



# Special Educational needs and Disabilities Policy 2020-2021

This policy is updated and approved by the Governing Body every year

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The next update will be Sept 2021

Approved : Mr P. Brown – Chair of Governors

Approved: Mr N. Pledger – Headteacher

*Signed copies held on school file*

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***This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:***

- Accessibility Plan
- Behaviour Policy
- Equal & Opportunities
- Mental Health Policy
- Health & Safety (including managing children with medical needs)

## **1. Definitions**

Definition of Special Educational Needs and Disability (SEND)

We use the definition for SEND from the SEND Code of Practice (January 2015).

This state: SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than most others of their peers.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities

## **2. 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 (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

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 can 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 and encourage strategies for dealing with their needs in a supportive environment.

Our vision and values are curated around the need for an inclusive setting. We ensure that the best outcomes for students are met by quality first teaching in a small class setting, which allows individual needs to be catered for and to give them meaningful access to a broad and balanced curriculum. We work with external agencies and specialists to deliver interventions when necessary or highlighted on EHCP plans to ensure that outcomes are achieved. Our focus is on the child and their potential with a focus on what they can achieve, rather than what they cannot achieve.

Students are supported primarily by the form tutor who has overall responsibility of reviewing SEN support plans and liaising with staff about any changes or concerns. Overall co-ordination comes from our SENCO, Kate Owens. LSA support staff are delegated by department, so that they are on hand to give expert support in their areas of specialist. We do not exclude students from their peers or education by offering a SEN base nor do we believe in an attachment 1:1 TA support as it hinders independence and encourages over-reliance.

### **In short, our school offer is:**

- To ensure that all students whatever their special educational needs is that they receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning using high-quality teaching.
- To secure high levels of success and challenge
- Promoting students' self-esteem and Wellbeing.
- To encourage confidence and a positive attitude to independent learning
- To give all students with SEND equal opportunities to take part in all aspects of the schools' provision if it is appropriate.
- To identify, assess, record, and regularly review students' progress and needs.
- Through the assess, plan, review, do cycle which the tutor will run three times, annually.
- To involve and form partnerships with parents/ careers in planning and supporting all stages of students' development
- To work collaboratively with parents/ careers, other professionals and support services and external agencies as required
- To work with the Governing body and the Student welfare Committee to ensure reporting responsibilities are maintained and that the Governing body, to enable them to fulfill their statutory monitoring role regarding SEND.
- To ensure that all staff have access to training and advice to support high quality teaching and learning for SEND students.

### 3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) 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, SEN coordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

### 4. Roles and responsibilities

**IT'S THE WHOLE SCHOOL APPROACH TO ENSURE THAT STUDENTS WITH SEN HAVE THE BEST OPPORTUNITY TO ATTAIN AND MAKE PROGRESS IN LINE WITH THEIR PEERS**

#### 4.1 The SENCO

In line with SEN code of practice 2015 the SENCO is Katie Owens who is reachable on [Katie.owens@sirthomasfremantle.org](mailto:Katie.owens@sirthomasfremantle.org)

Katie Owens is a qualified teacher with QTS: trained in the past 12 months in SaLT, ASD and Cognition and Learning. Due to complete the MA and NASEN course with Oxford Brookes 2021.

#### **Responsible for:**

- Ensure accurate assessment of need and carefully planned programs to aid learning through a wide range of provisions.
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision and the effectiveness in school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Assisting in the monitoring and evaluation of progress of pupils with SEND using existing school assessment information, e.g., class-based assessments/records etc.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Working with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Maintaining schools list of SEN Students and to keep up to date records of all pupils with SEN.
- Ensure the SEND Information Report is completed in the summer term to be agreed by the Governing Body for publication in September.
- Liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENCO network meetings and training as appropriate
- To work within the guidance of the SEND Code of Practice, 2015

#### **4.2 The SEN Governor**

The Governing body in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEND governor) who takes particular interest in this aspect of the school.

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision and the effectiveness in school.
- They have regard to the requirements of the New Code of Practice for Special Educational Needs (2015) via the Children and Families Act 2014
- they are fully informed about SEND issues, so that they can play a major part in school self-review.

- The Governing Body will: ensure the SEND Information Report is completed and agreed in the summer term for publication in September.

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision and the effectiveness in school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability and reporting to the Governing Board.
- To keep the governing body informed about SEND issues.
- The deployment of all special educational need's personnel within the school

### **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 and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum through high quality teaching. They can draw on the SENDCO for advice on assessment and strategies to support inclusion.
- Making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- Giving feedback to parents of pupils with SEND.

### **4.5 Teaching Assistants (TA)**

Teaching Assistants (TA's) work as part of a team with the SENDCO and the teachers, supporting students' individual needs, and helping with inclusion of pupils with SEND within the classroom. They play an important role in implementing provision and monitoring progress. They can contribute to review meetings and help pupils with SEND to access to a broad and balanced curriculum.

TA's should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for.**

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs.**

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

Class teachers will make regular 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, slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 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 consider and listen to parents' concerns.
- Everyone understands the agreed outcomes sought for the child and a plan and passport are created.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes.**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behavior
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Each child will be created a SEN learning passport attached to their profile and a SEN support plan which is reviewed by tutor, 3 times a year. These reviews will then be sent to parents for consultation and comments.

### **5.5 Supporting pupils moving between phases and preparing for adulthood.**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We seek support from external agencies in relation to the individual needs of the child.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We are also able provide the following interventions:

- Catch up literacy programme.
- Catch up numeracy programme.
- Peer mentoring
- Sixth form support (MIND trained)
- OT
- SaLT
- Allotment club
- Paired reading

This is not an exhaustive list.

### **5.7 Adaptations to the curriculum and learning environment.**

We make the following adaptations to ensure all pupils' needs are met although adjustments are not limited to just the following:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, colored overlays, visual timetables, larger font, etc.
- Use of specialist equipment for physical disabilities such as wide corridors for wheelchair users, technical support for hearing aids etc.
- Lift installation for children with physical disabilities to access different floors.
- Hoisting support for showering

- Differentiating our teaching
- Small class sizes
- Expert LSA within departments
- Access arrangements.

### **5.8 Additional support for learning**

We have a few teaching assistants who are trained to deliver interventions and trained in a variety of special educational needs. They are all mental health awareness trained and work specifically within departments to offer tailored support.

Teaching assistants will support pupils in lessons or through small groups.

We work with the following agencies to provide support for pupils with SEN. This is not an exhaustive list:

- Speech and language therapy
- Occupational therapy
- Specialist teaching service
- Autism Teaching Company
- PRU outreach
- Mind charity
- Various Charities and outreach

### **5.9 Expertise and training of staff**

Our SENCO has 2 experience in this role and has worked within pastoral leadership over the past 10 years.

They are allocated 10 hours a week to manage SEN provision.

We have a team of teaching assistants who are all highly trained.

In the last academic year, staff have been trained in safeguarding, mental health and ASD support.

We use specialist staff for any support we need to meet the needs of our students.

### **5.10 Securing equipment and facilities.**

The school has a lift for accessibility and is on a relatively small site in one building to help with access. We have specialist equipment for showering on site. The school is a new school with modern facilities that enables us to make reasonable adjustments for students with SEND and physical disabilities.

### **5.11 Evaluating the effectiveness of SEN provision.**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a term/half term.
- Feedback from teaching staff
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

#### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.**

All 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 go on our residential trip(s) wherever possible.

All pupils are encouraged to take part in sports day and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

#### **5.13 Support for improving emotional and social development.**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of SWAT club and peer mentoring schemes to promote teamwork/building friendships.
- We work closely with specialist teachers to ensure that emotional development is explored.

We have a zero-tolerance approach to bullying.

#### **5.14 Working with other agencies.**

The SENDCO works in collaboration with specialist agencies wherever required. We work closely with the Local Authority, Health and Social Care, Integrated SEN team, medical professionals and any other agency involved with our students.

#### **5.15 Complaints about SEN provision**

We believe that most complaints can be dealt with personally to start with and are usually rectified between tutor and SENDCO.

Complaints about SEN provision in our school should be made to the form tutor and SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.16 Contact details of support services for parents of pupils with SEN**

If you wish to seek independent SEN advice, please contact Bucks SENDIAS:

Telephone:

01296 383 754

E-mail:

[sendias@buckinghamshire.gov.uk](mailto:sendias@buckinghamshire.gov.uk)

#### **5.17 Contact details for raising concerns.**

In the first instance, any concerns should be raised with the tutor. If you are unhappy with the support here, then you should contact the SENCO. Beyond this, contacting the Director of Learning Leads may be appropriate.

#### **5.18 The local authority local offer**

Our contribution to the local offer is:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=r7rpZwBpJY4>

Our local authority's local offer is published here:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page?familychannel=5>.

### **6. Monitoring arrangements**

This policy and information report will be reviewed by the governing body and the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

### **7. Links with other policies and documents**

This policy links to our policies

- Accessibility Plan
- Behaviour Policy
- Equal & Opportunities

- Mental Health Policy
- Health & Safety (including managing children with medical needs)