

Meeting the needs of SEND learners



Approved by:	Board of Trustees	Date: February 2023
Last reviewed on:	February 2023	
Next review due by:	February 2024	

Contents

Section A. School Arrangements

A1 Definitions, Aims and Objectives	3
Definitions.....	3
Aims	4
Objectives.....	4
A2 Roles and responsibilities.....	5
The School Governing Body	5
The Headteacher – Mr Lewis	5
The Special Needs Co-ordinator – SENDCO Mrs Anna Mehta	5
Teaching and Support staff within the school.....	6
Teaching Assistants	7
The Lead Practitioner in Charge of the Enhanced Resource Provision for Autism... Error! Bookmark not defined.	
A3 Co-ordinating and Managing Provision	7
A4 Admission arrangements.....	7

Section B: Identification, Assessment and Provision

B1 Allocation of Resources.....	8
B2 Identification, assessment and provision.....	8
School identification routines:	9
B3 Curriculum access and inclusion.....	10
Curriculum Arrangements	10
Access Arrangements.....	10
End of Key Stage 4 and Key Stage 5:.....	11
B4 Evaluating Success	11

Section C: Partnership within school and beyond school

C1 Staff Development.....	11
C2 Links with other agencies, organisations and support services	12
C3 Partnership with Parents/Carers.....	12
C4 The voice of the child	12
C5 Transfer arrangements.....	13
Transition from Key stage 2 to Key Stage 3 - Year 6 to Year 7	13
Transition Key stage 3 to Key Stage 4	13

Section D: Arrangements for Complaints.....

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

Section A: School Arrangements

A1 Definitions, Aims and Objectives

The majority of students will learn and progress within their curriculum lessons, with teachers taking into account the range of abilities, aptitudes and interests of the individual student. Our SEN policy and information report aims to:

- › Set out how our school will support and make provision for pupils with special educational needs (SEN)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- › [The Equality Act 2010](#)
- › [Supporting pupils with medical conditions at school 2017](#)

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** which impacts the young person's ability to access education.
- **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 in the South York MAT.

Aims

The aims for students with special needs are the same as the aims for all students in the South York MAT. 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 within 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 at 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 schools

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 to enable all members of staff to support students 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. The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

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 improvement 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.

Each school within the Trust has a Governor responsible for SEND. The Governors will be kept fully informed of the procedures for meeting the needs of students with Special Educational Needs.

The Headteacher

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 Headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The Special Needs Co-ordinator – SENDCO

The key responsibilities of this role are:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

Teaching and Support staff within the school

Provision for pupils with SEND is a matter for the school as a whole. Each 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:

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

The Curriculum Leader is responsible for:

- Monitoring 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.
- 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.

The pastoral teams are responsible for:

- The achievement, progress and destinations of all students in their year group.
- The pastoral care of all students in their year group alongside the DSL and DDSL.

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, and the SENDCO. 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 SENCo or Deputy SENCo.
- Leading and developing skills for students student to develop independence skills.
- Supporting students to be able to contribute to their Annual Review and reviewing their Pen Portrait or Learning Plans.
- Undertaking training in order to develop their skills in supporting students with SEN or disabilities.

A3 Co-ordinating and Managing Provision

Inclusive practice is an integral part of the School Improvement Plan. The SENCo 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 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

SYMAT strives to be a fully inclusive Trust. 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 and school 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 the school is unsuitable to the young person's age, ability, aptitude or special educational needs or attendance at the school is incompatible with the efficient education of other students, and where there are no reasonable steps that can be taken to prevent this incompatibility.

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, and Deputy SENDCo.
- 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_thresholds

B2 Identification, assessment and provision

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

- **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)

The SEN needs listed above are those defined within the Code of Practice and by the DfE, at Fulford we understand that not all students will use these terms and definitions and we will work with students on how they would like their individual needs to be referred to e.g. autism rather than ASD.

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 needs.
- 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 at 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 class groupings and possible inconsistencies in student scores.

Reading Age/Spelling Ages:

- Students complete assessments to assess their reading age at regular intervals during their time at Fulford. Students identified as having a reading age which could impact their ability to access the curriculum 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.

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. The SENCo and Deputy SENCo regularly meet with the parent/carers and plan any additional support 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 through necessary meetings.

Learning Plans

When there is a request for input from external services, adaptations are made to the timetable or a very high level of additional support is required in school, this additional support / adjustments may be agreed through a Learning Plan. The SENCo or Deputy SENCo will meet with the young person, their family or external services to reviews and monitor the impact of additional support which is put in place.

Statutory Assessment towards an Educational Health and Care Plan

If, following the levels of support provided through SEND Support and a Learning 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 through the minutes of the designated meeting with the Educational Psychologist and LA representative.

B3 Curriculum access and inclusion

Curriculum Arrangements

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

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. We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops / ipads, coloured overlays, visual timetables, larger font, radio aids etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › All teaching staff have received training on responsive teaching and metacognitive strategies to support SEND students in their classes.

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 Sports Hall, A Block, N block and H Block extension are built to current access legislation and include a lift and accessible toilet.

We have an 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 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 until the new lift has been built and fitted.

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, Assistant 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 SENCO 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 SENCO 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 SENCO 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 SENCO.

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 to discuss the way that the parents, student and school may act together to support the difficulty.
- Parents are kept informed through parents' evenings 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 SENCO or Deputy SENCO 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. More information on the support SENDIASS can provide can be found [here](#).

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:

- 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 or individual learning plan 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 SENCo, Assistant Head and Head of Year will speak with 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 a personalized adapted curriculum offer, which may include the Level 1 certificate in WorkSkills.

Section D: Arrangements for Complaints

Initially, if advice is sought or concerns need to be expressed, direct contact should be made with the SENDCO 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 Headteacher

It may also be necessary to speak to 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 in the Trust.