



Inclusion, Special Education Needs and Disability (SEND) Policy

Statement of aim

Sir Thomas Fremantle School is committed to ensuring that all students achieve their full potential and to helping them to develop into well rounded, confident individuals who are able to fulfil their role as positive members of their local community and the wider society. The school aims to be inclusive and provide an equality of opportunity for all students, irrespective of ability or disability

The purpose of the policy is to ensure that Sir Thomas Fremantle School executes its statutory duties regarding the Special Educational Needs Code of Practice (2014), the SENDA act (2001), the DDA act (2005), the Equality act (2010), the children and families act (2014) and any guidance issued by the Secretary of State relating to sections 316 and 316A of the Education Act 1996.

The policy will ensure that:

- The needs of those students with SEND are identified early through rigorous and ongoing assessment and appropriate provision made to meet their needs.
- Those students with SEND receive their full entitlement to a broad and balanced curriculum and appropriate inclusion in all school activities.
- Where needed, appropriate support beyond that reasonably expected through normal classroom differentiation is made available to students.
- Students with SEND are valued equally with all other students and will be enabled and encouraged to develop their potential to the full.
- The organisation of the school will ensure an appropriate support framework to respond to students' identified needs.
- Parents/Carers are involved at every stage in any plans to meet their child's additional needs.

- Students are involved in planning and in any decision that affects them and their experience of school.
- School staff are sufficiently trained to enable them to support all students with an additional need.

Overview

For the purposes of this policy and in accordance with the SEND code of practice (2014), a child is deemed to have special educational needs 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
- 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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught at school.

Identifying students with SEND

Sir Thomas Fremantle School will regularly observe, assess and record the progress of all students, and this will be used to identify students who are not progressing adequately and who may have additional needs. The following information will be collected and considered:

- Baseline assessment results (including CATs)
- Key Stage 2 results
- Reading age assessments
- Spelling age assessments
- Maths age assessments
- Subject teacher observation
- Ongoing half termly subject assessments
- Liaison with the young person and their parents/carers

Based on the school's observations and the use of assessment data, the following support may be considered:

Differentiated curriculum support within class

All subject teachers are responsible for delivering quality first teaching that meets the needs of all students in the class. Both form tutors and subject teachers will be responsible for raising concerns about a student's lack of progress directly with the SENDCO.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEN support level may need to be made.

Additional support through SEN support provision

SEN support provision might be indicated where there is evidence that:

- a. There has been little or no progress made with existing interventions.
- b. Additional support is required to develop literacy or numeracy skills.
- c. Additional support is required for emotional, behavioural or social development.
- d. Additional support is required for sensory or physical impairments.
- e. Additional support is required for communication or interaction needs.

Or if the student:

- f. Continues to make little or no progress in the area of concern.
- g. Continues to have difficulty in developing literacy and numeracy skills.
- h. Has emotional, behavioural or social needs which regularly and significantly interfere with their learning, or the learning of other children.
- i. Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service.
- j. Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

Students on SEN support will be regularly reviewed by the SENDCO and school colleagues, in consultation with the parents/carers. All students at SEN support level will have an SEN support plan outlining the primary objectives and supportive strategies in place to meet their SEN.

Meeting the needs of all students on SEN support is the responsibility of subject teachers and the SENDCO team. Support for students on SEN support will be recorded and monitored by the SENDCO through regular progress reports from teaching staff and through monitoring and evaluation of the SEN support plan, which will be reviewed at least three times per annum. All staff working with students at SEN support level will set targets that are SMART and support the child in making good progress.

Provision at SEN support level may include the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

Seeking a Statutory Assessment with a view to securing an EHCP for SEND

For a child who is not making adequate progress, despite a period of support at SEN support level and in agreement with the parents/carers, the school may request the LA to make an EHCP needs assessment in order to determine whether it is necessary to make an Education, Health and Care plan, in accordance with the SEN Code of Practice. The school is required to submit evidence to the LA. The LA makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the LA's current criteria for making an EHCP needs assessment. Planning, provision, monitoring and review processes continue while awaiting the outcome of the request.

Education, Health and Care plans

A child who has an Education, Health and Care plan will continue to have arrangements as for SEN support, and additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

In most cases, the Local Authority will be Buckinghamshire but, in some cases, it may also be neighbouring Local Authorities such as Milton Keynes, Northamptonshire, Bedfordshire or Oxfordshire.

Admission arrangements for students with SEND

Admissions for students with SEND will be completed in line with the school's admissions policy. The school's policy is to apply these criteria to all students and prospective students regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments so as not to put any disabled student or prospective student at a substantial disadvantage when compared to any student who is not disadvantaged because of his or her disability.

Our aim is to ensure a school site that is fully accessible to all students including those with more limited mobility or who may be wheelchair dependent. Our current provision based on a relatively small site aids this. Our PE changing facilities allow for wheelchair access.

Responsibilities

The ultimate responsibility for SEND issues and the implementation and monitoring of the policy rests with the Board of Governors, devolved on a day to day basis, to the Headmaster.

In the discharge of their duties the Governors will ensure:

- The appointment of a member of staff as the Special Educational Needs & Disabilities Co-ordinator (SENDCO).
- The Headmaster has delegated powers and responsibilities to ensure all school personnel and visitors to the school are aware of and comply with this policy.
- The high standard of SEND provision.
- Due regard has been taken of the Code of Practice when undertaking its responsibilities.
- The effectiveness of the school's SEND policy is reported annually to parents.
- Funding is made available to support this policy.
- That a link Governor has been nominated to visit the school regularly, liaise with the SENDCO and report back to the Governing Body.
- The effective implementation, monitoring and evaluation of this policy.

The day to day management of the SEND policy will be the responsibility of the Headmaster.

The Headmaster will ensure that:

- All school personnel, students and parents are aware of and comply with this policy.
- The Governing Body is kept fully informed of all matters relating to its responsibilities for the provision of SEND.
- Parents of children with SEND provision are informed.
- The effectiveness of this policy is monitored and reports prepared for the Governing Body relating to its success and development.

The Headmaster (or other designated member of the Leadership Team) will meet with the SENDCO at least fortnightly to review progress of SEND students.

The day to day application of the SEND policy will be the responsibility of the SENDCO; Miss Owens. The SEND Governor is.

The SENDCO will, in accordance with the Code of Practice 6.90-6.94 :

- Co-ordinate provision for all students with SEND.
- Provide Leadership of SEND development throughout the school.
- Provide advice, guidance and training regarding SEND matters to all staff with regard to appropriate support, differentiation and curriculum.
- Ensure that students' SEND records are kept up to date.
- Advise the Headteacher with regard to timetabling of support staff.
- Liaise with the exams officer regarding access arrangements.
- Complete SEN support plans for students' SEND and ensure that they are developed and maintained to enable comprehensive tracking of progress made.
- Make staff aware of developments and resources available to support SEND provision and ensure that these are reviewed regularly.
- Oversee liaison with parents, Local Authorities, outside agencies and feeder schools to maximise the effectiveness of informed decision making.
- Ensure that the school complies with all statutory duties such as Annual Reviews.
- Liaise with the link Governor and Headmaster in their development of SEND reports for the Governing Body.

Each member of the teaching staff has a responsibility to be aware of this policy and the procedures for the identification and assessment of students with SEND.

In the discharge of their responsibilities each teacher will:

- Deliver the individual programme for each SEND student as set out in their SEN support plan.
- Assist in the development of support plans for students with SEND by working closely with the SENDCO and learning support staff.
- Undertake training related to SEND provision as appropriate.

Staff training and development

The SENDCO will attend relevant LA meetings and external training to ensure that they have up to date knowledge of current legislation, guidance and best practice. The Headmaster has a number of years' experience of overseeing a large SEND department in a mixed comprehensive school.

The Deputy Headmaster also has extensive experience of working with and supporting the teaching of students with a range of additional needs.

Additional training needs for staff will be identified through self-referral, lesson observation and as part of the performance management cycle.

Whole school needs will be identified each year through the School Development Plan. Individual and whole staff continuing professional development sessions are arranged, matched to these targets, and delivered by the SENDCO, other specialist staff, or external providers. All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class/subject level. Support staff are encouraged to extend their own professional development and the SENDCO will ensure tailor-made training where appropriate.

Partnerships with parents and carers

Sir Thomas Fremantle School will actively encourage parents and students with SEND to work in partnership with the school to ensure the effective development of SEN support plans through timely reviews.

Review meetings will result in clear outcomes and targets of actions for both school and home. Outcomes of reviews and copies of reports and meeting minutes will be sent to parents. The school welcome the involvement of Local Authority, charities and other organisations involved in parent and family support and will welcome their involvement in meetings and discussions.

Other Partnerships

The school are committed to working with and learning from external partners to support SEND students effectively through transition and beyond, including:

- Visiting feeder schools or LA SENDCO meetings to seek information about the special needs of a student, prior to his or her arrival at the school, to help facilitate a smooth transition.
- Involving support agencies as necessary.
- Seeking staff training from specialist agencies when possible.

Complaints procedure

Any concerns or complaints regarding SEND provision should, in the first instance, be addressed to the SENDCO. If resolution cannot be agreed at that stage, the Headmaster will meet with the parent or carer as soon as practical to discuss the situation with them. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure.

The following is taken from the SEND code of practice (2014):

‘The following table gives a summary of the people and bodies which can consider complaints about decisions and provision in relation to children and young people with education, health and care needs. Parents and young people should use the complaints procedures of local providers (schools, colleges etc) before raising their complaints with others.’

| Children and young people with education, health and care needs – avenues for complaint and redress | | | | | | | | | |
|---|--|--|---------------------------|---------------------------------|--------------------------------------|----------|------------------------------|----------------------|---------------------------|
| | Early years/ school/ college provision | Provision for individual CYP incl those with SEN but no plan | Decision not to assess | Undergoing EHC assessment | Decision not to issue EHC plan | EHC plan | Disability discrimination | Health complaints | Social care complaints |
| Early years provider | ✓ | ✓ | | | | | ✓ | | |
| School | ✓ | ✓ | | | | | ✓ | | |
| College | ✓ | ✓ | | | | | ✓ | | |
| DFE/school complaints unit | ✓ (LA maintained schools) | ✓ (LA maintained schools) | | | | | | | |

| | | | | | | | | | |
|---|---|--|--|--------------------------|--------------------------|---|--|---|--|
| EFA | ✓ (Academies, sixth form colleges) | ✓ (Academies, sixth form colleges) | | | | | | | |
| SFA | ✓ (General FE colleges) | ✓ (General FE colleges) | | | | | | | |
| Secretary of state | ✓ (Independent schools) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ (LA maintained schools) | | |
| Ofsted | ✓ (Early years & maintained schools and academies as a whole) | | | | | | | | |
| Local authority | ✓ (LA maintained schools) | | ✓ | ✓ | ✓ | ✓ (about non- provision of education & social care) | | | |
| Local government ombudsman | | | ✓ (maladministration, delay etc) | ✓ (maladministration) | ✓ (maladministration) | ✓ (about non- provision of education & social care) | | | |
| Disagreement resolution services | ✓ (how providers carry out duties) | ✓ | ✓ | ✓ | ✓ | ✓ (about sections E, H and C in the plan) | | | |
| Mediation | | | ✓ | | ✓ | ✓ (about sections E, H and C in the plan) | | | |
| First-tier tribunal (SEND) | | | ✓ | | ✓ | ✓ (about education in the plan) | ✓ (in schools) | | |
| County Court | | | | | | | ✓ (in early years, post-16, Las) | | |
| NHS complaints | | | | | | ✓ (about health provision in plan) | | ✓ | |
| Parliamentary and Health service ombudsman | | | | | | ✓ (with the LGO) | | ✓ | |

For more information about who can deal with complaints, please see chapter 11 of the SEND code of practice, 2014.

The school Governors are responsible for ensuring Sir Thomas Fremantle School adheres to this policy and that this policy is periodically monitored and reviewed.

This policy will be reviewed annually in the Autumn term. The success of the SEND policy in securing progress and appropriate levels of achievement for students will be evaluated through the school's ongoing self-evaluation process.

This will focus on both qualitative and quantitative evaluation of the outcomes.

Success measures would be expected to include:

- Progress against academic targets
- Participation in enrichment activities
- Participation in trips & visits (including residential)
- Representation in school / inter-school competition
- Positive feedback from the student and his/her parents or carers

Policy agreed by the Full Governing body

Signed by:

Chair of Governors

Date:

Signed by:

Headmaster

Date: