SEND.
- Using pupil and parent questionnaires.
- Monitoring and Learning Walks conducted by the SENCO, SLT and Head.
- Holding annual reviews for pupils with EHC Plans.

5.15 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.16 Support for improving emotional and social development

In partnership with our Deputy Head (Pastoral), we provide support for pupils to improve their emotional and social development in the following ways:

- We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our Life Skills and Wellbeing teaching, additional interventions can be offered bespoke to address specific issues as they arise.
- All children in school are supported to develop relationships with their peers. For those pupils who find this more difficult, strategies may be suggested. It is sometimes possible for us to offer support to the peer group or class group of pupils with SEND. This takes place in an open and frank manner enabling peers to ask questions and learn about the needs of their classmates
- Pupils with SEND are encouraged to be part of the School Council or to apply for positions of responsibility such as Head of School, House Captains or Head of Boarding.
- The school holds a clear position on bullying and all pupils are taught to distinguish bullying from isolated acts of unkindness. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

5.17 Working with other agencies

Our school works with a wide range of services including the Child and Adolescent Mental Health Service (CAHMS), Speech and Language Therapists (SALT), Occupational Therapists (OT), Educational Psychology, and the Hampshire, Wiltshire and Dorset LEAs when appropriate.

When appropriate, we can organise multi-agency meetings, which include Social Care, SENDIASS or Family Support Services to discuss a pupil's needs and we aim to ensure good communication with these groups.

5.18 I am worried about a child. What should I do?

If a parent (or subject teacher) becomes concerned about a child's academic progress or they think there might be signs or symptoms of a specific learning difficulty, they are encouraged to contact the child's form teacher and makes these concerns known. This will initiate a discussion between the form teacher and the SENCO.

Following on from this, the parent and/or teachers will be asked to complete a 'Concern Form' and the SENCO will liaise with child's teachers and conduct some in-class observations.

Strategies and suggestions will then be made to the child's teachers and these will be trialled for a short period (usually 2-3 weeks). The provision and any progress the child has made will then be reviewed. The process will be repeated.

Depending on the effectiveness of the interventions and progress made, the child will either continue to be observed and kept on the SEN Concern Register or an informal assessment might be conducted by the SENCO. Further action will be dependent on the information gained in the assessment.

5.19 Contact details of support services for parents of pupils with SEND

Support Services will be listed on the SEND page of our school website, once updated. In the meantime, please contact the Head of Learning Support who will be happy to help.

5.20 Raising concerns about SEND provision

- We encourage parents to address any worries or concerns promptly, initially with the class teacher. If they are unable to help, other members of staff such as the SENCO or the Head may become involved.
- If after discussing your concerns, you remain unhappy with any aspects of the school's performance, our complaints procedure is available on the school website or from the school office.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO, Vanessa Beech and SEND Governor, Dr Stuart Smallwood, every year. It will also be updated if any changes to the information are made during the year. The SEND Policy will be approved by the governing body.

7. Links with other policies and documents

This policy links to the following school documents:

- EYFS Policy
- Behaviour and Disciplinary Policy
- Safeguarding and Welfare Policy
- Beliefs Values and Ethos Policy
- Spiritual Moral Social and Cultural Policy
- Child Protection Policy
- Disability Access Policy
- Equal Opportunities Policy

These policies can be accessed on our school website.