



Special Educational Needs & Disability (SEND) Policy

Issue No. 4
Issue Date: October 2024
Renewal Date: 30/09/2027
Originator: Catherine Murphy
Responsibility: Deputy Headteacher
Last Reviewed: 30/09/2026
Review Period: 1 year

Signed by:

Chair of Governors

Date: 30/09/2026

Previous Review: 02/10/2024
24/04/2025
01/10/2025

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Special Education Needs & Disability (SEND) Policy

Statement of intent

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 student including those with SEND. Difference in our school is valued.

This policy has been created by the school'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.

Fullhurst Community College is a Secondary School situated on the West of Leicester, catering for students aged from 11 to 16 years. It is a good school (Ofsted 2023)

This policy outlines the framework Fullhurst will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for students with SEND.

Through successful implementation of this policy, Fullhurst aims to eliminate discrimination and promote equal opportunities.

Fullhurst will work with the LA, in ensuring that the following principles underpin this policy:

- The involvement of students and their parents in decision-making.
- The early identification of students' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of students with SEND.
- Greater choice and control for students and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a student is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.

- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance 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 students 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 students'
- DfE (2025) 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies:

- Equality, Diversity and Inclusion Policy
- Student Mental Health and Emotional Wellbeing Policy
- Data Protection Policy

- Physical Intervention Policy
- Supporting Students with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Suspension and Exclusion Policy
- Behaviour and Belonging Policy
- Complaints Policy
- Accessibility Plan

The policy also operates alongside the, Records Management Policy, Provider Access - Careers Policy, and Safe Use of Artificial Intelligence Policy.

In line with current SEND legislation and statutory guidance, Fullhurst Community College is developing an Inclusion Strategy that will set out our whole-school approach to inclusive practice, the removal of barriers to learning, and the effective use of resources to support all students. The strategy is being prepared in consultation with relevant stakeholders and will be approved by the Governing Body before being published on the school website.

2. Objectives

Fullhurst is required to identify and address the SEND of the students that we support. Through the implementation of this policy, we will:

- Use best endeavours to make sure that students with SEND get the support they need to access Fullhurst's broad and balanced curriculum.
- Ensure that students with SEND engage in the activities of Fullhurst alongside students who do not have SEND.
- Ensure there is high-quality provision to meet the needs of students with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards students with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled students.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about Fullhurst and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for students with SEND.
 - Information about the admission arrangements for students with SEND and the steps taken to prevent them being treated less favourably than others.

- A SEN information report about the implementation of Fullhurst's policy for students with SEND.

3. Roles and responsibilities

The Governing Body will be responsible for:

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

The Executive Headteacher is responsible for ensuring Fullhurst offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all students, including students with SEND.

In enacting this policy, the Executive Headteacher will:

- Ensure Fullhurst holds ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively.
- Ensure Fullhurst works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of students, providing support and adaptation where appropriate.
- Ensure Fullhurst fulfils its statutory duties with regard to the SEND code of practice.
- Work with the Governing Body to ensure that there is a qualified teacher designated as SENCO for Fullhurst.
- 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.
- Regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of Fullhurst's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of Fullhurst do not directly or indirectly discriminate against students with SEND.

The SENCO will be responsible for:

- Collaborating with the Governing Body and Executive Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in Fullhurst.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual students 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 Fullhurst's delegated budget and other resources to meet students' needs effectively.
- Liaising with the parents of students 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 students and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the Executive Headteacher to ensure that Fullhurst meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that Fullhurst keeps the records of all students with SEND up-to-date, in line with Fullhurst'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:

- Ensuring they follow this SEND policy.
- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Setting high expectations for every student 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 student achieving.
- Ensuring every student with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENCO.
- 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

- 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 Executive Headteacher.

4. Identifying Special Educational Needs

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 school 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.
- 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 schools or mainstream post-16 institutions.

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

With the support of the SLT, classroom teachers will conduct regular progress assessments for all students, with the aim of identifying students 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 student's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

Fullhurst plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Fullhurst will use a range of indicators to identify a student's difficulty and plan provision, including before the child arrives at Fullhurst:

- Whenever possible, a member of the SEND team will attend Year 5 and/or Year 6 Annual Review Meetings for students with EHC Plans.

- Admissions information including routine reading and spelling assessments, KS2 test scores (where used) and Year 6 annual reviews are used to inform provision.
- The SENCO will attend Fullhurst's Year 6 Open Evenings.

Identification of students with SEND will be continuous through children's time at Fullhurst. Staff will be expected to remain alert to events that can lead to learning difficulties, such as bereavement or bullying.

Fullhurst will maintain a list of students who have been recognised as having SEND. The records will be held centrally and kept securely. In some circumstances the records may be shared with external agencies, for example, for safeguarding issues or on transition to another school.

Disabled Children and Young People

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

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:

1. Communication & Interaction:
 - a. Autistic Spectrum Disorders (ASD).
 - b. Speech, Language & Communication Needs (SLCN).
2. Cognition and Learning:
 - a. Specific Learning Difficulties (SpLD) – Dyslexia, dyspraxia, dyscalculia.
 - b. Learning Disabilities (LD).
3. Sensory and Medical:
 - a. Hearing or Visual impairment (HI or VI).
 - b. Physical disability (PD).
4. Social, Emotional, Mental Health (SEMH):
 - a. Anxiety.
 - b. Attachment.
 - c. ADHD.

These four broad areas of need give an overview of the range of needs that should be planned for in school, 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.
- Young carer.
- Attendance and punctuality.
- Health and Welfare.
- English as an Additional Language (EAL).
- Being in receipt of Student Premium grant (DD).
- Being a Looked After Child (LAC).
- Being a child of a serviceman or woman.

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

English as an Additional Language (EAL)

Having English as an additional language does not, by itself, mean that a student has SEND. Where a student with EAL is making slower than expected progress, Fullhurst will carefully consider whether this relates to language acquisition or an underlying special educational need. Assessment will take account of the student's home language, culture, prior educational experience and broader development. Support will be tailored to the evidence identified.

6. The universal offer

Fullhurst will maintain a strong universal offer as the foundation of inclusive practice. This establishes the baseline of high-quality provision available to every student and places inclusion at the centre of everyday school life.

Through the universal offer, Fullhurst will provide high-quality adaptive teaching, timely support and evidence-informed approaches. Assessment information, progress data and professional insight will be used to understand strengths and barriers to learning, with early identification and intervention central to the school's approach.

- Ambitious leadership and governance that embed inclusion within strategic planning and school improvement.
- High-quality adaptive teaching and a broad, balanced curriculum designed to be accessible for all learners.
- Evidence-informed practice that prioritises early intervention and prevention.
- Accessible and enriching opportunities beyond the classroom.
- A safe, calm and respectful culture that promotes belonging, engagement and strong attendance.
- Strong partnerships with parents, carers and external services.

- Inclusive physical and digital environments, with ongoing improvements to accessibility.

All staff will be appropriately trained and supported to deliver inclusive practice. Teachers, leaders and the SENCO will work collaboratively so that communication is clear, provision is coordinated and the majority of students' needs are met effectively within mainstream provision wherever appropriate.

7. Transitions

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

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

Transition planning will be timely, person-centred and proportionate to need. It will apply to primary-to-secondary transfer, in-year admissions, movement between levels of support, transition to post-16 education, training or employment, and preparation for adulthood.

- Begin transition planning early for students with SEND and provide additional visits, information or transition activities where appropriate.
- Share relevant information securely and in sufficient time so that successful strategies and support are in place from the first day.
- Involve students and parents in decisions about transition and future destinations.
- Maintain continuity of provision when a student moves between universal, targeted, enhanced and specialist support.
- Ensure annual reviews for students with EHC plans are held in sufficient time before key phase transfers.
- Work with primary schools, colleges, the LA, health services and other professionals to coordinate transition arrangements.

8. Mid-term admissions

Fullhurst will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named Fullhurst in their EHC plan.

- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because Fullhurst does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of students with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring Fullhurst's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Fullhurst may challenge a decision to name Fullhurst in an EHC plan if Fullhurst considers that such a placement would be unsuitable based on the child's age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other children or the efficient use of resources. Fullhurst will consider whether any reasonable adjustments can be made to provide a placement.

Where the LA consults Fullhurst about being named in a student's EHC plan, the school will respond within the applicable statutory timescale. Before making representations that a placement would be unsuitable or incompatible with the efficient education of others or the efficient use of resources, Fullhurst will consider whether reasonable adjustments, additional support or alternative arrangements could enable the placement to be successful. Admissions arrangements are set out in the school's Admissions Policy and published on the school website.

A graduated approach to SEN support

Adaptive teaching and the graduated approach

High-quality adaptive teaching is the first response to students who have or may have SEND. Teachers remain responsible and accountable for the progress and development of students in their classes, including where students receive support from teaching assistants, specialist staff or external professionals.

Where needs cannot be met through the universal offer alone, Fullhurst will use a four-part graduated cycle:

Assess: establish a clear understanding of need using assessment information, observations, student and parent views and, where appropriate, specialist advice.

Plan: agree adjustments, interventions, intended outcomes, responsibilities and a clear review date.

Do: implement the agreed support, with the class teacher retaining responsibility for the student's progress.

Review: evaluate the impact of provision against agreed outcomes and refine support accordingly.

Support may include targeted classroom provision, enhanced or specialist-informed support, multi-agency collaboration, pastoral support, mentoring and communication support. Where purposeful and sustained intervention does not secure expected progress, Fullhurst will consult parents and consider requesting an EHC needs assessment.

Whole school: 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. This is an internally produced document with child specific needs, 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 school regularly reviews the quality of teaching for all students. Whole school 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.

9. Managing students' needs on the SEN register

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 student 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.

Where additional student needs are identified Fullhurst will use its delegated funding allowance to provide early intervention support for the benefit of students identified with SEND.

Where students with SEND have been receiving early intervention support but are still not making sufficient progress, Fullhurst will consider accessing high needs top-up funding from the LA to provide additional specialist support.

We also have a Designated Specialist Provision (DSP) for students with Communication and Interaction needs. Further information is available on Fullhurst 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, or via our own bespoke Internal Alternative Provision offer.

Fullhurst recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a student, some students may not make expected levels of progress. In these cases, Fullhurst will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the student, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, Fullhurst will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the student's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.
- If, following the assessment, the LA decides not to issue an EHC plan, Fullhurst will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the student can be achieved through further special educational provision made by Fullhurst and its partners.
- Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the student's EHC plan. Fullhurst will meet its duty to provide views on a draft EHC plan within 15 days.
- Fullhurst will admit any student that names Fullhurst in an EHC plan and will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them.

Reviewing EHC plans:

Fullhurst will ensure that teachers monitor and review the student's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at Fullhurst to host the annual review meeting.

- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst students and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and student that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the student's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each student's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.
- If a student's needs significantly change, Fullhurst will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the Governing Body or Executive Headteacher will request the LA to conduct a re-assessment of a student whenever they feel it is necessary.

10. Criteria for exiting the SEN register

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 school:** High quality teaching, catch-up, whole school 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. Student makes progress. Evidenced on review sheet. Exit from SEN list.
- **SEN support:** Personalised Intervention is put in place following advice. Student makes progress. High quality teaching continues with differentiated support for learning. Student comes off the SEN list.

11. Supporting students and families

Parents and carers receive regular feedback on student progress through the reporting procedures and phone calls home via teachers or Heads of Year. Positive comments can also be viewed via Fullhurst reward system.

Parents and carers are welcome to contact the school with concerns. We have a designated SEND contact email, or telephone calls can be made to Donna Relf in the first instance.

Participation in planning and review

Parents and carers will be treated as equal partners in planning and reviewing SEND support, and their expertise in relation to their child will be recognised. Where a student receives SEND support, structured review meetings will normally take place at least three times during each academic year. Meetings will agree meaningful and measurable outcomes, review progress and refine provision.

- Students will be enabled to express their views, wishes, strengths and aspirations in ways appropriate to their age and communication needs.
- Parents and students will be involved at each stage of the assess–plan–do–review cycle.
- Information will be clear, accessible and free from unnecessary professional jargon.
- Families will be informed and involved when a student moves between different levels of support.
- Where necessary, Fullhurst will facilitate access to an advocate or independent supporter so that student and parent views are heard.
- From Year 9, and earlier where appropriate, reviews will increasingly consider independence, aspirations and preparation for adulthood.

Further useful information can be found via this link:

<https://schools.leicester.gov.uk/services/special-education-needs-and-disability-support-service/quality-inclusion-team/bera-framework-best-endeavours-reasonable-adjustments/inclusive-provision-in-mainstream-settings/>

Fullhurst Community College aims to safeguard and promote the welfare, safety and health of every registered student by fostering an honest, open, caring and supportive climate. The students' welfare is of paramount importance and we recognise the potential vulnerabilities of students with SEND. This means we will always work to:

- Provide help and support to meet the needs of children as soon as problems emerge.
- Protect children from maltreatment, whether that is within or outside the home, including online.
- Prevent impairment of children's mental and physical health or development.
- Ensure that children grow up in circumstances consistent with the provision of safe and effective care.
- Take action to enable all children have the best outcomes.

Joint commissioning, planning and delivery

The school website www.fullhurst.leicester.sch.uk is helpful in gaining up to date information about all aspects of school life. **It also contains information regarding the Local Offer.**

Fullhurst 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, Fullhurst will work with LAs, parents and students in developing and reviewing the Local Offer. Fullhurst will also cooperate with those providing services.
- Accessible: Fullhurst 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 students' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- Comprehensive: Fullhurst will help to ensure that parents and students 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. Fullhurst 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: Fullhurst will work with the LA to review the Local Offer to ensure that, when parents and students access the Local Offer, the information is up-to-date.
- Fullhurst will provide the LA with information about their existing SEND provision and capabilities to support students with SEND to aid in the drafting of the Local Offer, where required.

There are regular parents/carers evenings and parent/carers tutor days for KS3 & KS4.

The SENCo attends these evenings and is 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-school homework club.

Fullhurst will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Fullhurst will draw on the wide range of local data sets about the likely educational needs of students with SEND to forecast future needs, including:

- Population and demographic data.

- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate students with SEND.
- An analysis of local challenges or sources of health inequalities.

Fullhurst will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for students with SEND.
- Increasing the identification of students with SEND prior to school entry.

Where students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

12. Outside agencies

The specialist teaching services support us in school 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. Senior Educational Psychologist
2. SEMH team
3. Educational Mental Health Practitioners
4. Learning, Communication and Interaction Team
5. LA DSP leads
6. School Nurse
7. Turning Point
8. Prevention and Safer Communities Youth Work Team
9. Leicester Partnership School
10. Early Help
11. Early Intervention Team

13. Supporting students at school with medical conditions

At Fullhurst there is a fulltime senior medical first aider in school 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 student with longstanding medical conditions.

There is "Drop In" by our School Nurse, appointments are booked via the Senior Medical First Aider

There is a Student Mental Health Lead who works in school on a daily basis, appointments are agreed via the weekly triage meetings.

14. Monitoring and evaluation of SEND

The school 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 school tracks and monitors each student's progress through this system and provides support and intervention for students who are not achieving in line with their expectations.

A key part of regular assessment is to ensure that progress is being made and to indicate when the interventions can cease.

This is done by regular analysis of data, teacher observations, learning walks and work scrutiny.

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 student'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.

- Student'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.

15. Training and resources

Fullhurst is committed to the learning and development of all its staff members and training opportunities will be provided and delivered.

Fullhurst SENDCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing students with SEND.

- Whole school 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 school TA training is provided weekly.
- The school 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 school.
- 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.

16. Storing and managing information

All information about students will be kept in accordance with Fullhurst's GDPR - Data Protection Policy.

School 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 student's time in Fullhurst, 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 students.

- Maintain an accurate and up-to-date register of the provision made for students with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

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

Confidentiality

Fullhurst will not disclose any EHC plan without the consent of the student's parents, except for specified purposes or in the interests of the student, 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 student's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Executive Headteacher (or equivalent position) of the setting at which the student is intending to start their next phase of education.

Fullhurst will adhere to the Student Confidentiality Policy at all times.

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

- The SEND faculty adheres to whole school 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 student'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 student 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 school administrators to ensure consistency of information.

- Appropriate storage after a student has left school.
- The SEND Administrator works in collaboration with Heads of Year.

Publishing information

Fullhurst will publish information on Fullhurst website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the SENDCo and will be published on Fullhurst website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years.

17. Use of data, digital systems, AI and assistive technology

Fullhurst will take a safe, secure and evidence-informed approach to the use of data, digital systems and technology in supporting students with SEND. Assessment information, progress data and professional insight will be used to identify emerging barriers, plan provision and evaluate its impact.

Digital systems will support accurate record keeping, secure information sharing and continuity of provision, particularly at transition points. Any digital tool, including a tool incorporating artificial intelligence, will:

Have a clear educational purpose and demonstrable benefit.

- Support high-quality teaching rather than replace professional judgement or teacher responsibility.
- Protect personal data, confidentiality and information security.
- Be critically evaluated before use, particularly where it is used for screening or identification.
- Be used in accordance with Fullhurst's data-protection and safe-use-of-AI requirements.

Assistive technology may be used to improve access to learning and promote independence, particularly for students with sensory, physical or communication needs. Staff will receive suitable training so that technology is used effectively, safely and proportionately.

18. Accessibility

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

There is an updated accessibility plan can be found on the school's website.

There is an Equality, Diversity and Inclusion Policy on the school website.

19. Dealing with complaints

Fullhurst will publish the Complaints Procedure Policy on Fullhurst website.

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

Fullhurst 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.

Families can also access independent advice by contacting Leicester based Sendiass.

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.

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.

If at any time parents are unhappy with the provision at the school 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.

20. Bullying

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

- Curriculum – Bullying is covered in the curriculum through Assemblies, PSHE 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.

If bullying does occur. There is a procedure in place where students report to their tutors, and or Pastoral Team. There will be regular contact with home.

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.

There is a Safeguarding Officer who is aware of all the names of our most vulnerable students.

Fullhurst recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that students 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.

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.
- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students 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.
- The need for intimate care, or circumstances in which a student may be isolated from others.
- Increased dependence on adults for care or communication.

- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The Executive Headteacher and Governing Body will ensure that Fullhurst's Safeguarding and Child Protection 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 students with SEND, staff will have due regard for the procedures outlined in Fullhurst's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with students 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 students with SEND and additional needs.

The Governing Body and Executive Headteacher will ensure that students with SEND are taught about how to keep themselves and others safe including online. Fullhurst will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of students with SEND.

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

21. Supporting Preparation for Adulthood

Preparation for adulthood will be embedded across the curriculum, personal development and the wider school experience. Support will be centred on each student's aspirations, strengths, interests and needs and will promote independence, resilience, communication, self-advocacy, social inclusion, employability, career readiness and positive physical and emotional wellbeing.

Relevant information will be shared securely with future destinations to promote continuity of support.

The school will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children

understand what is available to them as they get older, and what it is possible for them to achieve.

- Engage with FE providers as necessary to help plan for any transitions.
- Ensure students from Year 8 until Year 13 are provided with independent careers guidance.

Fullhurst will fulfil its statutory duties under section 42 of the Education Act 1997 and work with students with SEND to ensure they are prepared for the workplace.

22. Examination access arrangements

An examination access arrangement granted in Year 6 will not automatically carry over into Year 7. In KS3, access arrangements may be considered where a need is identified by teachers and/or parents and communicated to the SENCO, provided the relevant examination board criteria are met.

In KS4, students with SEND will be formally assessed to determine eligibility for access arrangements in external examinations.

A student requiring an access arrangement will not necessarily be placed on the SEND register, nor will they automatically require a targeted support plan.

23. Monitoring and review

This policy will be reviewed at least annually by the Executive Headteacher, SENCO and Governing Body, and sooner where legislation, statutory guidance or local arrangements change. The review will consider the implementation and impact of the policy, feedback from students and parents, staff practice, complaints, provision data and outcomes for students with SEND.

Approved changes will be communicated to staff, parents and relevant stakeholders. All staff will be required to familiarise themselves with this policy as part of induction and ongoing professional development. The next scheduled review date is recorded on the policy cover page.

24. School statement

We believe this policy:

- Has been reviewed by relevant policy responsibility holders.
- Flows and is easy to follow.
- Is an essential part of the school.
- Supports staff in managing certain situations.
- Forms an important framework that will ensure consistency in applying values and principles throughout the establishment.
- 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 available to all relevant Stakeholders.