



**SEN POLICY**

**2018-19**

**FEARNS COMMUNITY SPORTS COLLEGE**

## **SEN Policy update in line with SEND Code of Practice 2014**

### **COMPLIANCE**

We at Fearn Community Sports College are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement we aim: -

***“To go further than thought, to run faster than hoped, to reach higher than dreamed to become the person I need to be. Achieving success together.”***

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework documents
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.
- Professional Standards for Teaching Assistants June 2016.

### **SECTION 1: - STAFFING**

#### **SENCO**

- Mrs. S Clement - National Award for SEN (*Requirement of clause 64, C & F Bill, 2014*).  
Contact details 01706 873896
- Responsible for managing settings and provision for children and young people with SEN (*reg 3a for schools*).
- The SENCO is not a member of SLT. Line Manager- Mrs. N SESTANOVIC (*SEND Code of Practice, 6.89*)

The SEN Co-coordinator is responsible for the day to day operation of the SEN policy. The SEN Co-coordinator is assisted by the following team of staff which is reviewed regularly.

2 - Level 3 Teaching Assistants

- 3 - Level 2 Teaching Assistants
- 1 -Level 3 – Teaching Assistant – Link Group

From data collected decisions are made about meeting pupil's needs either through small group teaching to accelerate literacy and/or numeracy or in class support from Teaching Assistants.

Financial breakdown of support is undertaken on a provision map.

The governors ensure that the needs of pupils are met by employing a SENCO. The SENCO will use the child's Education and Health Care Plan and LEA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

The governors will ensure that staff are kept fully up to date about SEN issues and training requirements.

## **SECTION 2: AIMS AND OBJECTIVES**

To achieve our aims and to ensure that children with SEN achieve their full potential and make progress we will:

- Work within the guidance provided in the SEN code of Practice, 2014 by operating a "whole pupil, whole school" approach to the management and provision of support for special educational needs by:

**(1) Ensuring that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school. Our pupil related target in this area will be:**

(a) To ensure that pupils are involved in the reviews of their Pupil Passports and subsequent target setting

**(2) Ensuring good working relationships with parents, carers and the community. Our parents' related targets will be:**

- (a) to continue to review letters which are sent to parents
- (b) to maintain a parent drop-in centre
- (c) to maintain induction procedures to ensure that new parents are confident to share SEN information about their children.

**(3) Ensuring that the school offers a broad balanced and differentiated curriculum which is accessible to pupils with SEN and promotes high standards of attainment and achievement. Our curriculum related targets are: -**

- (a) Staff will be made aware of SEN resources and that these are made more accessible to class teachers.
- (b) Encourage staff to liaise when differentiating classroom materials.
- (c) As part of the whole school monitoring and evaluation consider effectiveness of the curriculum offered to pupils with SEN.

**(4) Ensuring that the learning, including the social, emotional and behavioural developmental needs of pupils with SEN are identified and assessed as early as possible, and their progress is closely monitored.**

**Our assessment targets will be:**

- (a) Discuss the way all pupils are identified for inclusion on the SEN register.
- (b) Discuss how the school's own tracking data system can be used to monitor pupil progress and set improvement targets.

**(5) Ensuring all teaching and non-teaching staff are involved in planning and meeting the learning needs of SEN pupils. Our staff related targets will be: -**

- (a) Brief all staff on the changes to the SEN Code of Practice and the changes in statutory requirements.
- (b) Support staff are to record their work with individual and groups of pupils.
- (c) Teaching and Support staff are encouraged to contribute to Pupil Passport reviews.

**(6) Ensuring that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils. Our liaison targets are: -**

- (a) Improve written and/or oral communication between outside agencies and class teacher.
- (b) Match needs of pupils at Wave 3 Intervention to the appropriate outside agency.

### **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

- The SEN Code of Practice (2014) describes four broad categories of need. These are Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties, Sensory and/or physical needs. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action as a school we need to take, not to fit a pupil into a category. At Fearn's we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

What is **NOT SEN** but may impact on progress and attainment; is

- Disability (the Code of Practice outlines that "reasonable adjustment" is a duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality issues
- Health and Welfare issues
- EAL

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour will be investigated to recognise and identify if there is a learning need.

#### **SECTION 4: A Graduated Approach to SEN Support**

- All pupils in Year 7 on admission have baseline screening assessments
- Lucid - Exact Reading Spelling and Comprehension Tools
- Vernons – Graded Arithmetic Test,
- KS2 or KS3 SATs – results
- Transfer documents
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
  
- Additional intervention and support is undertaken on a graduated approach. This involves the teacher and SENCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
  
- For higher levels of need, the school draws on more specialised assessments from external agencies and professionals.
  
- The decision made to place pupils on the register follows the steps of the **ASSESS - PLAN - DO - REVIEW cycle**. Parents, families, children and young people are involved in this process.
  
- If a pupil continues to display difficulties, despite departmental and pastoral intervention, teachers can refer pupils directly to Curriculum Support by filling in a Cause for Concern sheet which is accessed on the school network. Procedures will be implemented to assess pupil's needs and action taken accordingly.
  
- Pupil progress is monitored and reviewed, evidence of differentiation and other strategies must be available. Movement on to the SEN Register is undertaken by the graduated reviews, dependent upon pupil making progress or not. The Code of Practice register and Flexible Register are amended and staff informed.

- If the school identifies that additional funding and support are needed from the LA High Needs Block, assessments, reports and meetings are undertaken to access a full SEN assessment for an Education, Health and Care Plan.

## **SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER**

**Pupil Passport reviews** (timescales) – Pupils needing SEN support will have two reviews a year.

These run for a period of 16 weeks

October – January

February – June

Reviews take place during the interim periods

Teaching Assistants are encouraged to contribute to Review meetings.

### **Statement Reviews**

Take place on an annual basis and area legal requirement to meet the provision set out by the statement. Pupils will also have had a Pupil Passport review during the year.

Parents are also given the chance to attend two “SEN Drop Ins” per year to catch up with progress.

## **SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

Pupils who make satisfactory progress in subject attainments and in literacy and numeracy attainments are pulled off the SEN register and monitored on the Flexible register. If the improvement continues they will also be removed from this. Parents and Pupils will be involved in these discussions. If at any time the pupil regresses then they will be assessed through the ASSESS, PLAN, DO, REVIEW, route.

## **SECTION 7: SUPPORTING PUPILS AND FAMILIES**

- LA local offer (Regulation 53, Part 4) link-
- School SEN Offer - link
- **SEN Information Report;** (*Regulation 51, Part 3, section 69(3)(a)-link*)
- Medical Policy – link
- The school is committed to working within a multi-agency discipline to ensure individual pupils’ needs are best met. (See Appendix).

### **PUPILS**

Pupils with SEN will be admitted to Fearn Community Sports College in line with the school’s admissions policy. The school is aware of the statutory requirements of the

SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having a SEN need.

If the school is alerted to the fact that a child may have a difficulty in learning they will aim to collect all relevant information and plan a relevant differentiated curriculum.

At KS3 and KS4 exam access arrangements are carried out to ascertain the need for support in exam situations.

## **Parents**

Parents are kept fully informed of their child's progress. Pupil Passports are sent out to all parents/ carers of pupils on the Code of Practice. Pupils with a Statement of SEN also receive a timetable to show the amount of in class support their child receives.

## **Links**

Transfer arrangements and reviews

- Every effort is made to liaise fully with all schools in the transfer of pupils to ensure that full information is obtained so that the most effective learning programmes can be established for pupils with SEN.
- The SENCO along with a designated member of staff, visits feeder primary schools and attends annual reviews for year 6 pupils when invited. Meetings take place to identify SEN pupils and those who may need a small group setting.
- Fearn maintains excellent links with Tor View, pupils attend special schools either on work experience or as a pupil, alongside peers.
- Fearn maintains excellent links with Accrington & Rossendale College, pupils are allocated places on Programme 11 to complete their education within a college setting.

## **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision

and the SEN Code of Practice (2014) is followed.

- Support for pupils at school with medical conditions is explained in the schools Medical Policy.

## **SECTION 9: MONITORING AND EVALUATION OF SEND**

Review of the SEND and progress towards the annual targets in the policy the school will evaluate the success of the policy by: -

### **Quantative - SEN Records**

The school's SEN records will include the school's response at all stages and information from review meetings will be included.

An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time: -

- SEN Code of Practice Register
- Description and nature of pupil's difficulty
- Teaching / learning strategies to be adopted
- Individual Education Plans / evaluated
- Review summary and parental involvement
- Reports from other agencies.

### **Value Added**

The notion of 'value added' is an important one to Fearn Community Sports College and is monitored by pupil's achievements in relation to assessments and results in the following ways:

- Examination/test results, school based and external
- School's award schemes
- Analysis of exams via pupil profiles, set against national benchmarks.

### **Qualitative**

- Curriculum Support will foster and nourish the school's partnership with parents. All parents are encouraged to attend the review meetings: if this is not possible, alternative arrangements are made. Parents complete advice forms on their children's progress. When a parent cannot attend, completed Pupil Passport sheets and the review summary are sent home.
- A member of the Curriculum Support Team attends relevant Parents' Evenings/Progress Evenings. Parents may make appointments to meet with Curriculum Support Team to discuss any issues that may arise.
- Pupils are involved with all aspects of SEN procedures. A conversation takes place if they are identified as having difficulties and how best their needs can be met within school. They have ownership of their Pupil Passport as they discuss their new targets at review meetings.
- All Statemented pupils complete a pupil advice sheet and are present at their annual review meeting.

- Special Educational Needs is seen as a shared responsibility of the whole school and Fearn Community Sports College is to be an inclusive school.
- Regular Middle Leaders meetings are used as a forum where Departmental Representatives are able to pass on/receive pupil information.
- Staff are kept fully informed on pupil's progress/difficulties through the SEN Updates.
- School maintains close links with numerous external agencies – see appendix.

## **SECTION 10: TRAINING AND RESOURCES**

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- Training needs of staff are identified through the school's self-evaluation process.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attends the Local Authority SENCO CLUSTER network meetings to keep up to date with local and national updates in SEND. In addition, the SENCO will develop her skills through attendance at specialists training discussion with outside specialists, reading and through subscription to professional bodies.
- The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head /SENCO
- Teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and training.
- Non-teaching staff will be encouraged to develop their individual specialisms within Curriculum Support.

## **SECTION 11: ROLES AND RESPONSIBILITIES**

The Governing Body has identified a governor to have oversight of SEN provision in the school and to ensure that the full governing body is aware of how the school is meeting the statutory requirements. At Fearn Community Sports College this role is at present (Nov 2017) awaiting an appointee who will meet regularly with the Head and the SENCO.

The SENCO is the school's responsible person and manages the schools SEN work, linking with the Inclusion Manager, Ms R Mallaby Corran and Mrs N Sestanovic (Deputy Head Teacher for Pupil Development) who will keep the Governing body informed about the SEN provision made by the school.

The SENCO will work closely with the SEN Governor and staff to ensure the effective day to day operation of the schools SEN policy. The SENCO will identify areas for development in SEN and contribute to the school's development plan and will co-ordinate provision for SEN Support and Education and Health Care Plan

pupils.

All teaching and non-teaching staff will be involved in the formulation of the SEN policy. They are responsible for differentiating the curriculum for pupils with SEN and will monitor their progress.

**All teachers are responsible for:** teaching pupils with SEN, supporting the personal and social development of pupils in class, differentiating work/ providing resources so that pupils can access the curriculum, with the help of the SENCO.

**TAs will:** under the teachers clear guidance, support the education, personal and social development of pupils in the class, especially those with a Statement of Special Educational Needs and establish positive relationships with pupils.

All teachers have responsibility for areas of the curriculum and will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

## **SECTION 12: REVIEWING THE POLICY**

- Our SEN policy is reviewed annually in line with the New SEN Code of Practice (2014)

## **SECTION 13: ACCESSIBILITY**

### **Statutory Responsibilities**

- Accessibility plan for Fearn's school is located on the website.  
[www.fearns.lancs.sch.uk](http://www.fearns.lancs.sch.uk)
- To ensure access for pupils or parents with disabilities:

The school will follow the SEN Code of Practice (2014) to ensure disabled pupils have access to all curriculum teaching/facilities and will liaise with IDSS for specialist information/training.

All pupils whether they have SEN will be involved in the full life of the school.

- It is the policy of the school, that all pupils, regardless of their disability, have full access to the life of the school.
- Teaching Assistants will accompany and support pupils with Physical Disabilities around school as necessary to comply with Health and Safety regulations.

- On the grounds of Health and Safety, school will offer comparable activities for pupils with Physical Disabilities.
- Teaching Assistants are made available to provide appropriate access to the curriculum via in class support, small group and individual support – dependent upon pupil's needs.
- Individualised teaching programme / timetable designed to meet the needs of a child.
- Specialist equipment.
- Where it is necessary, a pupil with SEN may be withdrawn / dis-applied from a subject in order to follow an accelerated literacy/numeracy programme in Curriculum Support; these pupils will be dis-applied for 6 months in the first instance.
- Subject teachers and form tutors are expected to follow strategies on a pupil's IEP/IBP. Curriculum Support advise teachers needs and strategies on the Pupil Passport and Teachers are expected to familiarize themselves with these.
- Subject teachers are expected to work closely with pupils providing differentiated, modified materials and approaches. Departments and Pastoral Teams will need policies and strategies for working with pupils whose needs do not warrant SEN, but who are experiencing some difficulty in accessing the curriculum.

## **SECTION 15: DEALING WITH COMPLAINTS**

- The complaints procedure for SEN mirrors the school's complaints procedures which can be found in the school handbook.
- Complaints in the first instance will be directed to SENCO who will decide what action needs to be taken. This may involve re-arranging curriculum support provision, further differentiation of the curriculum or initiating assessment.
- If SENCO cannot resolve the issue satisfactorily then the Head teacher, as the responsible person according to the Code of Practice, will investigate and manage the complaint.
- If a complaint is made to the LEA it will be communicated to the Head teacher and then to SENCO.
- If parents wish to appeal against an LEA decision regarding statutory assessment and Statementing, they communicate directly with the LEA. The school can also appeal if a referral is refused.

## **SECTION 16: BULLYING**

- See Anti Bullying policy link on Website.  
This outlines the safeguarding needs in place for pupils with SEN, to promote independence and build resilience in their learning.

## **SECTION 17: APPENDICES**

**SEN School Offer – Located on Fearn's Website**

**Parental Guidance Booklet- located on Parent Portal**

Medical Policy – located on the Fearn's Website

## **OUTSIDE AGENCY LINKS**

Education – EP Service / IDDS / Advisers  
Health – School nurse  
Doctor  
Occupational Therapist  
Speech/Language  
Physiotherapist  
ELCAS  
ADHD North West  
Children's Integrated Services - representative  
Child Looked After  
Child and Adolescent Mental Health Team  
Parent Partnership  
EMA, Traveler etc.  
Youth and Community Officer – representative  
Wellbeing Prevention and Early Help Service.  
Healthy Bodies  
Links with FE Colleges  
Pupil Referral Unit  
Police Liaison  
Sexual Health  
Family Support Group  
Attendance / Improvement Officer  
Operation / Exploitation team