

Dorset Education Partnership



## FERNDOWN UPPER SCHOOL

### LEARNING & INCLUSION SERVICES GUIDANCE

#### SEN and Disability Policy

Policy first adopted: January 2015

**To be reviewed annually**

Reviewed: January 2016

Reviewed: January 2019

Reviewed: February 2020

Reviewed: February 2021

Reviewed: February 2022

Reviewed: February 2023

Reviewed: March 2024

Reviewed: February 2025

## **HOW DO WE COMPLY WITH LEGAL REQUIREMENTS?**

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 SEND Information Report Regulations (2014)

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY – KEY SCHOOL INFORMATION**

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

Ferndown Upper School SENCO is Mrs Claire Lock, the team is overseen by Deneen Kenchington (Deputy Headteacher).

They can be contacted on [clairelock@fernup.dorset.sch.uk](mailto:clairelock@fernup.dorset.sch.uk) or 01202 871243.

The designated teacher responsible for Children in Care is Mrs Emma Austin  
[emmaaustin@fernup.dorset.sch.uk](mailto:emmaaustin@fernup.dorset.sch.uk)

01202 871243. Claire Lock is a member of the Senior Leadership Team.

The Governor with oversight of the arrangements for SEN and disability is David Moss.

## **WHAT ARE OUR AIMS AND OBJECTIVES FOR SEND STUDENTS?**

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 SEND 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 and informed.
- 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.

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 and high-quality teaching strategies with teacher planning taking account of starting points and ensuring all students to make progress.

All students, including those with special educational needs, spend the majority of their time following a mainstream secondary curriculum. Every teacher is a teacher of every child or young person including those with Special Educational Needs and Disability.

### **SPECIFIC AIMS**

- To create an atmosphere of encouragement, resilience, acceptance, respect of achievements and sensitivity to individual needs, in which all students can thrive.
- To enable each student 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 school's 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 suggest strategies that help them to support students with special educational needs and disability.

### **SPECIFIC OBJECTIVES**

- To identify and provide for students who have special educational needs and additional needs
- To work within the statutory guidance provided 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 SEND Inclusion Policy
- To provide support and advice to all staff whom work with children with special educational needs.

### **WHO IS WHO? WHAT ARE THEIR ROLES AND RESPONSIBILITIES?**

#### **The SENCO**

The SENCO is Mrs Claire Lock she can be contacted at [clairelock@fernup.dorset.sch.uk](mailto:clairelock@fernup.dorset.sch.uk) or 01202 871243.

Their team will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next step providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

#### **The SEND governor – David Moss**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- meet the SENCO **on a termly basis** to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

#### **The Headteacher – Mr Philip Jones**

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### **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
- Ensuring they follow this SEND policy
- To ensure that pupils who have a special educational need are not disadvantaged and have access to a broad and balanced curriculum that allows them to gain cultural capital and retain knowledge and understanding to progress against their personal progress and starting point
- To support the referral process of any pupil to external agencies by providing honest and reliable information that can be used within an assessment.
- To undertake relevant continuous professional development that will enable them to best support pupils in their classes, providing recognised and personalised support.

#### **The Designated Teacher for LAC – Emma Austin**

- Monitor progress of LAC (Looked after children) in school
- Attend regular PEP (Pupil Education Plan) meetings with the Virtual School and social workers to discuss an additional provision that is needed for LAC students
- Ensure accurate records are kept on LAC students in school and that teachers are aware of their needs.

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 Teaching Assistants are 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** –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 TAs on, for example, ELSA, reading, numeracy, study skills, organisation skills, social skills, etc.
- **Admission to resourced provision** - determined by Dorset County Council.
- **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 students learning.

## **WHO WILL EXPLAIN MY CHILD'S 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 or phone.

Parents can request to see the Head of Year, Pastoral Manager or SENCO to discuss any needs or additional provision that is required.

## **WHAT ARE THE ADMISSION ARRANGEMENTS?**

Ferndown Upper School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all students, 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](http://www.dorsetforyou.com/local-offer)

## **WHAT FACILITIES DO WE HAVE 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 Voice to text software and laptops.
- Increased access to the curriculum and assistance during examinations

## **WHAT IS THE SEND INFORMATION REPORT 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.

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.

[www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer)

## HOW DO WE IDENTIFY 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):

- Communication and interaction, for example, Autism, 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, epilepsy

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 SEND needed support required. The 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 but not limited to 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 SEN Register and be moved to a monitoring 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. Where the school can no longer meet the needs of students on roll as the need goes beyond a reasonable adjustment, it will seek to work with the local authority to find an appropriate provision for the needs of that student.

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.

## WHAT HAPPENS IF A CHILD IS PLACED ON THE SEND REGISTER?

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 approach.' We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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 additional educational needs. If a student has been identified as having additional 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 SEND register and the [student's] parents / carers **must** be informed that additional 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 will 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 (LAC)/Post LAC students
- Families of service personnel
- Disability where there is no impact on progress and attainment
- Behaviour where there is no underlying SEND
- Bereavement and family issues

## HOW DO WE MANAGE 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 through the

school office: school@fernup.dorset.sch.uk or 01202 871243

**Planned arrangements for communicating between school and home include:**

- Each year group has at least one parents' evening each year, when all subject teachers and the SENCO 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. Parents also have daily access to Bromcom and can see information on grades, attendance, learning concerns and behaviour.
- 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, where appropriate the local authority 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. Students of concern are discussed every half term by all middle and senior leaders in a strategy meeting which the SENCO attends.
- At the start of Y9 students are screened for reading comprehension speed and accuracy, word recognition, spelling and typing and writing speeds. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties which may impact their learning.
- The school reward system, live on Go 4 Schools 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. If any parent needs support in accessing this, please do get in touch.

## **HOW DO WE MONITOR AND EVALUATE PROGRESS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND 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 consults with subject teachers, Heads of Faculty and Heads of Year, as well as with support staff, to discuss the student's needs and what support would be appropriate. They meet every week to discuss the students' progress.

There are always on-going discussions with parents/carers for any student who requires additional support. 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

Parents are also encouraged to communicate with any staff through the school email and become involved in the parent focus group.

## **HOW/WHY DO STUDENTS COME OFF THE SEND REGISTER?**

A student will be removed from the SEND register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully without additional support. 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.

## **HOW DO WE STORE AND MANAGE INFORMATION RELATING TO SEND STUDENTS?**

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.

## **HOW DO WE SUPPORT CHILDREN WITH MEDICAL CONDITIONS?**

Ferndown Upper School will work within the statutory guidance, Supporting Students at School with Medical Conditions – (*DfE Dec 2015*). 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".)

## **HOW DO WE ENSURE AN EFFECTIVE TRANSITION BETWEEN SCHOOLS?**

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 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 a transfer day in July. This day provides a taste of secondary school life, involves experience of lessons, information about how the school runs and provides 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. 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.

Parents/carers are invited to an 'Introduction Evening' to meet key members of the pastoral team and SENCO / and to receive information about the organisation of the school.

The SENCO 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. 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.

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

For KS4, students choose from a broad range of GCSE's and BTEC 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, they will receive additional support and guidance from our career's advisor 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 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 intention of the school to assist each student to become more independent especially when going into the Sixth Form. Each student's 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.

## **HOW ARE STAFF TRAINED?**

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 trained ELSA (Emotional Literacy Support Assistant) who receives regular supervision support from Dorset Educational Psychology Service.
- Key TAs are trained in specific areas, for example Speech and Language, Paired Reading, Self Esteem Training.
- 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. The 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.

## **HOW CAN I ACCESS SEND INFORMATION?**

Ferndown Upper School presents its SEND information in three ways:

1. By any additional information placed on events/visits/activities can be found in the SEND area of the school website.
2. By following the link from the school website to the local authority's Local Offer website;
3. 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.

## **HOW DO WE ENSURE THAT ARE SITE IS ACCESSIBLE TO ALL?**

Ferndown Upper School publishes its Accessibility Plan on the school website; this information can be found [www.dorsetforyou.com/local-offer](http://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](http://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 walkways, 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, B 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.

## **HOW DO WE ENABLE STUDENTS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN SCHOOL WHO DO NOT HAVE SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All students are encouraged to go on our residential trip(s). All students are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **HOW DO WE SUPPORT SEND STUDENTS TO IMPROVE THEIR EMOTIONAL AND SOCIAL DEVELOPMENT?**

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

- Students with SEND are encouraged to be part of the house and school councils
- Students with SEND are also encouraged to be part of the lunch and after school sports club to promote teamwork/building friendships etc.
- Students with SEND are encouraged to use the LCU and study centre at break, lunch and after school to get support with their work but also to make friends with other students.

We have a zero tolerance approach to bullying.

## **HOW DO WE WORK WITH OTHER AGENCIES?**

The school has a half-termly Team Around the School meeting where it meets with local agencies including the school nursing service, the attendance service, the youth club, the safer schools team, the family partnership zone, educational psychologists and representatives from CAMHS. Any student who is causing concern may be discussed at this meeting in order to seek advice on from multi-agencies on the best way to support that child. Following this discussion permission to work with the most appropriate agency will be then sought.

## **HOW DO I MAKE A COMPLAINT?**

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](http://www.fernup.dorset.sch.uk)

## **WHEN DO WE REVIEW THE SEND POLICY?**

This policy will be reviewed and updated annually by the SEND 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**

- Supporting children at school with medical conditions
- Accessibility Plan Policy
- Equality / equality information and objectives
- Child Protection Policy
- Anti-bullying Policy
- Data protection Policy