



The Fernwood School

High Achievement with Care & Discipline for All"

SEND (Special Educational Needs and Disabilities) Policy

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the SENCO.

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The name and contact details of the SEN Co-ordinator

The SENCO at The Fernwood School is Mrs Victoria Steans, who is a qualified teacher. The SENCO can be contacted by telephoning the school, by letter or by email:

v.steans@fernwood.school

The SENCO has completed the National SENCO Award

This policy is written in line with the requirements of:

- ✿ Part 3 of the Children and Families Act 2014
- ✿ Special Educational Needs and Disability Code of Practice 2014
- ✿ The Special Educational Needs and Disability Regulations 2014
- ✿ The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- ✿ The Order setting out transitional arrangements, Section 137
- ✿ The Equality Act 2010

This policy should also be read in conjunction with the following policies: Admissions Policy, Behaviour Policy, Assessment Policy, Equalities Policy, Safeguarding Policy and Homework Policy.

This policy will be reviewed annually.

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that 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 them. A child of compulsory school age or a young person has a learning difficulty if they:

- ✿ Have a significantly greater difficulty in learning than the majority of others of the same age; or
- ✿ Have 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.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We will use our best endeavours to ensure that such provision is made for those who need it.




The kinds of special educational need for which provision is made at The Fernwood School

We recognise that each student is unique; therefore, we aim to provide an education which enables each student to fulfil their potential within a context of respect and tolerance for the differing needs and strengths of each individual.



The Fernwood School is a mainstream school with a Learning Support and Inclusion Faculty. We are committed to a graduated approach to our SEN provision. At the core of that provision is the fact that teachers are responsible for ALL students' progress.

'All children and young people are entitled to an education that enables them to make progress so that they:

-  *achieve their best*
-  *become confident individuals living fulfilling lives, and*
-  *make a successful transition into adulthood, whether into employment, further or higher education or training'*(CoP 2014)

At Fernwood School we have provision in place for students with SEND, either at School Support (K) level, or who have an Education Health and Care Plan (EHCP). We provide support for students Specific Learning Difficulties, Moderate Learning Difficulties, Speech, Language and Communication Needs, Autism Spectrum Disorder, Social, Emotional and Mental Health Needs, Visual Impairment, Hearing Impairment and Physical Impairments. Decisions on the admission of students with an Education, Health and Care Plan (EHCP) are co-ordinated by the Local Authority.

The admission arrangements for students at School Support (K) do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

At The Fernwood School class/subject teachers monitor the progress of all students regularly to review their progress. We also use a range of assessments with all the students at various points including continuous assessment of reading and provide screening and testing for dyslexia, examination access arrangements, and specialist assessments endorsed by the British Psychological Society.

Information about the policy for identification and assessment of students with SEN

At The Fernwood School class/subject teachers monitor the progress of all students regularly to review their progress. We also use a range of assessments with all the students at various points including continuous assessment of reading and spelling ages.

In Year 7, every student completes a reading test. In addition, each department conducts a baseline assessment which, together with prior attainment, allows us to identify students who may require SEN support. The principle of early identification and intervention underpins our approach to identifying those students who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support will enable the student to catch up. Examples of extra support are listed here:

-  1:1 Teacher Support



- ✿ 1:1 Learning support, mentoring and keyworkers for literacy, numeracy, physical impairment and social and emotional difficulties
- ✿ Small group intervention for literacy through Catch Up Literacy, group reading, Fresh Start phonics, "Visualise / Verbalise, numeracy, social skills, handwriting, touch typing and examination access training, and;
 - ✿ In-class support from the Learning Support Team
 - ✿ Homework Club with SEND support
 - ✿ Paired Reading
 - ✿ Physiotherapy and motor skills
 - ✿ Key Stage 3 Nurture Groups focussing on elements of the curriculum and "soft" skills such as organisation, working together, managing emotions, and literacy and numeracy booster classes.

Despite high quality targeted teaching some students may continue to make insufficient progress. For these students, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive specialist intervention from Local Authority agencies such as:

- ✿ Autism Team
- ✿ Learning Support Team
- ✿ Community Educational Psychology Service
- ✿ Inclusive Education Service
- ✿ Sensory/Physical Team
- ✿ Behaviour Support Teams
- ✿ School Health and NHS Services
- ✿ Hospital Home Education Team
- ✿ Alternative Providers

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, written into a Provision Plan and reviewed at least annually, and amended or revised where necessary. At this point, because the student requires additional and extra provision, we will have identified that the student has a special educational need (SEN).

If the student makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.



The Fernwood School offers additional support to families through liaison with the Community Educational Psychology Service (CEPS), the Inclusive Education Service (IES), the Sensory Team, the Autism Team and CAMHS.

How we evaluate the effectiveness of the provision made for students with special education needs with or without an Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the student, parents and class/subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made. The SEN Code of Practice (2014) describes adequate progress as:

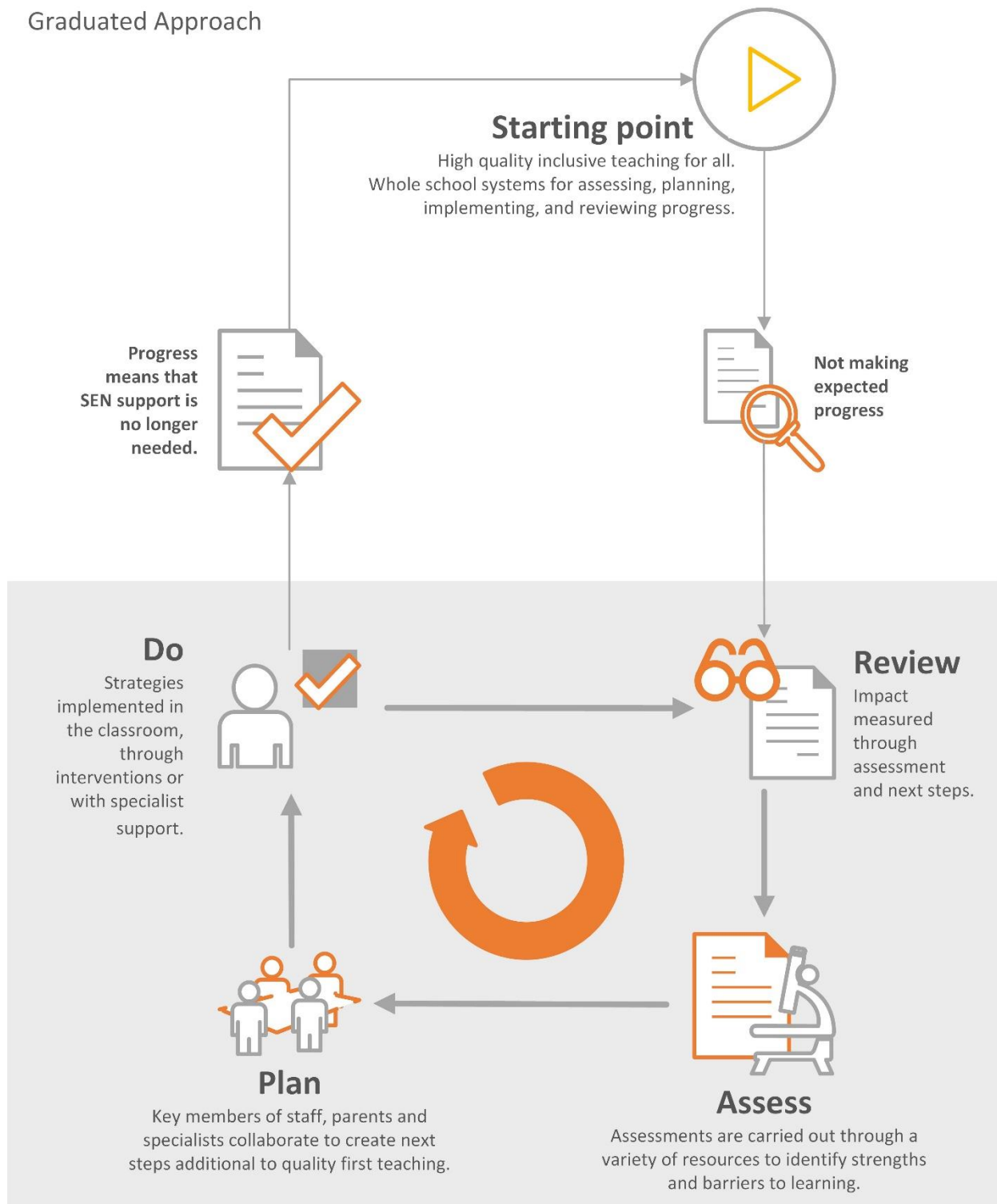
- ✿ Similar to that of children of the same age who had the same starting point
- ✿ Matches or improves on the student's previous rate of progress
- ✿ Allows the attainment gap to close between the student and children of the same age

For students with an Education, Health and Care Plan there will be an Annual Review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.



The Fernwood School

Graduated Approach





Assess:

- ✿ Baseline testing, dyslexia screening, examination access screening, referral to specialist outside agencies, in-house psychometric testing

Plan:

The appropriate course of action for a particular student/group of students with SEN are discussed in:

- ✿ SEND Directed Time (3.30 - 4.30pm every Monday)
- ✿ SEND Link meetings (1 per half term)
- ✿ Team Around the School meetings with outside agencies
- ✿ Teacher meetings regarding a particular child with SENCO and relevant external services

Do:

Nurture sessions, Catch Up literacy, "Visualise / Verbalise" literacy intervention, Numeracy boosters, Fresh Start Phonics, Pathway 3 curriculum, Entry level Maths, 1:1 interventions focussing on EHCP outcomes

Review:

- ✿ Review of impact at the end of an intervention block
- ✿ Provision Plan review including parents/carers at least once an academic year for each student.
- ✿ Key worker check ins at least every term
- ✿ Teacher feedback
- ✿ Keyworker progress/attitudinal monitoring
- ✿ SEND learning walks, work scrutiny and student voice
- ✿ Visiting and revisiting APRI data

The Fernwood School's arrangements for assessing and reviewing the progress of students with special educational needs

Every student in the school has their progress tracked regularly. In addition to this, students with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made, the provision arrangements and planned outcomes will be reviewed and adjusted.

The school's approach to teaching students with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)



'High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.' (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of students. Some students need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, mentoring, small group teaching or the use of ICT software learning packages. These are often delivered by teaching assistants under the close direction of SEN teachers. The class/subject teacher remains responsible for the student's progress.

We have a duty to make arrangements to support students with medical conditions. Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of such students. Where students also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the Healthcare Plan. We will have regard to the statutory guidance supporting students at school with medical conditions.

The school has a consistent approach to managing behaviour. There is a rewards policy documented in the Behaviour Policy which rewards students for positive behaviour. Rewards include praise, Fernwood Award points, special privileges and positive phone calls or letters home. Where behaviour does not meet our expectations, we use a stepped approach including warnings, detentions and report cards. We also promote good behaviour by using appropriate teaching methods, scaffolding work for students' needs and providing positive lunchtime activities. We seek to avoid exclusions by early identification and support of students' needs within school, and by liaison with external agencies including CEPS and by good communication with parents.

We recognise that students with SEND may experience additional barriers to achieving good attendance. We seek to maximise attendance by consistently promoting the importance of excellent attendance, by acting promptly to resolve any issues of concern to students or family, by liaising with our in-house attendance officer and pastoral leaders.

How the school adapts the curriculum and learning environment for students with special educational needs

At The Fernwood School we follow the advice in the National Curriculum Framework on how to adapt the curriculum and the learning environment for students with special educational needs.



We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

'All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the following improvements have been made:

- ✿ Complete refurbishment and extension of the Study Support area including a safe haven for students with additional needs, an intervention space for 1:1 emotional support/mentoring, classrooms for small group interventions, Foundation Learning and Nurture lessons and dual purpose office space/meeting rooms
- ✿ Work on physical environment to improve safety for visually impaired (high visibility markings on steps, posts, entrances and exits, improved lighting etc.)
- ✿ Whole staff input into Provision Plans for students with SEND and low levels of attainment

We have also identified that the following aspects need to continue as on-going priorities:

- ✿ Ensure efficient communication of students' SEND to staff continues
- ✿ Continue to develop foundation curriculum provision for Key Stage 4
- ✿ Continue to increase the provision of assistive technologies including access to laptops and iPads, reader pens, visual impairment technology

Additional support for learning that is available to students with special educational needs

Schools receive funding for SEN students. This funding is used to support and enhance the high quality of teaching at Fernwood. It helps to ensure there are sufficient resources for students requiring special educational provision. The support offered is matched to needs of individual students with SEN and evidenced based. The amount of support required for each student to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request extra funding from the Local Authority through the High Level Needs (HLN) process. The Head Teacher has the final say in the use of any personal budgets within the school.



Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to students at The Fernwood School are available to students with special educational needs. For some students 'reasonable adjustments may need to be made. This is always done in partnership with parents/carers.

A full range of extracurricular activities are available including sporting activities, music and subject specific clubs. We will use our best endeavours to enable access for students with disabilities or medical needs. Parents will be consulted prior to any residential trips in order to maximise accessibility.

Support that is available for improving the emotional and social development of students with special educational needs

An important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance e.g. PD, tutor time and assemblies and indirectly with every conversation adults have with students throughout the day. For some students with the most need for help in this area we can also provide support such as pastoral support and mentoring, support at lunch time when eating, mentoring time with Pastoral Leaders, external referral to CAMHS, a safe haven space for students to use when upset or agitated, time-out cards for students and positive reports. The Pastoral Practitioners provide pastoral support and mentoring for students referred by pastoral leaders. The school is planning to introduce restorative practice during the next academic year.

The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have been fully briefed on the needs of students in the school. Individual members of the Inclusion Team have received training on areas including literacy support, working memory, teaching English as a second language, anger management and autism and anxiety.

When a training need is identified we will find a provider who is able to deliver it. Training providers we can approach are the Community Educational Psychologist Service (CEPS), Speech and Language Therapist (SPALT), Physiotherapist, in-house dyslexia specialist, Teaching and Learning Advisors (Inclusive Education Service), The Sensory Team, The Autism Team and The School Nursing Team.



How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis where appropriate. This could include new technology, specialist software and accessibility improvements, including the new hoist and changing table that has been added to the disabled toilet at reception, in order for the school to be inclusive for wheelchair users. This academic year we have obtained and developed a physiotherapy room with plinth, standing frame and space for storage of specialist equipment.

The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of students at The Fernwood School are invited to discuss the progress of their children on parents' evenings and parents of students in the school receive a summary report in addition to an annual full report. We are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need.

If following this normal provision improvements in progress are not seen, the school will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a student has been identified as having special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Students will be consulted through a conversation with their key worker or a member of the SEN Team.

The arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at The Fernwood School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with their child's form tutor in the first instance. Parents may also contact a Pastoral Leader, the SENCO or Head Teacher to resolve the issue before making a formal complaint to the Chair of the Governing Body.



How the Governing Body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

Professional services purchased are:

Ed Psychology Pack Gold (1 yr) 45hrs/15 sessions/7.5 days
IES Silver Individual Schools (1 yr contract)
SENCO SEN Networks (Annual Package)

The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Ask Us Nottingham provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities. Ask Us aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. Ask Us aims to build partnerships between parents and carers, the Local Authority and schools. Please see the Ask Us website for more details.

The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At The Fernwood School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. On entry to Year 7, the relevant Assistant Headteacher, Head of Year and the SENCO conduct child and parent visits in May-June. Transition arrangements include an induction day for new Year 6 students, conversations with Year 6 teachers, visits to students in primary school settings and personalised transition arrangements as needed e.g. additional induction visits. We will also contribute information to a students' onward destination by providing information to the next setting.

Information on where the local authority's local offer is published

The local authority's local offer is published on

<http://search3.openobjects.com/kb5/nottingham/fsd/localoffer.page?familychannel=8> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

We will publish information on our website about the implementation of the Governing Body policy for students with SEN (SEND Information Report for Fernwood). 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 information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.