



Special Educational Needs & Disability (SEND) Policy

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Signed by:

Chair of Governors

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Special Education Needs & Disability (SEND) Policy

1. Introduction

- 1.1. At Fullhurst Community College we are committed to offering an inclusive, broad, balanced and relevant curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities. Every teacher is a teacher of every pupil including those with SEND. Difference in our college is valued.
- 1.2. This policy has been created by the college's SENCo with the SEN Governor, in liaison with SLT, staff and parents of students with SEND, co-producing in the spirit of current reform.
- 1.3. Fullhurst Community College is a Secondary College situated on the West of Leicester, catering for students aged from 11 to 16 years. It is a good college (Ofsted 2012)

2. Scope

2.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Equity, Diversity and Inclusion Policy
- GDPR - Data Protection Policy
- Records retention and disposal Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Behaviour and Belonging Policy
- Complaints Policy

3. Aims and objectives

3.1. Aims:

- To raise the aspirations of and expectations for every pupil including those with SEND.
- To provide a focus on outcomes for every pupil including those with SEND.
- To ensure provision is needs led which develops the potential of each pupil.

3.2. Objectives:

- To work within the guidance provided in The SEND Code of Practice, 2014 and revised 2015.
- To operate a whole college approach to the management and provision of support for special educational needs and disabilities.
- To provide support and advice for all staff working with special educational needs and disabilities.
- To identify students with special educational needs & disabilities as early as possible.
- To ensure that all students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability and wherever possible, to meet those needs in the mainstream classroom.
- To ensure that parents and carers of SEND students are kept fully informed of their child's progress and attainment.
- To offer effective management and appropriate distribution of information to parents, staff and outside agencies.
- To offer guidance to individual students regarding Post-16 decisions.
- To continually update the training needs of staff with regard to special educational needs and disabilities.
- To clarify the roles and responsibilities of all those involved in ensuring that the above objectives are carried out.

4. Identifying Special Educational Needs

4.1. Special educational needs (SEN):

A child or young person has SEN 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 college age or a young person has a learning difficulty or disability if they:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions.

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

4.2. **Disabled Children and Young People:**

- Many children and young people who have an 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.” This definition includes sensory such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

5. **The SEND Code of Practice describes 4 main areas of need:**

5.1. Communication & Interaction:

- Autistic Spectrum Disorders (ASD)
- Speech, Language & Communication Needs (SLCN)

5.2. Cognition and Learning:

- Specific Learning Difficulties (SpLD) – Dyslexia, dyspraxia, dyscalculia
- Learning Disabilities (LD)

5.3. Sensory and Medical:

- Hearing or Visual impairment (HI or VI)

- Physical disability (PD)

5.4. Social, Emotional, Mental Health (SEMH):

- Anxiety
- Attachment
- ADHD

These four broad areas of need give an overview of the range of needs that should be planned for in college, identification helps plan for the needs of the whole child or young person.

At Fullhurst we recognise what is not a SEN but may affect achievement:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium grant (DD)
- Being a Looked After Child (LAC)
- Being a child of a serviceman or woman

5.5. At Fullhurst we recognise that a pupil with SEN may also have their achievement affected by any of the above.

6. Transitions:

6.1. Students transferring to Fullhurst from Primary College with identified SEND and/or additional needs will have been discussed with our SENCo before arrival and their needs identified.

6.2. On entry to the college, data from the primary colleges is available to the college as are the SEND records. Once the new year 7's have settled into college, further assessment takes place. The purpose of identification is to decide on what action to take.

7. Mid-term admissions:

7.1 Students who are accepted onto Fullhurst Community College roll during the academic year are assessed on entry.

7.2 See appendix (4) Assessing literacy skills on entry protocol.

A graduated approach to SEN support

Whole college: High quality teaching. Teachers are responsible and accountable for the progress and development of students in their class, including where students 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 SEN.

Information about students to help all staff can be found on SIMS, on the “Quick notes” and can be accessed via class lists. There is a SEN and additional needs register which provides staff with key information on priority areas of concern, reasonable adjustments and access arrangements. This is updated by the SENCo three times a year (prior to the Census).

Students with more complex needs have a “Pupil Passport” which offers more detailed suggestions and strategies to support in the classroom. Teachers are responsible for maintaining and updating their records with regards to the students they teach on a daily basis.

The expectation is that teachers identify students with SEN on their seating plans, using information available from the “Pupil Passports” and SENCo.

The college regularly reviews the quality of teaching for all students. Whole college catch up approaches are implemented, with regular monitoring and screening involving the Teaching and Learning team and Standards and Progress leaders. Advice from SENCo is sought.

See Appendix (c) Emerging Literacy Policy

8. Managing students’ needs on the SEN register

8.1 The decision to place a child on the SEN register is made following the Assess – Plan – Do – Review cycle and ongoing discussions with parents.

- **SEN support:** Targeted support and interventions.

Teachers are expected to address identified needs using a time limited evidence based and correctly matched materials. Information has been made available for staff including most recent reading ages where appropriate, to support staff in differentiating materials.

Some students may require some additional in class support, this is initially the responsibility of the Communication Faculty.

- **SEN support:** Personalised interventions.

If the pupil continues to have severe and persistent difficulties in an identified need and despite evidence of the work above, more personalised interventions may be required.

- **SEN support:** Intensive support.

Some students require more intensive support this may be provided within the SEND Support Learning Centre. This may include 1:1 support, specific small group work or specifically trained teaching assistants in classrooms. This may include a flexible timetable or alternative provision.

We also have a Designated Specialist Provision (DSP) for students with Communication and Interaction needs. Further information is available on the school website and through contacting our SENDCo.

- **Alternative provision:** For a very small number of students their needs may be met by offsite provision, which is monitored by our offsite provision manager.

9. Criteria for exiting the SEN register

9.1 It is expected that for some students, over time, the attainment gap is narrowed. Once progress is being made which is in line when compared to national standards and the criteria is met, these students may be removed from the SEN register.

- **Whole college:** High quality teaching, catch-up, whole college monitoring and screening narrows the attainment gap over time.
- **SEN support:** Targeted Support and Intervention. Identified needs are targeted using a time limited provision within faculties. Pupil makes progress. Evidenced on review sheet. Exit from SEN list.
- **SEN support:** Personalised Intervention is put in place following advice. Pupil makes progress. High quality teaching continues with differentiated support for learning. Pupil comes off the SEN list.

10. Supporting students and families

- Parents and carers receive regular feedback on pupil progress through the reporting procedures and phone calls home via teachers or Heads of Year. Positive comments can also be viewed via the school reward system.
- Parents and carers are welcome to contact the college with concerns. We have a designated SEND contact email, or telephone calls can be made to Donna Relf and/or Carla Jenson in the first instance.
- The college website www.fullhurst.leicester.sch.uk is helpful in gaining up to date information about all aspects of college life. **It also contains information regarding the Local Offer.**

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.

- Comprehensive: The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- Up-to-date: The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.
- The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.
- There are regular parents/carers evenings and parent/carer tutor days for KS3 & KS4. The SENCo attends these evenings and are available to discuss any concerns. The SENCo is available for individual meetings as required. These are regular parent “Drop Ins” for Year 10 and 11 parents with a particular focus on Achievement. For this key stage all students are encouraged to attend “The Graduate Lounge”, this is an after college homework club.

11. Outside agencies:

The specialist teaching services support us in college and are also available to support families, when requested they can attend review meetings.

The Parent Partnership Support Service Leaflets are available to support parents through difficult decision making about their child’s future.

There is a Local Authority Website where Fullhurst Community College’s Local Offer can be viewed.

On the Local Authority website there is support offered for families such as local charities including The Dyslexia Association, ADHD Solutions as well as information about local support groups.

Our key external professionals this academic year-

1. Mo Bham- Senior Educational Psychologist
2. Alyssa Kidger- SEMH team
3. Andrew Starr and Lucy Warden Watson-Educational Mental Health Practitioners
4. Louse Eames and Jennifer Wright- Learning, Communication and Interaction Team
5. Leila Hedges- Hearing Impairment Team
6. Joanne Rowe- Visual Impairment Team
7. Shelley Piercy and Martine Hudson- LA DSP leads
8. Johanna Broad- School Nurse
9. Manjit Singh- Turning Point

12. Supporting students at college with medical conditions

- At Fullhurst there is a fulltime senior medical first aider in college with a backup team of trained staff.
- There are systems in place for reintegration of students following a significant illness or recovering from accidents. As well as systems for reintegrating students with social, emotional needs and mental health needs. Including those with high levels of anxiety.
- A lift to all floors is available for those students who are wheelchair users or have other long or short-term significant mobility difficulties. Risk assessments are completed on these occasions.
- There is a medical room and other hygiene rooms located on each floor, as well as toilets adapted for students with disabilities on each floor.
- Care plans are in place for each pupil with longstanding medical conditions.
- There is “Drop In” by our College Nurse, appointments are booked via the Senior Medical First Aider
- There is a Student Mental Health Lead who works in college on a daily basis, appointments are agreed via the weekly triage meetings.

13. Monitoring and evaluation of SEND

- 13.1. The college has half termly assessment and reporting cycle for all students including those with SEN, with reports sent home detailing progress and attainment in each subject. The college tracks and monitors each pupil’s progress through this system and provides support and intervention for students who are not achieving in line with their expectations.
- 13.2. A key part of regular assessment is to ensure that progress is being made and to indicate when the interventions can cease.
- 13.3. This is done by regular analysis of data, teacher observations, learning walks and work scrutiny.
- 13.4. Higher level needs:
- Statemented students will have an Education Health Care Plan (EHCP) and the students’ review to which they, their parents, the SENCo, tutors, The pupil’s young keyworkers-usually a specialist teaching assistant, will attend. Relevant outside agencies will also be invited such as their educational psychologist, speech therapist, connexions advisor or social worker, if required.
 - Pupil’s views are gained by discussing their ‘Pupil Passports’ and using the “Have my say” booklets prior to review meetings.
 - Parent’s views are an important part of this process.

14. Training and resources

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy. The school SENDCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

- Whole college training is provided to all staff at the beginning of term.
- SENCo provides training to Newly Qualified Teachers (NQT's) during Term 1.
- All staff are regularly briefed on Teaching and Learning strategies to support all students including those with SEN and Disabilities.
- SENCo attends regular networking meetings.
- Teaching and Learning sessions are provided weekly for whole staff
- In college TA training is provided weekly.
- The college continues to support the training needs of all the Teaching Assistants.
- External agencies continue to provide regular advice and support. There are two Joint Planning Meetings to plan the needs of the college.
- The Local Authority offer a wide selection of training courses specifically for SEND.

Resources

- The SENCo manages the SEND faculty budget with support from the SEND administrator.

Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.
-

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.

- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.

- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

There is a team of specialist teaching assistants with specific responsibilities for areas of need working primarily with those students with persistent and severe needs on personalised programmes:

Communication and interaction	Cognition & Learning	Sensory & Medical	Social Emotional and Mental Health needs
Autistic Spectrum Disorders (ASD) Speech, Language & Communication Needs (SLCN)	Dyslexia Dyspraxia Dyscalculia Learning disability	Hearing or Visual Impairment (HI or VI) Physical disability (PD)	Anxiety Attendance Reintegration Attachment

SEND Governor	Designated Teacher and LAC	Leader responsible for PPG/LAC funding	Designated staff Safeguarding	Leader responsible for specialist TA management and medical needs
Ellie Cutkelvin	Catherine Murphy	Christina Bailey	Mary McKenzie	Catherine Murphy

Student Support team-

1.	Catherine Murphy	Deputy Headteacher- Inclusion
2.	Emma Smith	Assistant Headteacher- Inclusion
3.	Charlie Goulding	Associate Assistant Headteacher- AAH
4.	Ravi Baryana	Associate Assistant Headteacher- AAH
5.	Donna Relf	SENDCo Administrator
6.	Carla Jenson	SEND Administrator
7.	Tom Brown	Phase Leader Years 7 and 8-PL
8.	Naghmana Chaudry	Phase Leader Year 9 and 10-PL
9.	Sarah Davison	Phase Leader Years 11 -PL
10.	Callum Wrihten	DSP teacher
11.	Safia Aden	LC teacher
12.	Kevin Cliff	DSP teacher

13.	James Sutton	LC teacher
14.	Robert Weatherill	Academic Mentor
15.	Tatjana Sakalauskaite	Academic Mentor
16.	Olivia Murphy	DSP teacher
17.	Gemma Cooper	Student Mental Health Lead
18.	Jordach Taylor	Wellbeing Mentor
19.	Nuran Balande	Wellbeing Mentor
20.	Caglar	Wellbeing Mentor
21.	Marcia Casimir	Teaching Assistant
22.	Lesley Redpath	Teaching Assistant
23.	Helen Tebbutt	Teaching Assistant
24.	Janine Scouta	Teaching Assistant
25.	Diya Hurilal	Teaching Assistant
26.	Laura Whitmore	Teaching Assistant
27.	Aisha Fields	Teaching Assistant
28.	Renee Martin	Teaching Assistant
29.	Haleema Riaz	Teaching Assistant
30.	Sonia Dattani	Teaching Assistant
31.	Sonia Sarpal	Teaching Assistant
32.	Sana Ayar	Apprentice TA
33.	Abdullah Sacranie	Apprentice TA
34.	Hunter Morris	Apprentice TA
35.	Maddie Parkinson	Apprentice TA

15. Storing and managing information

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

15.1. The SEND Administrator is responsible for the storing and managing of SEND information.

- The SEND faculty adheres to whole college policies on data protection
- The SIMS records are updated when new information is received.
- Minutes of meetings are stored electronically as well as copies in pupil's files.
- The SEND Administrator has responsibility for the storage of confidential SEND documents.
- All SEN files are stored in SEND office G60, in lockable cabinets.
- Once a pupil has left Fullhurst data is stored for a period of seven years.
- The transfer of SEND information to appropriate 16+ provision is completed on request.
- The SEND Administrator works closely with other in college administrators to ensure consistency of information.
- Appropriate storage after a student has left college
- The SEND Administrator works in collaboration with Heads of Year.

16. Accessibility

16.1. Fullhurst has new buildings and equipment to provide an environment where all students can thrive.

16.2. There is an updated accessibility action plan can be found on the college's website. See appendix (c).

16.3. There is an Equality and Diversity policy statement – see appendix (d).

17. Dealing with complaints

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

17.1. Parents and carers have the legal right to seek clarification with regards schemes of work, Religious Education, relationships and sex education and procedures for collective education.

17.2. Planning takes place to ensure that all students have their needs met by removing the barriers to their learning. This may mean making reasonable adjustments and providing access arrangements.

17.3. If at any time parents are unhappy with the provision at the college with regards to SEN, there is a complaints procedure. In the first instance, parents and carers are invited to discuss their concerns with the SENCo, Catherine Murphy. Parents and Carers are advised to do this as soon as they have a cause for concern so that issues can be resolved quickly. If parents are still dissatisfied they are invited to discuss their concerns with the SLT link for SEND, James Gough. If the dissatisfaction continues they should contact the Chair of Governors (contact details are on the website) and from the Office Manager at the main reception.

18. Bullying

18.1. Fullhurst has been presented with the Anti-Bullying Charter. This National award recognises the College commitment to dealing with bullying. "Bullying is rare and students treat each other with mutual respect" (Ofsted 2012)

18.2. The steps taken to mitigate the risk of bullying are:

- Curriculum – Bullying is covered in the curriculum through Assemblies, Citizenship lessons and reinforced at tutor time. There is a structured booklet used for this teaching which is timetabled during tutor time.
- Unstructured times – such as break and lunch. There are a team of adults on duty. Duty staff wear high visibility jackets. Year 7's playground is separated from the older students. Clubs and activities are available daily at break and lunch times.

18.3 If bullying does occur. There is a procedure in place where students report to their tutors. A team of non-teaching Head of Years deal with any issues on a daily basis. There will be regular contact with home.

18.4 The steps taken to mitigate the risk of bullying to our most vulnerable learners are:

- They may have a keyworker.

- They may have small group provision differentiated to the needs of their SEN to promote their independence and build resilience to their learning.

18.5. There is a **Safeguarding** Officer who is aware of all the names of our most vulnerable learners.

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENDCO.

19. Appendices

- Assessing literacy skills "on entry" protocol

- A graduated approach to SEND
- Emerging literacy policy, updated October 2014
- Accessibility plan
- Equality and diversity policy statement

20. Reviewing the Policy

20.1. The SEND Policy is available for parents and carers to view on the website and available as a paper copy on request.

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings