



# Special Educational Needs and Disabilities (SEND) Policy

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## **1.Compliance**

This policy complies with the statutory requirement as laid out in the SEND Code of Practice (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014) ([hyperlink to SEND Information Report](#))
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Teachers' standards 2012
- Safeguarding policy ([hyperlink](#))
- Accessibility plan ([hyperlink](#)),

This policy was created by the school's Inclusion Manager in consultation with the Governing Body, SLT, staff and parents of students with SEND.

## **2. Aims and Objectives of Provision at Farmor's School**

At Farmor's, 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
- Encourage collaboration and partnership

We will endeavour to meet these aims for students with SEND by:

- Identifying and providing for students who have SEND and additional needs
- Working within the guidance provided by the SEND Code of Practice 2014
- Operating a 'whole student, whole school' approach to the management and provision of support for SEND
- Providing an Inclusion Manager who will work with the SEND policy
- Providing support and advice for all staff working with SEND students
- Working closely with parents

## **3. Definition of Special Educational Needs and Disabilities**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. These needs are broadly categorised into four key areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

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 student into a category.

A student has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of students of the same age
- has a disability, which prevents or hinders the child 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. Identification of SEND**

At Farmor's, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for students. .

Every student's skills and attainment will be assessed on entry to Farmor's. The needs of students are evaluated through a range of indicators, including:

- Primary liaison
- Outcomes from baseline assessments
- Ongoing assessment and monitoring from subject teachers to track student progress
- SEND Review meetings with subject department representatives
- Concerns raised by parents, the young person and outside agencies
- Standardised screening or assessment tools
- Behaviour/attendance data analysis

Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND. If there are concerns, assessment will be made to determine any causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances are a barrier to learning then a Common Assessment Framework (CAF) may be appropriate.

In deciding whether a student has SEND, information will be gathered on student progress (alongside national and expected progress levels), views of parents and/or carers, teachers and the students.

SEND provision will be based on all information received as well as our school test data. Additional information (eg private assessments) will be considered alongside our own data.

## **5. Admissions**

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.

[\(Hyperlink to School Admissions policy\)](#)

## **6. Accessibility**

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 student into account. For example, classes can be rescheduled into ground floor classrooms, if required, and students are given additional time to move between rooms if this is felt necessary.

All SEND students have equal access to day trips and residential trips and extra-curricular activities by making 'reasonable adjustments'. All students with SEND are part of the mainstream school. They receive additional support (in class and/or withdrawal) and access a broad and balanced curriculum.

Under the SEND & Disability Act the school has produced an Accessibility Plan which has been adopted by the governing body ([hyperlink](#))

## **7. SEND Support at Farmor's**

Subject teachers are responsible and accountable for the progress and development in their classes, including where students access support from teaching assistants and/or specialist staff. High quality teaching that is differentiated for individual students is the first step in responding to students who have or may have SEND.

In-class TA support will be allocated to students with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). Additional in-class support may 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.

A student's level of SEND will be recorded on the school data system (SIMs). Each student will have an individual paper file to store their SEND record. These records are kept in a locked filing cabinet in the Learning Support building. Where a student is identified as having SEND, action will be taken to remove the barriers to learning. The student's strengths and needs are captured in a 'Pen Profile'. These are made available to all staff through the SIMs system in school. 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...

All parents will receive a copy of the 'Pen Profile' at the start of the Autumn Term. This living document is reviewed with the student/parents at two further points during the year to ensure that it is giving an accurate picture of their needs. Individual outcomes are set by the student's subject teachers and communicated to parents through the school reporting system.

## **8. Involving specialists**

Where a student continues to make less than expected progress due to SEND, despite the use of evidence-based approaches and well matched interventions, we 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 Psychology; Speech and Language Therapy; Occupational Therapy; Child and Adolescent Mental Health Services (CAMHS); School Nurse.

At any point where a specialist referral is being considered, parents/carers will be fully involved in the process.

## **9. Criteria for exiting the SEND register**

A student 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). They will remain on the 'aware' list for monitoring purposes for a school year. If progress is still maintained, they will be removed from the 'aware' list and parents informed.

The needs of all students will continue to be met by their subject teachers and the pastoral system.

## **10. Supporting students at school with medical conditions**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may also have SEND and have a statement or EHCP which brings together health and social care needs, as well as their educational provision.

[Hyperlink \(medical policy\)](#)

## **11. Resources**

The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. The responsibility for determining the amount of resource for SEND lies with the school Governors who will seek advice from the Headteacher and Inclusion Manager.

## **12. Role of the Governing Body**

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND. The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities. The Inclusion Manager will report to the Governing body on an annual basis.

## **13. Roles and Responsibilities**

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the Inclusion Manager who keeps the Head and governing body fully informed, through the line management system.

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

Teaching Assistants are a valuable part of the support for students with SEND. The Inclusion Manager maintains overall responsibility for all teaching assistants.

## **14. SEND Training for Staff**

All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants.

There is an expectation that staff who attend training will disseminate their knowledge to others to benefit all working in SEND.

## **15. Involving Parents/Carers**

Farmor's will ensure that all parents/carers are fully informed of any SEND their son/daughter may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools.

Parents hold key information and have a critical role to play in their son/daughter's education. We actively seek to work with parents and value the contribution they make. All parents of students with special educational needs are

treated as partners. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. We offer regular parents' evenings and encourage the use of the school planner to communicate with your child's tutor. The Inclusion manager attends all Parents' Evenings.

## **16. Student Participation**

All students must be fully involved in making decisions about their education, where possible and appropriate. As part of the student's SEND provision the school ensures the student's voice is heard. We have assigned a senior member of staff to the role of 'Student Champion' to ensure that this happens for all students.

For students with SEND, we aim to involve the student in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about outcomes and other elements of the SEND process, facilitated by an adult when necessary. All students with SEND are given the opportunity to contribute to their pen profile reviews and the annual review process for those with a Statement/EHCP.

## **17. Parental concerns regarding SEND**

If any Parent/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 Head of Year
- Arrange a meeting with the Inclusion Manager - if conflicts cannot be resolved the Headteacher should be involved
- Arrange a meeting with the Special Needs' Governor
- Arrange a meeting with a sub-committee of Governors
- Full Governors meeting

If there are still unresolved issues, contact may be made with Local Authority.

Parents may also wish to contact Gloucestershire Parent Partnership [www.glospps.org.uk](http://www.glospps.org.uk)