



# Fulford School

## Meeting the needs of SEND learners

**Person Responsible for the policy: Anna Mehta SENDCO**

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This policy is supported by the school's SEND Information Report, available on the school website.

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## Section A: School Arrangements

### A1 Definitions, Aims and Objectives

The majority of students will learn and progress within the school's learning community, taking into account the range of abilities, aptitudes and interests of the individual student.

#### Definitions

*Students have a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes students who:*

- **Have a moderate or specific learning difficulty** - a significantly greater difficulty in learning than the majority of students of the same age.
- **Have a physical disability or sensory impairment** - any disability or impairment which either prevents or hinders the child from making use of the educational facilities of the kind provided for students of the same age in other schools.
- **Have Social, Emotional and/or Mental Health needs**
- **Have difficulties with Communication and Interaction** – this includes children and young people with speech, language communication needs and those with a diagnosis of Autism.

(Students must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.)

*Special educational provision means:*

Educational provision which is additional to or otherwise different from, the educational provision made generally for students of age in schools other than special schools in the area.

#### Aims

The aims for students with special needs are the same as the aims for all students at the school. Special emphasis, however, should be placed on the following:

- To give all students the experience of school as a caring, supportive community where life is challenging and enjoyable.
- To enable all students to develop as fully as possible their abilities, interests and aptitudes and to make additional provision where necessary.
- To work within school and with outside agencies to identify and assess the special educational needs of individual students and to foster the skills needed to support their inclusion in Fulford School.
- To enable students to access a wide range of curriculum experiences through a whole school response to their needs.
- To ensure that adequate resources are provided to meet the special educational needs of any student within the school.
- To ensure that students have equal opportunities.
- To ensure that parents/carers, teachers and students work as partners to meet any student's special educational needs.
- To ensure that reasonable adjustments are made to ensure no discrimination in terms of inclusion/exclusion/ curriculum access and access to out of school activities.
- To prepare students as fully as possible for life after school, be it in further education and/or employment pathways.

**Through these aims we seek to support the core purpose of the school: “Realising potential, creating the future.”**

## Objectives

- To foster and maintain effective links with primary partner schools to enable the identification and successful transfer of students with special educational needs.
- To provide within the school a flexible, graduated structure of assessment and provision for meeting the needs of students' SEN.
- To provide for identified students a differentiated curriculum to meet their individual needs.
- To provide, where appropriate, additional support (outside of lessons) to help develop students' skills in Literacy and Numeracy.
- To establish a system of record keeping that will facilitate, through continuous monitoring, the identification, diagnosis and provision for individual students' special educational needs.
- To foster and maintain links with all outside agencies and educational support services (Educational Psychology service, Child and Adolescent Mental Health Service- CAMHS, School Health Services, Danesgate Community and the Specialist Teaching services for Autism, Vision Support, Deaf and Hearing Support, Physical Disabilities and Medical Needs).
- To initiate and facilitate staff development programmes concerned with special educational needs.
- To create links with parents in order to act as partners in the development of skills for students with special educational needs.

## A2 Roles and responsibilities

### The School Governing Body

The primary responsibility for arrangements to identify, assess and meet the Special Educational Needs of the students rests with the Governors alongside the Senior Leadership of the school. They have the following specific duties:

- To ensure that the necessary provision is made for any student who has special educational needs.
- To ensure that when the 'responsible person' – the Headteacher or the appropriate member of the Senior Leadership Team – has been informed by the LA that a student has Special Educational Needs, that those needs are made known to all who are likely to teach them.
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those students with special educational needs.
- To ensure that resources are allocated appropriately.
- To report to parents on the implementation of the school's policy for students with Special Educational Needs.
- To ensure that parents are notified and kept updated of any decisions made by the school regarding the SEN provision that is being made for their child.

Governors are fully involved in developing and monitoring the school's SEND Policy through the following mechanisms:

- SEN provision is an integral part of school development plan.
- The quality of SEND provision is continually monitored and reviewed by Governors.
- The Governors review the governing body's policy on students with special educational needs annually, including the implementation of current policy and any necessary changes during the past year.
- The effectiveness of the schools work on behalf of students with Special Educational Needs is part of the regular cycle of monitoring, evaluation and review.

The responsible governor is Claire Sculpher. The Governors will be kept fully informed of the procedures for meeting the needs of students with Special Educational Needs.

## The Headteacher – Mr Lewis

The Headteacher is the 'responsible person' in receipt of information from the Local Authority regarding the special needs within the school. He will be the principal agency through whom the governors discharge their duties. He will designate the SENDCO, Anna Mehta, to oversee provision for Special Educational Needs throughout the school and to represent those needs in discussion at Senior Leadership level.

## The Special Needs Co-ordinator – SENDCO Mrs Anna Mehta

The key responsibilities of this role are:

- Overseeing the day to day operation of the school's SEND policy, including ensuring that legal requirements are met and convening appropriate meetings.
- To identify students with SEND in collaboration with professional colleagues, feeder primary schools, external agencies and parents.
- To oversee the administration of standardised and non-standardised tests as part of a comprehensive screening, diagnostic and monitoring procedure.
- Liaising with and advising fellow teachers and support staff
- Coordinating the provision for all students with Special Educational Needs including a planned range of interventions both within, and outside of, mainstream lessons.
- Managing the SEN team of teaching assistants through liaison with the Higher Level Teaching Assistants.
- Overseeing the records on all students with SEND.
- Liaising with parents of students with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and psychological services, the Learning and Work Advisor, health and social services and voluntary bodies. (There are termly meetings where professional agencies meet with the SENDCO and other relevant staff) Students causing concern may be referred from this meeting for further discussion through the following agencies: Educational Psychological Service, Inclusion Development Service, Child and Adolescent Mental Health Workers (CAMHS), School Health Services, Danesgate Community, Specialist Teaching services for Autism, Vision Support, Deaf and Hearing Support, Physical Disabilities and Medical Needs).
- Reviewing the SEND policy annually.
- Communicating the SEND policy and provision to Fulford School's partner primary schools, parents and carers.
- Supporting staff to understand the needs of students with SEND, by providing current information in Pen Portraits and through school reports.
- Contributing to target setting, by monitoring and reviewing students' progress across the curriculum and informing relevant staff of identified areas of difficulty.
- Providing information to subject teachers about the academic levels of all students within the cohort upon Year 7 transition, to facilitate planning for students with Special Educational Needs.
- Coordinating the system for recording progress in the Learning Support department.
- Leading the teaching of Literacy in KS3 and Foundation Learning in KS4.

## Teaching and Support staff within the school

Provision for pupils with SEND is a matter for the school as a whole. Fulford School is committed to delivering high quality teaching targeting students' areas of weakness. All teaching and support staff are involved in the development of school practice and are aware of the school's procedures for identifying, assessing and making provision for students with SEND. Specific responsibilities within the school staff are as follows:

The Curriculum Leader for each department is responsible for:

- Monitoring each student's progress to give an early indication of special needs.

- Differentiating existing schemes of work to enable students with Special Educational Needs to achieve the appropriate attainment targets of the National Curriculum.
- Liaising with the SENCO regarding any student failing to make progress, or with limited curricular access, relating to a known or anticipated Special Education Need.

Heads of House are responsible for:

- The achievement, progress and destinations of all students in their House.
- The pastoral care of all students in their House alongside the Deputy Headteacher, Assistant Headteacher, PROACT/REACT Support Teams and the SENCO.

### Teaching Assistants

The duties of the Teaching Assistants for students with Special Educational Needs are to be carried out under the general direction of the Headteacher, Deputy Headteacher, SENCO Mrs Anna Mehta and the HLTAs and Learning Mentors. These duties and responsibilities include:

- Supporting teachers and students to increase the access to the curriculum for students with special educational needs.
- Implementing learning programmes within a classroom setting.
- Working with small groups of students outside of the classroom setting under the guidance of the class teacher or SENCO.
- Running small group interventions at registration, under the guidance of the HLTAs and SENCO.
- Leading the student to independence in work.
- Supporting students to be able to contribute to their Annual Review and Pen Portrait.
- Undertaking training in order to develop their skills in supporting students with SEN or disabilities.

### **The Teacher in Charge of the Enhanced Resource Provision for Autism**

Duties include:

- Managing the Enhanced Resource Provision including curriculum assessments and recording for the ERP, and the organisation and management of the ERP's resources.
- Appointing, appraising and managing the staff of the ERP in conjunction with the SENCO and Deputy Headteacher.
- Leading ERP meetings and in-service training for staff, and contributing to those organised through the School Improvement Group and Learning Support department as required.
- Developing through consultation with colleagues, a curriculum that is relevant for students on the autistic spectrum and organising the inclusion of students in the ERP into school.
- Having regard to the SEND Code of Practice in the ERP, and overseeing the Annual Review process, Pen Portraits and school reports.
- Developing and maintaining good working relationships with Governors, school staff, LA Officers, Special Educational Needs Services, and other external agencies.
- Working closely with LA Officers and other colleagues and taking an active role in the development of ASC provision within the LA.
- Advising the admission panel of the suitability of students requesting a place at the Enhanced Resource Provision.
- Contributing to the School's Development Plan outlining the vision and strategies for students with ASC at Fulford School.

### **A3 Co-ordinating and Managing Provision**

Inclusive practice is an integral part of the School Improvement Plan. The SENDCO in collaboration with the Headteacher and governing body plays a key role in helping to determine the strategic development of the SEND policy and provision to raise attainment by:

- Having day-to-day responsibility for the operation of the SEND policy.
- Co-ordinating provision for individual pupils by working closely with staff, parents, the student and external agencies.
- Offering professional guidance to colleagues with the aim of securing a high quality of teaching and standards of students' achievements, and by setting targets for improvement.
- Collaborating with Subject and Pastoral Leaders to ensure that learning is given equal priority for all students.

#### **A4 Admission arrangements**

Fulford strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with Special Educational Needs, in accordance with the LA admissions policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an Education Health and Care Plan (EHCP) educated in a mainstream school, the LA must provide a place unless this is incompatible with the efficient education of other students, and when there are no reasonable steps that can be taken to prevent this incompatibility.

Admissions for students to the Enhanced Resource Provision for Autism are through the Special Educational Needs Advisory Panel in accordance with the agreed admission criteria for this provision.

### **Section B: Identification, Assessment and Provision**

#### **B1 Allocation of Resources**

All schools in York receive funding for pupils with SEND in three ways:

- The base budget covers teaching and curriculum expenses for SEND students as well as the cost of the SENDCO, Lead Teacher within the Enhanced Resource Provision.
- The delegated SEND budget covers the additional support required to meet the SEND needs at bands 0-2 on City of York banded thresholds. Students receiving such support are defined as 'SEND Support'.
- Specific funds that are allocated to pupils with EHCPs that require top up funding (this funding is primarily allocated to providing Teaching Assistant support).

Additional support is allocated in accordance with the LA guidance. This information is found in the student's individual EHCP and is further defined in the banding information used within the City of York to define the elements of funding relevant to each student. Further details can be found at: [https://www.york.gov.uk/info/20166/special\\_educational\\_needs\\_and\\_disabilities/1445/banding\\_threshold](https://www.york.gov.uk/info/20166/special_educational_needs_and_disabilities/1445/banding_threshold)

#### **B2 Identification, assessment and provision**

Student's needs and requirements fall into four broad areas as defined in the Code of Practice, August 2014.

- **Cognition and Learning Needs (CLN)**  
Specific Learning Difficulty (SpLD)  
Moderate Learning Difficulty (MLD)  
Severe Learning Difficulty (SLD)  
Profound and Multiple Learning Difficulty (PMLD)
- **Social, Emotional and/or Mental Health (SEMH)**  
Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEND. However consistent disruptive behaviour or withdrawn behaviours can be an indication of unmet SEND, such as anxiety or depression, self-harming or eating disorders. Students may be recorded as SEMH if they have been diagnosed with attention deficit disorder or attention deficit hyperactive disorder or attachment disorder.
- **Communication and Interaction Needs (CIN)**  
Speech, Language and Communication Needs (SLCN)  
Autistic Spectrum Disorder (ASD)

- **Sensory and/or Physical Needs (SN/PN)**

Visual Impairment (VI) Hearing Impairment (HI)

Multi-Sensory Impairment (MSI)

Physical Disability and medical needs (PD)

There is a graduated response, recognising a continuum to the level of special educational need that a student may present. This response is seen as action which is additional to, or different from, those provided as a part of the school's usual differentiated curriculum and strategies.

### **School identification routines:**

#### **KS2 information:**

- Contact is made with all primaries early in Year 6, and for some individuals Year 5, to identify students who are likely to transfer to Fulford with SEND concerns.
- Secondary SENDCO meets with all Year 6 teachers/primary SENDCOs as a scheduled part of the transition programme.
- Students working below age related expectations are identified for additional support in Year 7.
- Information is shared with all staff prior to the start of Year 7.

#### **Cognitive Ability Tests:**

- All Year 7 students complete CATs tests in September and these results are analysed and concerns identified, particularly regarding setting and possible inconsistencies in student scores.

#### **Reading Age/Spelling Ages:**

- Students complete assessments for these in September of Year 7. Students identified as in need from this are then offered additional support.

#### **Assessment Data:**

- National Curriculum/GCSE prediction data is collected in twice a year. The data for all students is assessed by Curriculum Leaders and SLT and any underachievement or lack of progress identified. The SENDCO also considers SEND students' assessment data separately.

#### **Staff/parental/external agency referral:**

- SEND concerns are logged with the SENDCO and Learning Support team by email, phone, letter, report or meeting.

From these identified routes students may be defined as the following categories:

#### SEND Support

This means that the student receives school based support within the delegated school funding arrangements. Once identified the SENDCO will meet with the parent/carers and plan the next course of action including the potential development of a Pen Portrait. This will be used to inform staff of appropriate strategies to use with the student. Targets are generated through the school's assessment cycle in discussion with appropriate staff.

Progress is reviewed with parents at the appropriate Parents' Evening and Progress Reviews and through necessary meetings. Students are fully involved with the target setting process through form teacher interventions.

#### My Support Plan interventions

Where further support is required, a request for help from external services may follow if this decision is taken at a termly planning meeting or outside of this by the SENDCO. If so then the additional support / adjustments may take place following a period of time where the student is following planned interventions

agreed through a 'MySupportPlan' meeting and reviews.

### Statutory Assessment towards an Educational Health and Care Plan

If, following the levels of support provided through SEND Support and a MySupport Plan, the student demonstrates significant cause for concern or does not make the expected progress, the school may request a statutory assessment from the LA. The views of the parent and of the child are an integral part of the evidence to support this request and are included within the MySupportPlan and through the minutes of the designated meeting with the Educational Psychologist and LA representative.

## **B3 Curriculum access and inclusion**

### **Curriculum Arrangements**

Students are almost entirely fully included in the normal classroom organisation of the school and are provided for by setting arrangements within certain subjects and differentiation of the curriculum where necessary. We have developed a layered approach to provision with whole class, small group and individual teaching. This is documented and evaluated in the annual provision map.

### **Access Arrangements**

The following adaptations have been made to increase access for pupils with physical disabilities.

- Adapted toilet areas
- Ramps and railings and specialist subject equipment
- The more recently built A Block, N block and H Block extension are built to current access legislation and include a lift and accessible toilet. This has also been included in the build for the new Sports Hall.

We have a current Accessibility Plan and suitable Equality Objectives, working towards greater access for all students, which can be found on the Fulford School website. Every effort is made to include students with physical disabilities fully in classrooms. The majority of classrooms are fully accessible to students with limited mobility. In cases where a student's mobility is compromised, timetabling adjustments are made. This is especially important in the Bronte building where we cannot access the upper floors for wheelchair users.

Regarding trips and residential every effort is made to ensure reasonable adjustments are made for participation of all students. Individual discussions with parents regarding the health and safety of the student and others participating in the trip are considered with the trip leader, Deputy Headteacher, SENCO and any other relevant supporting adult and agency.

End of Key Stage 4 and Key Stage 5:

The SENCO will work closely with the Examinations Officer to ensure that adequate support is allowed by the Examinations Boards for students with SEND.

## **B4 Evaluating Success**

The success of Fulford's SEND policy and provision is evaluated and takes account of the following indicators:

- The views of the parents/carers.
- The views of the student.
- Monitoring of classroom practice by SENDCO and subject leaders.
- Differentiated strategies and materials.
- Analysis of students' data and test results.
- For individual students: their progress in relation to learning and development targets.
- For cohorts: the success of students in external examinations including Value Added scores for pupils with SEND.
- Monitoring of the procedures and practice by the SEND Governor alongside the SENDCO and Deputy Headteacher.
- School self-evaluation, including the levels of participation of pupils in school activities and



- destinations at transition point.
- The School Improvement Plan.

## **Section C: Partnership within school and beyond school**

### **C1 Staff Development**

The SENDCO has a specific responsibility to advise colleagues on curriculum developments within subject areas and to initiate, facilitate and participate in staff development both within school and the local area.

### **C2 Links with other agencies, organisations and support services**

This information has been included within the role of the SENDCO.

### **C3 Partnership with Parents/Carers**

An effective relationship with parents/carers and the school is essential for the development of a student with special educational needs and the following procedure is adopted within the school:

- As soon as a student is identified as having a Special Educational Need the parents are invited into school to discuss the way that the parents, student and school may act together to help resolve and support the difficulty.
- The parents are kept informed through parents' evenings and progress reviews and through the circulation of School Reports.
- If a parent/carer contacts school to express a concern about the Special Needs of their child the SENDCO will meet them in school to discuss the matter.
- It is important that parents see the school as a non-threatening environment and so wherever possible they are made to feel comfortable and confident when visiting school.
- The LA SENDIASS Service is available to support parents.

### **C4 The voice of the child**

*'The views of the child should be given due weight according to the age, maturity and capability of the child (UN Conventions on the Rights of the child)'*

All Students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect their evolving maturity. Confident young students, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years.

At Fulford, we encourage students with SEND to participate in their learning by:

- Setting learning targets with their form teacher at an annual Progress Review where appropriate.
- Contributing to their Pen Portrait and discussing their school report.
- Discussing option choices at transition points.
- Contributing to the assessment of their needs in the Annual Review and transition process.
- Students with an EHCP SEN are able to participate in a person centered review. All students are encouraged and helped to prepare their contributions to the Annual Review.
- Taking a pride in their achievements in all aspects of school life.

### **C5 Transfer arrangements**

#### Transition from Key stage 2 to Key Stage 3 - Year 6 to Year 7

In the summer term the SENDCO and a Head of House will visit all Primary Partner schools to speak with the students and key staff. The students also spend a day at Fulford, taking part in a range of curricular activities.

Students with additional needs, who may benefit from extra visits, are invited in during the course of the year to allow them to further adjust to the school.

A member of staff from Fulford attends the Year 6 Annual Review of any EHCP student due to transfer to the school.

Year 7 Annual Review targets are initially taken from the recommendations on Year 6 reviews.

INSET is provided from the appropriate outside agencies to prepare staff for teaching students with additional needs as appropriate.

#### Transition Key stage 3 to Key Stage 4

For pupils in Y9 and beyond it is the aim of the Annual Review to:

- Review the young person's EHCP.
- Draw up and subsequently review the transition plan, involving all agencies that play a role in the young person's life during the post-school years, particularly the Learning and Work advisor.
- Agree an appropriately differentiated curriculum in Key Stage 4, potentially offering the Foundation Learning Programme.

### **Section D: Arrangements for Complaints**

Initially, if advice is sought or concerns need to be expressed, direct contact should be made with Mrs Mehta at school, who will endeavour to resolve any difficulties. If further assistance is required parents should then request an appointment to discuss the problem with the Deputy Headteacher and beyond this with Mr Lewis, Headteacher. It may also be necessary to speak to Mr Smith, Chair of Governors. Complaints should follow the separate Complaints Policy routines as detailed on the website.

Should a complaint be unresolved, despite the intervention and best efforts of the school, parents are able to pursue it through the LA's complaints procedure details of which are available from Mark Ellis, Head of Access, City of York Educational Services (Tel: 01904 554246).

This policy applies to all students at Fulford School.

Through the systems and curriculum described above Fulford School strives towards continuing inclusion to fulfil its mission statement of "realising potential, creating the future".