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<b>Originator:</b> Christina Bailey
<b>Responsibility:</b> Deputy Principal



## **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 complies with the statutory requirement laid out in The SEND Code of Practice (June 2014) and has been written with reference to the following guidance and documents:
  - The Equality Act 2010: Advice for colleges DfE Feb 2013
  - The SEND Code of Practice 0-25 (June 2014) Revised 2015
  - Colleges SEN Information Report Regulations (2014)
  - (See [www.sendgateway.org.uk](http://www.sendgateway.org.uk))
  - The Statutory Guidance on Supporting Students at College with Medical Conditions (April 2014)
  - The Safeguarding Policy
  - The Accessibility Plan
  - Teachers Standards 2012

### **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
- 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.

### 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

6. 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.

## **7. At Fullhurst we recognise what is not an 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
  - Being a Looked After Child (LAC)
  - Being a child of a serviceman or woman

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

## **8. Transitions:**

8.1. 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.

8.2. 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.

## 9. Mid-term admissions:

- 9.1. Students who are accepted onto Fullhurst Community College roll during the academic year are assessed on entry.
- 9.2. See appendix (4) Assessing literacy skills on entry protocol.

## 10. A graduated approach to SEN support

- 10.1. **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.
- 10.2. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- 10.3. 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).
- 10.4. 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.
- 10.5. The expectation is that teachers identify students with SEN on their seating plans, using information available from the “Pupil Passports” and SENCo.
- 10.6. 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.
- 10.7. See Appendix (c) Emerging Literacy Policy

## 11. Managing students’ needs on the SEN register

- 11.1. 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.

- **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.

## 12. Criteria for exiting the SEN register

12.1. 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.

## 13. 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; the pupil tutor or Head of Year will usually be the first point of contact. Planners can also be used to share information between home and college.
- The college website [www.fullhurst.leicester.sch.uk](http://www.fullhurst.leicester.sch.uk) is helpful in gaining up to date information about all aspects of college life.
- There are regular parents/carers evenings and parent/carers 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.

### 13.1. **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.

### 14. **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 counsellor who works in college on a weekly basis, appointments are agreed via the weekly Inclusion Meetings.
- The Heads of Year and the KS3 and KS4 leaders work closely with the SENCo to ensure needs are met.

### 15. **Monitoring and evaluation of SEND**

- 15.1. 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.
- 15.2. A key part of regular assessment is to ensure that progress is being made and to indicate when the interventions can cease.

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

15.4. 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.

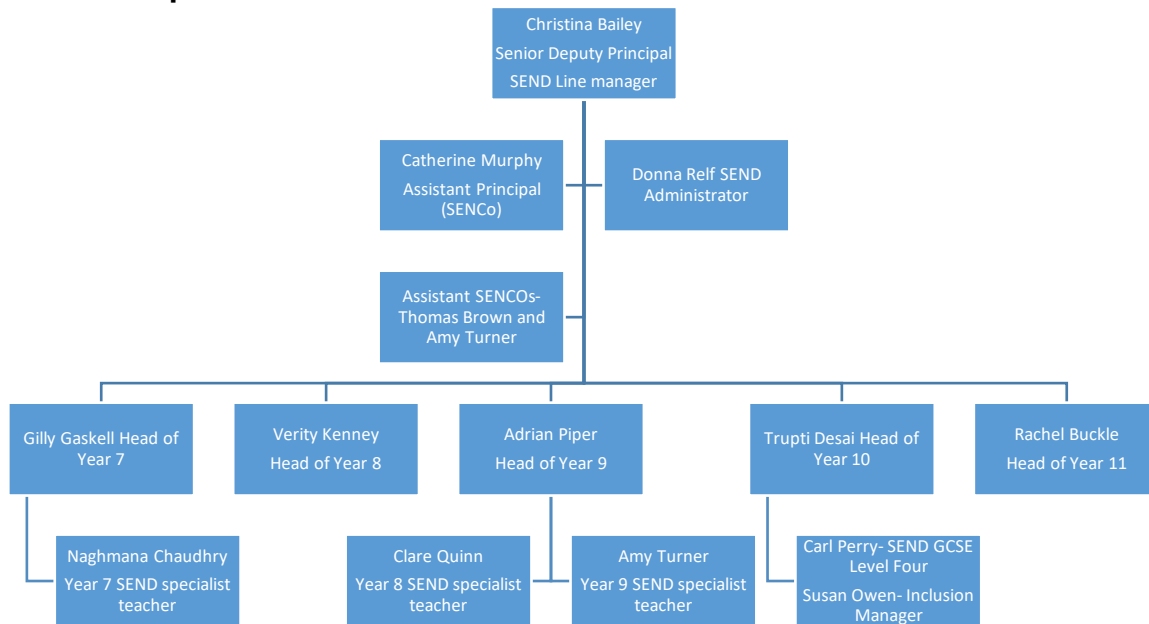
## **16. Training and resources**

- 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.

## **17. Resources**

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

## 18. Roles and responsibilities



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:

Marcia Casimir- Behaviour (SEMH)  
 Jessica Sheehan- LAC Mentor  
 Helen Tebbutt- ASD (AET 3)  
 Sharon Woods- Communication/Interaction and Cognition/Learning  
 Michelle Alner- Communication/Interaction  
 John Turner- Year 7 classroom specialist  
 Sonia Sarpal- Year 8 classroom specialist  
 Lesley Redpath- Communication/Interaction and Cognition/Learning  
 Janine Scouta- Communication/Interaction and Cognition/Learning  
 Hira Odedra- Cognition and Learning

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
Stephen Martin	Catherine Murphy	Christina Bailey	Mary McKenzie	Catherine Murphy



## **19. Storing and managing information**

- 19.1. 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.

## **20. Accessibility**

- 20.1. Fullhurst has new buildings and equipment to provide an environment where all students can thrive.
- 20.2. There is an updated accessibility action plan can be found on the colleges website. See appendix (c).
- 20.3. There is an Equality and Diversity policy statement – see appendix (d).

## **21. Dealing with complaints**

- 21.1. 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.
- 21.2. 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.
- 21.3. 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, Christina Bailey. 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.

## **22. Bullying**

- 22.1. 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)

22.2. 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.

22.3. 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.

22.4. 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.

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

### **23. 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

### **24. Reviewing the Policy**

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

Ratified: Rick Moore, Chair of Governors  
Signed: 12/06/19