

LEARNING & INCLUSION SERVICES GUIDANCE

SEN and Disability Policy

Policy first adopted: January 2015

To be reviewed annually

Reviewed: January 2016

Reviewed: January 2017

Reviewed:

Reviewed:

Reviewed:

Reviewed:

Reviewed:

COMPLIANCE

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

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (*July 2014*)
- Schools SEN Information Report Regulations (*2014*)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The headteacher Mr Philip Jones has overall responsibility for Special Educational Needs and Disability in Ferndown Upper School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Mrs M.Healy 01202 871243. This person is not a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND provision for children/young people at Ferndown Upper School is: Mrs M.Healy 01202 871243.

The Governor with oversight of the arrangements for SEN and disability is: Mr R Osborough Tel 01202 871243.

Ferndown Upper School is a mainstream school for students aged 13-19. We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using an approach that ensures all relevant stakeholders are involved.
- We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

This policy was developed in conjunction with parents, governors and students.

AIMS AND OBJECTIVES

Ferndown Upper School has high aspirations for all students identified as having SEND in our school. We strive to ensure that all students achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Ferndown Upper School aims to help all students realise their potential. We endeavour to identify the barriers to learning that may result in underachievement and coordinate additional provision where required. It is expected that the needs of the majority of students can be met through a mainstream curriculum with teacher planning taking account of starting points and aiming for all students to make progress.

Assessment of additional need focuses upon four factors: the child's learning characteristics, the learning environment, the tasks and activities undertaken and the teaching style.

All students, including those with special educational needs, spend the majority of their time following a mainstream secondary curriculum. The expectation is that class teachers across each subject area ensure that the programme of study delivered is accessible and to all students.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all students can thrive.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.

- To provide access to and progression within the curriculum.
- To assess and continue to support students who have been identified in a previous schools who need extra help / support.
- To involve students in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support students learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support students with special educational needs and disability.

OBJECTIVES

- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole student, whole school" approach in the management and provision of support for students with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator(SENCO) who will work within the bounds of the SEN Inclusion Policy

- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Ferndown Upper School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students through appropriate and effective differentiation.

The SENCO is responsible for ensuring that:

- Teachers understand a student's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a student's needs
- The quality of teaching for students with SEND, and provision across the school is efficiently managed.

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENCO and the Learning Support Centre Team is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

• **Additional adult support in the classroom** – where possible each faculty to have Learning Support Assistants (LSAs) who support the teacher in helping the learning of whole classes; the SENCO also is able to direct a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that students are significantly below the expectations for their age

• **Withdrawal sessions** – when students come out of some lessons for pre-arranged sessions with LSAs on, for example, ELSA, reading, numeracy, study skills, organisation skills, social skills, etc.

• **Disapplication** – if long-term intervention is needed, a student can sometimes be dis-applied from a subject on the national curriculum, in order to allow time for intensive support with learning

- Admission to the resourced provision is determined by Dorset County Council.

Home learning

The home learning (homework) set by teachers is an integral part of students' learning and can contribute directly to how well a student makes progress. Home learning consolidates and builds on the learning in lessons, ensuring that students fully understand concepts and apply skills they have learnt. It may also be used to 'pre-learn' content for the lessons ahead. The school expects parents to engage with their child's home learning, so that students can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every student's learning.

Who will explain provision to me?

• Information about the provision in individual subjects can be discussed with subject teachers or academic leaders. There is an annual opportunity for this at parents' evening, but teachers can meet with parents/carers at any point in the school year to discuss students' progress. Teachers are accessible via school e-mail, phone or through the student diaries.

ADMISSION ARRANGEMENTS

Ferndown Upper School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all student, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Ferndown Upper School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Ferndown Upper School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website. www.dorsetforyou.com/local-offer

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support students with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Physical environments (lifts, lighting, wheelchair access, acoustic tiling)
- Assistive technology in the form of Dragon/Laptops.
- Increased access to the curriculum and assistance during examinations

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how students with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for students with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset

schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Students may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Ferndown Upper School staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

A school's provision for SEND is defined as support which is *additional to* or *different from* that which is available to all students.

At Ferndown Upper School, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with feeder school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the register of school support, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations in the area of need they have, so once they reach this threshold they may be removed from the School Support Register. If they fall behind again at any point, then they may be added to the register again.

Learning needs are managed either by using additional support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the students in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all students, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a student may have special educational needs. If a student has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a student does have SEND, the decision should be recorded in the

school records and the [student's] parents / carers **must** be informed that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for students identified with SEND.

Staff monitor the progress of all students to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress may be:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children/Student In Care
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a student is identified as having SEND and or a disability, Ferndown Upper School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice:0 to 25 (*July 2014*)sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

We offer an open door policy where parents/carers are welcome to make an appointment to meet with either a subject teacher or tutor or any other teacher, and discuss how their child is progressing. Parents/carers can contact staff members directly by the school email or by writing a note in their child's diary, or through the school office:
school@fernup.dorset.sch.uk or 01202 871243

Planned arrangements for communicating between school and home include:

- Every student has a school diary, which travels between home and school every day so that comments from parents/carers and teachers or tutors can be shared and responded to as needed
- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning
- Each year group has a monitoring programme. This includes a termly Progress Report on the progress students are making that details attainment levels, attitude to learning scores and progress towards targets. These are sent home to

parents/carers and provide a basis for discussion about progress in different subject areas

- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEND, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by parents/carers, teachers and outside agencies involved in the student's education.

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at Ferndown Upper School includes:

- Data collection each term, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
- In the case of intervention programmes, progress is reviewed every half term, which might include testing or screening.
- Teachers and Teaching Assistants are observed by senior leaders and line managers as part of the school appraisal system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Deputy Head Teacher is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
- At the start of Y9 and in each year, students are screened for reading and spelling skills. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The school reward system provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at school.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

The SENCO and the Deputy SENCO consult with subject teachers, Heads of Faculty and Heads of House, as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support of Parents are encouraged to attend the following sessions that will enable the students to progress:

- Information evenings.
- Parent consultation evenings - subjects.

- Parent consultation evenings - tutor evenings.
- Option evenings for Yr 9 students & Yr 11 students going into sixth form.
- Examination techniques for external exams.
- Creative arts event.

Parents are also encouraged to communicate with any staff through the school diary and become involved in parent focus groups and school parent association

COMING OFF THE SEND SUPPORT RECORD

A student will be removed from the SEND Support Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some students it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A student with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a student no longer requires the special education provision as specified in the EHC Plan.

However a student's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Ferndown Upper School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Ferndown Upper School are expected to make reasonable adjustments in order to accommodate students who are disabled or have medical conditions. (See the Ferndown Upper School's policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

Ferndown Upper School is committed to ensuring that parents / carers have confidence in the arrangements for students on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Our goal is to make sure our new students feel like they belong at Ferndown Upper School before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

- Through the school's 'Pyramid', careful transition is planned and arranged. The Pastoral team and SENCO, Deputy SENCO, and Principal TA work closely with feeder schools to organise activities, visits and experience of secondary life for those students who are especially vulnerable at transition.

All students in year 8 who have accepted a place at Ferndown Upper School for year 9 are invited to two intake days in July. These days provide a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates. Some selected students are invited to further days at the school during the Summer Term, as determined by the students' needs.

- Parents/carers are invited to an 'Introduction Evening' to meet key members of the pastoral team and to receive information about the organisation of the school.
- The Learning Support Centre Team visits feeder schools to meet students, gather information from year 8 teachers and support staff and to offer informal 'question and answer' sessions for parents/carers.
- The Ferndown Upper School teachers are provided with information about all new students' needs, strengths and background before the end of year 8.
- The Heads of House allocate Y8 students to tutor groups according to advice from the feeder school.
- Every student's school file is passed on to the Pastoral team, (or, in the case of students with SEND, the SENCO) at the start of year 9.

During the first half term, parents of the New Year 9 students are invited in to meet with the student's tutor.

- The school arranges regular transition groups and visits for vulnerable year 8 students to get to know the school site, meet staff with whom they will work and learn about how the school is organised. These are designed each year to meet the students' needs, but typically involve: student tours and informal gatherings for students and parents.

Key Stage 3-4 (year 9 to year 10)

- For KS4, students choose from a range of GCSE, BTEC and vocational courses, which help to prepare them for the next steps in their education, be that Sixth form, college or apprenticeships. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- Students who receive school support have additional advice and guidance throughout the options process.
- If a student has an EHCP or Statement of SEND they will receive additional support and guidance from the Ansbury Careers as part of their Annual Review process.

KS4-5 (year 11 to year 12)

- The school arranges visits to open days and further education fairs for all students. Support with finding and applying for apprenticeships is also available.
- Students are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for students to inspire their ambition to pursue this route. Students are encouraged to attend University open days.
- All students in the upper school are provided with 1-1 careers advice to help them plan possible routes for training or education.
- Students with a Statement of SEND or an EHCP who are moving on to further education are supported by the county.
- The Learning Support Centre Team and Careers Team liaise with local colleges about individual students with SEND. This liaison is arranged in accordance with the student's needs, but typically can include: extra visits or tours; an opportunity to 'shadow' a student within college; meetings with college support staff; or, guidance and advice on meeting the student's needs for college staff.
- All information relating to a student's exam concessions and required differentiation is passed on to college or training provider during the summer term of year 11, when college places have been confirmed.

. It is always the intension of the school to assist each student to become more independent especially when going into the 6th form. Each students needs are looked at as an individual with the aim of increasing independence which assists in the transfer to adult life.

Joining mid-year

All students admitted to the school after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about the student's learning.

Contact is always made with the previous school to ensure the transfer of information and the child's school file.

Moving to another school

- Contact is always made with the new school to ensure the transfer of information and the child's school file.

For students with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Students for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and students as and when required.

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

- We have a team of two ELSAs (Emotional Literacy Support Assistants) who have been trained by and receive regular supervision support from Dorset Educational Psychology Service.

- LSAs are trained in specific areas, for example Speech and Language, Paired Reading, Self Esteem Training.

- The Deputy SENCO is fully qualified in teaching students with dyslexia and has accredited status and is fully accredited in exam concession allocation.

- Two TAs have had extensive training in the use of 'Dragon' (Voice recognition system). The team of TAs have on-going training for the TA mentoring programme and evacuating chair programme.

- All staff are informed on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from agencies within Dorset or other staff with relevant expertise.

- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.

- The school works closely with other local schools, especially our feeder schools, sharing training opportunities including INSET days, we also work closely with outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.

The SENCO will provide information on specific needs for new staff and will network with other SENCO's within Dorset/East Dorset. SENCO will also network for personal training with NASEN – National Association for Special Educational Needs.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN INFORMATION

Ferndown Upper School presents its SEN information in three ways:

- i. by any additional information placed on events/visits/activities can be found in the SEN area of the school website.
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

LOCAL OFFER

What is the “Local Offer”?

Since September 2014 every Local Authority has been required to publish information about services they expect to be available for children and young people with special educational needs (SEN) and/or disabilities aged 0-25 years. This is known as the ‘Local Offer’. This website puts all the information about education, health and care services, leisure activities and support groups in one place, making it easier for families to access and use a vast range of information and resources. The Local Offer seeks feedback from families on local provision and gaps in services to ensure that the commissioning of services is more responsive to local needs and aspirations.

Where is Dorset County Council’s “Local Offer” published?

www.dorsetforyou.com/local-offer

ACCESSIBILITY

Ferndown Upper School publishes its Accessibility Plan on the school website; this information can be found www.dorsetforyou.com/local-offer. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found www.dorsetforyou.com/local-offer

The school site is vast and very open with buildings set out over two floors, which means there are many steps and two lift accesses to the upper part of the school.

- The site has been adapted so that all areas can be reached via walk ways, meaning that both the ground and upper floor of all buildings are accessible for wheelchair users or those with impaired mobility.
- The site has disabled toilets large enough to accommodate changing in the PE block, E block and Sixth form block.
- There is one car parking area on site – The car park outside Reception, has parking bays for disabled badge holders, marked clearly in yellow paint.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

Ferndown Upper School publishes its Complaint's Policy on the school website; this information can be found www.fernup.dorset.sch.uk

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually by the SEN Team and reviewed and approved at a Governors meeting. Parents' points of views are gathered through meetings with parents' and parent focus groups. Consultation with the parents with regard to the local offer.

LINKS TO OTHER RELATED POLICIES

Such policies include;

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti-bullying

Data protection