

## **Forres Sandle Manor (Academic) Policy**

|  |  |
|--|--|
| Policy Title                           | SEND   |
| Policy Lead (Appointment (& Initials)) | <b>Deputy Head Academic (WP)<br/>SENDCo (KP)</b> |
| Date of Last Review                    | <b>February 2026</b>                             |
| Date of Next Review                    | <b>February 2027</b>                             |

# **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 SENDCo) is Kim Purkis. Kim Purkis has specialist training (and 13 years' worth of experience) teaching, and supporting, children with SEND.

They will:

- Work with the Head and Pre-Prep Head to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND, 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 SEND receive appropriate support and high quality teaching.
- Provide INSET training to staff, as appropriate, to ensure that staff are confident in teaching children with SEND and implementing strategies into the classroom.
- 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 alternative schools to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head and Pre-Prep Head 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 SENDCo, there is one Learning Support Teacher.

The learning support team will:

- Plan for and provide intervention for children identified on the SEND Register.
- Create Pupil Passports, alongside the SENDCo, for SEND pupils outlining the child's strengths, weaknesses and classroom strategies.
- Conduct regular assessments in line with FSM's Policies to determine the progress that pupils are making.
- Meet and liaise with other teaching staff so that the support we provide is in conjunction with current class topics.
- Liaise with teaching staff and teaching assistants to provide suggestions, strategies and support in writing SMART targets, and review and measure pupil progress against these targets.
- Provide feedback on their SEND pupils during staff meetings.
- 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 by phone or email or through meeting face to face where necessary.
- Attend weekly SEND Department Meetings.
- Keep up to date with current SEND information and attend courses/INSET appropriate to their role.

## 4.3 The Head

The Head will:

- Work with the SENDCo 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.

## 4.4 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 for children with SEND, through setting SMART targets.
- Implementing, and if appropriate, having an input into Pupil Passports, which are provided for all children who attend the Learning Centre or who are of significant concern.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Implementing the strategies (suggested by the SENCo) into their classroom to support the SEND children within their class.

# 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, language and communication needs (SLCN).
- Cognition and learning; for example, dyslexia, dyscalculia, dysgraphia
- Social, emotional and mental health difficulties (SEMH).
- Sensory and/or physical needs; for example, sensory processing difficulties, congenital heart defects (CHDs) and a range of other physical needs.

The SENDCo, 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, dyslexia and attention deficit, hyperactivity disorder (ADHD). 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 and emotional and mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. If, following reasonable adjustments, a pupil is not making the expected progress, the SENDCo will conduct an Internal Assessment of a pupil. This is usually completed from Year 2 upwards (although observations and assessments can take place in younger children) and recommendations from the SENDCo will be used to help to identify strategies for intervention or, if concerned, formal assessment by an Educational Psychologist or other relevant professionals.

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, with access limited to teachers and approved members of staff. Children on the SEND Register are indicated on the system by a 'yellow cone'. The 'yellow cone' is also used to indicate medical conditions. More detailed information on a child's specific needs can be found on the school's shared Google Drive: Teachers > Learning Support > Pupils. This includes:

- Educational Psychology Reports or Assessments (where parental permission has been obtained)
- Pupil Passports
- Learning Plans
- Assessment data
- Reports from other agencies, such as SALT, OT, Paediatricians (where parental permission has been obtained)

Hard copies of the same documents are kept in locked filing cabinets in the SENDCo's office.

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 based on waves of intervention 1-3, with 3 denoting the highest level of support, when a child receives support from a specialist or an outside agency such as a SALT, and EHCP or the NHS. Wave 2 denotes in house, 1:1, small group or tutor led intervention. Wave 1 denotes reasonable adjustments made in class through high quality teaching. The SEND Monitoring Register contains a list of children who are being observed and monitored closely, following the compilation of a concern form by the teacher. In

addition, the SEND Monitoring Register contains children who no longer have an additional need, such as children who previously received speech and language therapy, but have been discharged.

For children with an EHCP, termly meetings are held to update the specific targets on a child's support plan. In line with the whole school monitoring plan, parents with a child on wave 3 of the stages of intervention will be invited to attend a 30 minute parent consultation with their child's Learning support teacher or SENDCo. The SENDCo is also available for a drop-in meeting with parents of children on the SEND register during the normally scheduled parent teacher consultations throughout the year. Separate appointments with the SENDCo are available on request.

### **5.5 Assessing and reviewing pupils' progress towards outcomes**

Assessments are carried out at the start of every year for all pupils and additional GL assessments are conducted in June each year. For those pupils on the SEND register, we conduct additional assessment at the start and end of each year, for direct comparison. 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, communicated primarily through the Pupil Passport. We will review termly the effectiveness of the support and interventions and their impact on the pupil's progress at dedicated SEND meetings.

### **5.6 Supporting pupils' transition to new schools**

We will share information with the school the pupil is moving to.

- When children transition to a new school, we will contact the relevant SENDCo and share all information we have with the school.
- We will invite the relevant school SENDCo to SEND meetings or our SENDCo may 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**

All teachers at FSM are, in the first instance, responsible and accountable for the progress and development of pupils with SEND in their class. High quality teaching is our first step in responding to pupils who have SEND. Where appropriate, it may be possible to provide some or all of the following interventions:

- Extra reading, spelling and handwriting provision tailored to the child's needs
- Precision teaching
- Maths interventions that consolidate and revise previous learning
- Spelling and Reading interventions such as Lexia.
- Maths interventions using Corbett Maths, in addition to or different from the tasks set for the rest of the class.
- Speech and Language interventions
- Occupational Therapy interventions as assigned by specialists
- Eye Exercises as prescribed by Behavioural Optometrists
- Social interventions such as social stories and PECS
- The SENDCo may also direct teachers and TAs to teach children specific interventions in accordance with their needs.

## **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, multi sensory teaching, content of the lesson, and reasonable adjustments to expected outcomes.
- Adapting our resources and staffing to suit – ring-fencing our staff and resources to wherever they are needed most.
- Using recommended aids such as ChromeBooks, text to speech software, speech to text software, coloured reading rulers, pen grips, 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 in small groups in the first instance, and on a 1:1 basis where there is a higher level of need, when it is deemed necessary by a class teacher or the SENCO. Other agencies are welcomed into our school and their advice is included on all our Pupil Passports, Learning 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

## **5.10 Funding for Learning Support**

Where specialist provision is required *in addition to* differentiated classroom teaching and reasonable adjustments, for children with SEND, additional fees are charged. Lessons are charged at £35 each (45 minute lesson) for both 1:1 and 2:1 support. Parents are charged termly at £350, which covers a minimum of 10 sessions in the learning centre, a term.

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 based within their Pupil Passports. They also have access to current assessment results as part of the whole school monitoring process.

Teaching staff have access to the SEND Register and SEND Monitoring Register (in Google Drive>shared drive>Teachers> learning support>SEND Registers) and should ensure they are familiar with all the children on it, reasonable adjustments required, and each students individual learning 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 speed of reading, speed of writing, working memory or processing speeds can be assessed for exam concessions. These concessions might include:

- Extra time (25%)
- Reader (pen or computer reader)
- Scribe (an adult trained in scribing for exams)
- Laptop/Chromebook
- Prompt (an adult trained in prompting for exams)
- Supervised rest breaks

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 awarded by an assessor holding JCQ approved qualifications and represent the 'normal way of working' for that child.

## **5.12 Expertise and training of staff**

Our SENDCo has over 13 years' previous experience teaching in SEN schools.

We have a specialist Learning Support Teacher who is a trained English teacher (PGCE).

The SENDCo is willing and able to facilitate in-house training or 'clinics'. The SENDCo undertakes individualised training and support with classroom teachers to enable them 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 bi-annual assessments of all children with SEND.
- Monitoring and Learning Walks conducted by the SENDCo, 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. We may have to make reasonable adjustments for pupils with SEND to engage with extra-curricular activities. Although we will do our utmost to allow pupils with SEND the same opportunities to engage in extra-curricular activities as pupils who do not have SEND, we reserve the right to offer alternative programmes of activities for pupils with SEND based on our internal risk assessments.

## **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 in a bespoke way to address specific issues as they arise, including organising sessions with the Deputy Head Pastoral, Key Stage Coordinator or external support from our independent listening ear and registered counsellors.
- 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 is led by the Deputy Head (Pastoral) and 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. There are no barriers to our SEND pupils for these positions.
- 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.
- Staff hold a weekly Pupils of Concern meeting to help address any issues and identify pupils that need support.

## **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 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 make these concerns known. This will initiate a discussion between the form teacher and the SENDCo. Following on from this, teachers will be asked to complete a 'Concern Form'. Strategies and suggestions 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. At this point the SENDCo will conduct in-class observations with a focus on what is and is not working for the child.

Depending on the effectiveness of the interventions and progress made, the child will either continue to be observed and kept on the SEN monitoring register or a further assessment might be conducted by the SENDCo. 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**

Details of local support can be found through the SENDIASS services at the following links:

<https://www.hampshiresendiass.co.uk/>

<https://www.dorsetsendiass.co.uk/>

<https://www.family-action.org.uk/what-we-do/children-families/wiltshire-sendiass/>

Please also contact the SENDCo 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 form tutor. If they are unable to help, other members of staff such as the SENDCo 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 SENDCo and Deputy Head, Academic, every year. It will also be updated if any changes to the information are made during the year.