



Integrity, Fellowship and Endeavour

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Special Educational Needs and Disabilities (SEND) Policy

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1. Compliance

1.1. This policy complies with the statutory requirements as laid out in the Special educational needs and disability Code of Practice: 0-25 as updated in January 2015, issued by the Department for Education (DfE) and the Department of Health and has been written with reference to the latest versions, as at the date of approval of this policy, of each of the following documents:

- Equality Act 2010: advice for schools issued by the DfE
- Special educational needs and disability code of practice 0-25 issued by the DfE and the Department of Health
- Special Education Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions at school issued by the DfE
- Teachers' standards 2012

1.2. References in this policy to SEND means Special Education Needs and Disability and references to the 'SEND Code of Practice' are, unless otherwise stated, references to the latest version of the *Special educational needs and disability code of practice: 0-25* issued by the DfE and the Department of Health.

1.3. This policy was created by the school's Assistant Headteacher (Inclusion) and Special Educational Needs Coordinator (SENCO) in consultation with the governing board, school senior leadership team (SLT) and other staff.

2. Relationship to other policies

2.1. This policy is linked to, and should be read in conjunction with, the following school policies and procedures:

- SEND Information Report
- Safeguarding Children Policy
- Accessibility Plan
- Access Arrangements Protocol
- Medical Conditions Policy
- Behaviour and Exclusion Policy

3. Aims and objectives of provision at Farmor's School

3.1. At Farmor's School, we believe that all children and young people are entitled to an education that will:

- nurture each individual's aspirations and talent;
- provide outstanding learning experiences and opportunities;

- promote respect for one another and the environment; and encourage collaboration and partnership.

3.2. At Farmor's School, we will endeavour to meet these aims for pupils with SEND by:

- identifying and providing for such pupils;
- working within the guidance provided by the SEND Code of Practice;
- operating a 'whole pupil, whole school' approach to the management and provision of support for such pupils;
- providing a SENCO who will work to implement the SEND policy;
- providing support and advice for all staff working with pupils who have special educational needs or disabilities; and
- working closely with parents and carers.

4. Definition of special educational needs and disabilities

4.1. The joint Department for Education and Department of Health Special educational needs and disability code of practice: 0 to 25 years, January 2015 defines special educational needs and disabilities as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

4.2. Special educational needs are broadly categorised into four key areas:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties; and
- sensory and/or physical needs.

4.3. These categories give an overview of the range of needs that should be planned for. The purpose of identification is to plan what action the school needs to take, not to fit a pupil into a category.

5. Identification of SEND

- 5.1. At Farmor's School, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for pupils.
- 5.2. Every pupil's skills and attainment will be assessed on entry to Farmor's School. The needs of pupils are evaluated through a range of indicators, including:
 - liaison with primary schools;
 - outcomes from baseline assessments;
 - ongoing assessment and monitoring from subject teachers to track pupil progress;
 - concerns raised by parents and carers, the pupil and outside agencies;
 - standardised screening or assessment tools; and
 - behaviour and attendance data analysis.
- 5.3. If the school has evidence that a pupil has a disability under the Equality Act 2010 it will put in place the reasonable adjustments, including the provision of auxiliary aids and services, the pupil needs in order to participate fully in school life.
- 5.4. Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has special educational needs or a disability. If there are concerns at any time while a pupil is a pupil at the school, an assessment will be undertaken to consider the possibility that there may be causal factors such as undiagnosed learning, communication or mental health difficulties. Some pupils can be identified as having special educational needs at an early age but in other cases difficulties emerge as the pupil develops. Teachers should regularly assess pupil progress and be alert to emerging difficulties and pupils making less than expected progress and consider whether the pupil should be assessed for special needs. If it is thought that factors such as housing, family or other domestic circumstances are a barrier to learning then a multi-agency approach may be appropriate.
- 5.5. The offer of special educational provision will be based on all information received as well as the school's test data. In deciding whether a pupil has special educational needs, information will be gathered on pupil progress (in comparison with national and expected progress levels), the views of parents and/or carers, teachers and the pupil will be sought and information from other sources, for example, information from private assessments, external agencies and professionals, will be considered alongside the school's own data.
- 5.6. Consideration of what special educational provision is required for a pupil should start with the desired outcomes, including the expected progress and attainment and the wishes of the pupil and his or her parents or carers. The outcomes sought for the pupil and the next steps to be taken should then be agreed. This will help determine the support that is needed and how it can be provided.
- 5.7. In planning for the desired outcomes the nature of those outcomes should also reflect the need to ensure the pupil is preparing for transition from school to further education or employment and to adult life. As well as preparing them for adulthood generally, the school will ensure that its pupils with SEND have the information they need to make the final steps in this transition, including the provision of independent careers advice, information about local employers, further training, and

where to go for further advice or support. school.

- 5.8. The school should inform parents, carers and pupils of information, advice and support services available from the local authority (LA).

6. Admissions

- 6.1. The LA has overall responsibility for school admissions and all applications should be made through them. We encourage visits from any parent thinking about making an application for the admission of a child to the school. Please refer to the school's Admission Policy for details of how to make an application for a place at the school.

7. Accessibility

- 7.1. The school site is a mixture of modern accommodation and areas that have been refurbished in the last few years. Physical accessibility issues are met by taking the individual needs of the pupil into account; for example, classes can be rescheduled into ground floor classrooms, if required, and pupils are given additional time to move between rooms if this is considered necessary.
- 7.2. The school ensures that all pupils with special educational needs or disabilities have equal access to day and residential trips and extra-curricular activities by making reasonable adjustments to meet their needs.
- 7.3. In accordance with the Equality Act 2010, Schedule 10, paragraph 3 and the Disability Discrimination (prescribed times and periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005, the school has produced an Accessibility Plan which has been approved by the governing board.

8. Curriculum

- 8.1. All pupils with special educational needs and disabilities are part of the mainstream school. They receive additional support (in class and/or by withdrawal) and access a broad and balanced curriculum. Teachers must set high expectations for every pupil, including those with special educational needs or disabilities. Teachers should set targets which are ambitious. Potential areas of difficulty should be identified and addressed at the outset and lessons planned to address potential areas of difficulty and remove barriers to learning. In many cases careful planning will mean that pupils with special educational needs and disabilities will be able to study the full national curriculum.

9. SEND support at Farmor's School

- 9.1. When a pupil is identified as needing special educational needs the class or subject teacher, working with the SENCO will carry out an assessment of the pupil's needs drawing on all available sources as specified in paragraph 5 (Identification of SEND) above. This assessment should be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome and the effect of the interventions put in place is evaluated.
- 9.2. Subject teachers are responsible and accountable for the progress and development in their classes, including where pupils access support from teaching assistants and/or specialist staff. High quality teaching that is differentiated for individual pupils is the first step in responding to pupils who have or may have special educational needs or a disability.

- 9.3. All pupils assessed as having special educational needs or a disability will be given the support they need. In-class teaching assistant support will be allocated to pupils with an Education, Health and Care Plan (EHCP). Additional in-class support will be offered on a needs basis with priority given to English and Maths in Key Stage 3 (Years 7, 8 and 9) as part of our early intervention focus.
- 9.4. When it is determined that a pupil has special educational needs or a disability the pupil's parents or carers must be formally notified that special educational provision is being made. A pupil's level of special educational need or disability will be recorded on the school data system. Each pupil will have an individual digital and/or paper file to store their special educational need or disability record. These records are held in a secure location. The pupil's strengths and needs are captured in a 'Pen Profile'. These are made available to all staff through the school data system. The Pen Profile includes the following information:
- Name
 - Year group
 - Category of SEND
 - Link to most recent assessment data (for staff)
 - Interventions (where applicable)
 - Access Arrangements (where applicable)
 - I am good at/enjoy...
 - I find it difficult to...
 - It would help me if you could...
 - I can help myself by...
- 9.5. All parents will receive a copy of the 'Pen Profile' at the start of the Autumn Term each academic year and be offered a meeting to discuss this profile. This Pen Profile is reviewed with the pupil/parents or carers at two further points during each academic year to ensure that it is giving an accurate picture of the pupil's current needs and of their progress towards their agreed outcomes. Individual outcomes are set by the pupil's subject teachers and communicated to parents through the school reporting system.

10. Involving specialists

- 10.1. Where a pupil with special educational needs or a disability continues to make less than expected progress, despite the use of evidence-based approaches and well-matched interventions, the school will consider the use of specialist staff, either through the Local Authority or other outside agencies. The type of specialist services available include: Advisory Teaching Service; educational psychologists; speech and language therapists; occupational therapists; Child and Adolescent Mental Health Services (CAMHS) and the School Nurse Service.
- 10.2. At any point where a specialist referral is being considered, parents and carers will be fully involved in the process. The involvement of specialists and what was agreed and discussed will be recorded and shared with parents, carers and relevant teaching staff.

11. Education, Health and Care needs assessment

- 11.1. Special educational needs support from the school will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken action to identify, assess and meet the special educational needs of a pupil the expected progress has not been achieved the school or parents or carers should consider requesting an Education, Health and Care assessment.

12. Criteria for exiting the SEND register

- 12.1. Following consultation with parents and carers and discussion with the pupil, a pupil will be moved on to our 'aware' list if they maintain expected levels of progress and/or they are working well within the average range (using standardised tests). Progress is measured on an ongoing basis. They will remain on the 'aware' list for monitoring purposes for a school year. If progress is still maintained, without additional SEND provision, they will be removed from the 'aware' list and parents informed. However, the school will not just assume that attainment in line with chronological age means that there is no learning difficulty or disability.
- 12.2. The needs of all pupils will continue to be met by their subject teachers and the pastoral system.

13. Supporting pupils at school with medical conditions

- 13.1. The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school's Medical Conditions Policy specifies how pupils with medical conditions will be supported. Some children with medical conditions may have special educational needs or disabilities and where this is the case the school will comply with its duties under the Equality Act 2010 and this policy.
- 13.2. Some pupils with special educational needs or a disability may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their educational provision. In such cases the school will ensure that the planning for each pupil's educational needs is co-ordinated with the other elements of his or her Education, Health and Care Plan.

14. Resources

- 14.1. The financial resources provided to the school includes an element to support pupils with additional needs, including pupils with special educational needs and disabilities but this amount is not ring-fenced. The governing board is responsible for determining the appropriate allocation from the whole school budget required to meet the needs of pupils with special educational needs and disabilities. As part of the budget planning process each year the Finance Committee will consult with the Headteacher in order to determine the amount to be budgeted for special educational needs and disabilities, taking into account any top-up funding provided for individual pupils.

15. Role of the governing board

- 15.1. The governing board is responsible, with the advice of the Headteacher, for formulating and monitoring the implementation of the school's policy regarding pupils with special educational

needs and disabilities. The governing board must:

- have regard to the SEND Code of Practice when carrying out their duties towards all pupils with special educational needs and disabilities;
- appoint a governor with specific responsibility for overseeing the school's arrangements for pupils with special educational needs and disabilities;
- ensure that it receives an annual report from the SENCO regarding the implementation of the school's SEND Policy and the progress of pupils with special educational needs and disabilities; and
- ensure that the school complies with its duty to publish a SEND information report on its website and that this report complies with the requirements of the SEND Code of Practice.

16. Roles and responsibilities

16.1. The Headteacher has, with the governing board, responsibility for formulating the school's SEND Policy and responsibility for the management of provision for pupils with special educational needs and disabilities. On a day-to-day basis, this responsibility is delegated to the SENCO who keeps the Headteacher and governing board fully informed, through the line management system and an annual report to the governing board.

16.2. The governing bodies of all schools are obliged by the SEND Code of Practice to ensure that there is a qualified teacher designated as Special Education Needs Coordinator (SENCO) for the school. The SENCO is line managed by the Assistant Headteacher (Inclusion) who is part of the school senior leadership team and has an important role to play along with the Headteacher and governing body in determining the strategic development of special educational needs policy and provision. The SENCO has responsibility to:

- coordinate SEND provision to support individual pupils;
- 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;
- liaise with the parents of pupils with SEND;
- liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision;
- be the key point of contact with external agencies, particularly the Local Authority and its support services, and ensure that these links are actively promoted;
- liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned;
- work with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements;
- ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date;
- undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed;
- ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively;
- have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice:

0 to 25 years', impacts the school's SEND provision;

- liaise with the Assistant Headteacher (Inclusion) to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND;
- keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff;
- monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND;
- coordinate and support the SEND team;
- support staff members to understand the needs of pupils with SEND;
- guide staff in recognising and fulfilling their responsibilities to support pupils with SEND;
- contribute to the performance management process of learning support staff and TAs;
- act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to SEND;
- ensure the school's SEND provision is inclusive at all levels;
- contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND;
- help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff;
- contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders;
- ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility;
- talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system;
- develop and maintain effective relationships with parents, colleagues, the governing board and the local community;
- develop and maintain links with the LA advisory and support services;
- ensure that the school's administrative work for SEND is effectively completed;
- work with teachers to set challenging targets for raising achievement amongst pupils with SEND;
- participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.

16.3. The Headteacher must ensure that the SENCO has sufficient time and resources to carry out his or her functions, including administrative support and time away from teaching.

16.4. All teachers are teachers of pupils with special educational needs and disabilities and they have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all pupils with special educational needs and disabilities in their classes, including where pupils access support from teaching assistants or any other specialist staff.

16.5. Teaching assistants are a valuable part of the support for pupils with special education needs and disabilities. The SENCO maintains overall responsibility for all teaching assistants.

17. SEND training for staff

17.1. All staff in the school will be provided with general or specific training on meeting the needs of pupils with SEND within their classroom. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and

their knowledge of the special needs most frequently encountered. All staff have access to SEND training, including teaching assistants.

- 17.2. There is an expectation that staff who attend training will disseminate their knowledge to others to benefit all working with pupils with special educational needs and disabilities.

18. Involving parents and carers

- 18.1. Partnership with parents and carers plays a key role in promoting a culture of co-operation between parents or carers and the school. Parents hold key information and have a critical role to play in their son/daughter's education. The school actively seek to work with parents and values the contribution they make. All parents of pupils with special educational needs or disabilities are treated as partners. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. The school will offer regular parents' evenings attended by the SENCO.
- 18.2. The school will provide an annual report on their child's progress and will offer to meet parents at least three times per year through the Pen Profile review process. The meetings will provide parents and carers with an opportunity to raise any concerns they have. These discussions will be led by a teacher with a good knowledge of the pupil. The pupil is encouraged to be involved in these discussions either as a participant in all or part of the meeting or through the gathering of the pupil's views as part of the meeting preparation. A record of the outcomes, action and support agreed through the discussion should be kept and sent to the parents or carers and shared with relevant school staff.

19. Pupil participation

- 19.1. All pupils must be fully involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school ensures the pupil's voice is heard.
- 19.2. For pupils with special educational needs and disabilities, the school aims to involve the pupil in understanding his or her difficulties and what is needed to overcome them. The school encourages pupils with special educational needs and disabilities to make choices about outcomes and other elements of the special educational needs process, facilitated by an adult when necessary. All pupils with special educational needs and disabilities are given the opportunity to contribute to their Pen Profile reviews, to meetings with their parents and carers and to participate in the annual review process for those with an Education, Health and Care Plan.

20. Parental concerns regarding SEND

- 20.1. If any parent or carer has concerns, or wishes to make a complaint regarding their child's special educational needs these procedures should be followed:
- Raise initial concerns with the subject teacher/personal tutor. Usually any problem can be dealt with at this stage;
 - Arrange a meeting with the SENCO;

- If conflicts cannot be resolved, then the school's complaints procedure should be followed.

20.2. Parents may also wish to contact Gloucestershire Parent Partnership www.glospps.org.uk