

At Ferndearle School we passionately believe that every child does matter and that they deserve to enjoy their learning experience with us.

Our dedicated body of staff place students' interests at the heart of everything they do, ensuring that students have high aspirations and are able to reach their full potential. Our mission is to achieve high standards and fulfil the expectations of all students of all abilities and from all backgrounds by making teaching and learning our focus.

We recognize that if a child is to accomplish those ambitions and improve their life chances it is essential that we work in partnership with parents and carers. We have high expectations for all of our students. Through a combination of our innovative curriculum, stimulating learning experiences and a safe learning environment, we aim to provide all students with the qualifications, skills and values they need to be happy, independent learners who will be able to enjoy their lives now and in the future.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013
Children and Families Act 2014
SEND Code of Practice 0 – 25 (July 2014)
Schools SEN Information Report Regulations (2014)
Statutory Guidance on Supporting Students at School with Medical Conditions April 2014
Safeguarding and Child Protection Policy
Equalities Policy
Teachers Standards 2012

SECTION 1: Introduction

The SEND Code of Practice (CoP) 0 – 25 (July 2014), describes Special Educational Need as:

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

- ⑩ has significantly greater difficulty in learning than the majority of others of the same age or;
- ⑩ 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.

Every teacher is a teacher of every child or young person including those with SEN.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Ferndearle School aims to:

- ⑩ identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development;

- ⑩ ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework;
- ⑩ ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement;
- ⑩ involve parents, carers, students and others in developing a partnership of support, enabling them to have full confidence in the strategy as adopted by the school.

The Head teacher:

- ⑩ determines the school's general policy and approach to the provision for children with special educational needs and takes responsibility for reviewing the SEN policy;
- ⑩ Ferndearle School helps all students who have SEN. While this document is a SEN policy, Ferndearle also refers to AEN students, any students who may experience barriers to learning and participation. This may be groups of students or on an individual basis and include:

Girls and boys
 Minority ethnic and faith groups
 Travellers and asylum seekers
 Students for whom English is an additional language
 Students with SEN
 Gifted and talented
 Looked after children
 Sick children and others under stress
 Students at risk of disaffection and exclusion

AIM

At Ferndearle School every child matters. We aim to raise the aspirations and expectations for all students with SEN; we provide a focus on outcomes for students in partnership with parents/carers and the children themselves. All members of the school community work towards the school's aims by:

- ⑩ using school procedures for identifying, assessing and making provision for students with additional educational needs;
- ⑩ sharing a commitment to inclusion and a partnership approach to provision.

The main aim is to enable all students to access the curriculum and to achieve their full potential. To this end the school will endeavour to:

- ⑩ ensure that pupils with SEN will be identified at the earliest possible opportunity;
- ⑩ build on a child's strengths, as well as addressing their Special Educational Needs or enabling them in light of their disability;
- ⑩ ensure that students with SEN will have the same opportunities as their peers to progress and demonstrate achievements through accessing a broad and balanced curriculum;
- ⑩ ensure that students with SEN are allowed to express their views and are fully involved in decisions which affect their education, in the light of his/her age and understanding;

- ⑩ involve external agencies where appropriate.

OBJECTIVES:

- ⑩ the school will work within the guidance provided in the SEND Code of Practice, 2014. This means that the school will identify and provide for pupils who have special educational needs and additional needs;
- ⑩ 6.37 high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers'/teaching assistants understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered;
- ⑩ operate a "whole student, whole school" approach to the management and provision of support for special educational needs and provide a broad, balanced and suitably differentiated curriculum relevant to student needs, through all staff sharing responsibility for SEN;
- ⑩ demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality inclusive education;
- ⑩ plan for any student who may at some time in their education have additional educational needs;
- ⑩ promote self-worth and enthusiasm by encouraging independent learning;
- ⑩ give every child the entitlement to a sense of achievement;
- ⑩ identify, monitor and support students who will need extra resources and/or teaching help as early as possible;
- ⑩ work in partnership with the child's parents/carers and other external agencies to provide for the child's additional educational needs;
- ⑩ regularly review the quality of teaching for all students, including those at risk of underachievement. The quality of teaching for students with SEN and the progress made by students will be reviewed constantly;
- ⑩ regularly review the policy and practical arrangements to achieve best value;
- ⑩ provide support and advice for all staff working with students with SEN.

Identifying Special Educational Needs

"A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age" (2014 CoP 6.15).

"Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN" (2014 CoP 6.23).

We will use our best endeavours to make sure that every child with SEN gets the support they need.

There is one category of support, SEN SUPPORT, which can be broken down into the 4 areas of need. There are four broad categories of need:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or Physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At Ferndearle School we identify the needs of students by considering the needs of the whole child not just the special educational needs of the child or young person.

There are many other factors which are not considered as SEN but may impact on progress and attainment:

- ⑩ Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- ⑩ Attendance and Punctuality
- ⑩ Health and Welfare
- ⑩ EAL
- ⑩ Being in receipt of Pupil Premium Grant
- ⑩ Being a Looked After Child

A Graduated Approach to SEN Support

Every teacher is a teacher of every child; quality first teaching (differentiated work for individual students) is the initial response to the needs of every individual child entering our school. It is the role of the class teacher to provide for all students.

The CoP suggests that students are only identified as SEN if they do not make adequate progress following intervention at Wave 1 (quality first teaching), Wave 2 (small group targeted work), and Wave 3 (highly focused 1:1 work).

Class teachers are responsible and accountable for the progress and development of all the students in their class.

Provision for all children with SEN will follow **ASSESS – PLAN – DO – REVIEW** cycle.

Evaluating Success

The success of the school's SEN policy and Provision is evaluated through:

- ⑩ monitoring of classroom practice and interventions;
- ⑩ analysis of student tracking data and test results:

- for individual students
- for cohorts

Managing Student need

The purpose of identification is to ascertain those students who are experiencing SEN and to make appropriate provision or support.

Additional needs may occur at any time and early identification and intervention will help the student achieve their full potential.

The teacher needs to assess the student's ability at this stage with a focus on what the child can do rather than what they cannot do.

Allocation of Resources

The level of provision required will depend on the needs of the individual child, which intervention will best help them to reach their potential; it may be that external resources will be required.

These are some of the methods which we make use of:

- previous school records and information gathered;
- first term of arrival at our school as part of our extensive induction programme;
- use of standardised tests on entry and at later intervals;
- school based assessments;
- curricular assessments including National Curriculum tests;
- screening/test information;
- discussions with parents/Carers;
- team meetings;
- classroom observations;
- concerns expressed by students;
- behaviour incident log or exclusion record;
- liaison with Social Services;
- liaison with Ethnic Minority Achievement Service;
- assessments by an Educational Psychologist/Speech and Language Therapist.

The Headteacher oversees the process for engaging additional support and specialist services. Parents/Carers and students are consulted and permission sought as part of any referral.

All information collected is stored in student files where it is treated with confidentiality. Teaching staff are given all of the relevant information on whom they teach.

The voice of the Child

Ferndearle School encourages students to participate in their learning by:

- being involved in target setting and identifying teaching and learning strategies that work for them;
- incorporating their views in every aspect of their education;
- encouraging self-advocacy and independence.

Links with other Schools

We will ensure that all transfers between Schools are planned, monitored and supported to ensure successful outcomes for children.

We will collaborate with all other support services and agencies involved with the child and with parents/carers and where appropriate make joint planning arrangements.

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.

Those who have special educational needs (SEN) and have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Ferndearle School will try to its best endeavour to accommodate the medical needs of every child.

For children with medical conditions Ferndearle School will liaise with parents/carers to agree whether there is a requirement for an individual health care plan to specify the type and level of support required to meet the medical needs of the student. Where children also have SEN their provision will be planned and delivered in a co-ordinated way with the health care plan.

Monitoring and evaluating SEND

The Headteacher will regularly and carefully monitor and evaluate the provision offered to all students through different methods including 1:1 teacher meetings, discussion with parents/carers, student views, staff views and discussion with external agencies.

The evaluation and monitoring arrangements aim to promote an active process of continual review and improvement for all students.

Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Staff needs may be identified in 1:1 meetings with the Headteacher, or as part of the whole school development needs.

All teachers undertake an induction on taking up a post, this includes a meeting with the Headteacher to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

Staff are given regular opportunities for INSET to develop their confidence and skills in working with students with SEN.

Staff will be involved in developing practices which promote Whole School approaches to AEN.

Staff will attend courses in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

Headteacher (Miss Z Malyon)

The Headteacher has strategic responsibility to oversee the provision for children with special educational needs and keep relevant parties up to date.

The Headteacher is responsible for the implementation of the school SEN policy and contributing to the in-service training of staff.

The Headteacher is responsible for planning and co-ordinating the school's arrangements and strategies for identifying all students with special educational needs. The Headteacher will liaise with and advise teaching staff and teaching assistants on SEN matters including interventions and group programmes.

The Headteacher will co-ordinate the annual review procedures.

The Headteacher will Liaise with parents/carers and external agencies, including the LEAs and Education Psychology Service, Health & Social Services and Voluntary bodies.

Class Teachers/Teaching Assistants

All teachers/teaching assistants have responsibility for:

- making provision for students with SEN;
- providing suitable resources for students with SEN.

NB All teaching and non-teaching staff are involved in the development of the school's SEN policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for students with SEN.

Parents/Carers

Parents/Carers have a responsibility for:

- supporting the school in enabling their child to access a broad and balanced curriculum;
- ensuring that their child attends school regularly to access the range of support strategies;
- working closely with the school and their child on setting realistic targets;
- encouraging and supporting their child with homework tasks where possible;
- attending relevant meetings.

Students

Students have a responsibility to:

- attend school on a regular basis;
- accepting support to enable them to reach their required targets and fulfil their potential;
- completing homework to the best of their ability and to seek help and guidance at home and at school when necessary;
- contribute to reviews or request support.

Storing and managing information.

Information regarding children with SEND will be treated confidentially and shared only with the relevant people. Student files will be stored in secured cabinets in line with school policy. When a child leaves the school any SEN information will be transferred to the respective educational placement or stored according to school policy.

ACCESSIBILITY

The school adheres to the duty placed upon it by the DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

See separate Accessibility Plan.

BULLYING

See School's separate Anti-Bullying Policy.

APPENDICES – Additional Information **Appendix 1 – Specialisms and Special Facilities**

Appendix 1

Interventions

Specific Learning Difficulties

Staff are able to assess students who may have been highlighted as having a SpLD and to also assess whether students fulfil the criteria for Access Arrangements for all internal and external examinations.

Alternative Provision

This supports students who may be experiencing emotional and/or behavioural difficulties. Students are withdrawn for a period of time or for certain subjects so that a programme of supported catch up and behaviour management interventions can be deployed. Students follow a normal timetable as closely as possible.

Literacy/Numeracy Focus

Staff undertake extensive 1:1 or small group work to enable and support students in following the mainstream curriculum. Students are identified for specific support; this may be in the form of small group literacy/numeracy or coursework. Students are taught strategies, through individualised programmes of work; enabling them to access the curriculum so that they may achieve their potential.

Restorative/Anti-Bullying

Ferndearle School adopts a restorative approach to managing peer relationship issues which may arise.

Technical Curriculum

Students in KS4 are offered choices to support vocational pathways. Courses cover literacy/numeracy and work skills which are delivered by professional staff leading to recognised external qualifications.