# Special Educational Needs and Disabilities (SEND) Policy

**'Building for Successful Futures'**

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| **Formally adopted by the Governing Board of** | **Fred Nicholson School** |
| **Co Chair of Governors** | **Jill Wilson and Matt Ridley** |
| **Policy Holder** | **Headteacher – Heidi Philpott** |
| **Policy Contributors** | **Assistant Headteacher – Jade Peruzzi** |

## 1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life [mainstream schools add:] so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Secondary schools only: Help pupils with SEND make a successful transition into adulthood
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Definitions

A pupil has special educational needs (SEN) if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 3. Vision and Values

Fred Nicholson School is a Complex Needs School. All pupils who attend Fred Nicholson School have an Educational, Health and Care Plan and are considered pupils with SEND.
Our school vision is 'building for successful futures'. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We aim to

work collaboratively to provide all our pupils with outstanding teaching, support and pastoral care, delivered through a purposeful and bespoke curriculum.

We recognise that:

- everyone is an individual
- everyone has a right to learn
- and everyone can be an active member of our community.

We support this by:

- enabling our children and young people to self-regulate
- teaching our children and young people to be safe, ready and respectful
- creating a happy, caring and kind culture
- embedding independence, confidence and communication
- inspiring ambition

## 4. Legislation and Guidance

This policy 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

## 5. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all pupils are included in all aspects of school life.

## 6. Roles and Responsibilities

As a Complex Needs School, the school does not have a designated Special Educational Needs Coordinator role, as all pupils in our school are pupils with SEND and so this forms part of our whole school ethos and practice led by the Headteacher. All pupils who attend Fred Nicholson School have an Educational, Health and Care plan as per our Admissions Policy.

### 6.1 The Headteacher:

The headteacher will:

- Determine the strategic development of the SEND policy and provision within the school  Work with school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's budget and any additional funding allocated by the LA to support individual pupils
- With the leadership team, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

### 6.2 The Governing Board:

The governing board is responsible for making sure the following duties are carried out:

Co-operate with the LA in reviewing the provision that is available locally and developing the local offer

- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Provide an annual report for parents on their child's progress
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Determine their approach to using their resources to support the progress of pupils with SEND

### 6.3 Teaching staff:

Each class teacher is responsible for:

- Planning  and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach

- 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 consider how they can be linked to classroom teaching
- Working with the leadership team to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

**6.4 Parents and carers:**

Parents and carers should inform the school if they have any concerns about their child's progress or development. Parents and carers will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

Parents and carers will:

- be invited to attend their child's annual review meeting
- asked to provide information about the impact of SEN support outside of school and any changes in the pupil's needs
- given the opportunity to share their concerns and, with school, agree their aspirations for their child
- be given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

**6.5 The pupil:**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

As a Complex Needs School, our universal approach and provision is designed to meet the needs of pupils with SEND. This is promoted through:

Personalised Learning Plans for each individual pupil

- Ongoing review and assessment of pupil's EHCP targets and outcomes

- Medical Care Plans, Intimate Care Plans and Individual Risk Management Plans where required for individual pupils
- Bespoke and purposeful curriculum offer for all pupils designed around the areas of need identified in EHCPs
- In class sensory support
- In class social, emotional and mental health support, including the use of Zones of Regulation
- In class total communication approach and communication support
- Access to designated spaces in school to promote regulation and promote positive behaviour
- Support from the Learning Support Team where appropriate

Where a pupil's needs can not be met as part of our universal offer, targeted or specialist interventions or provisions will be used in addition to the universal offer. This may include:

- Individually bespoke timetables or curriculum offer
- Modified or part-time timetables
- Bespoke 1:1 or small group interventions
- Access to additional programmes to support sensory or physical needs
- Directed off-site provision to support behaviour
- Use of unregulated alternative provision
- Access to external support services (see section 9)

Training will regularly be provided to teaching and support staff. The headteacher and leadership team will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. This will be delivered through in-house training, outside expertise or attending external courses and conferences, examples of which include:

- Norfolk Steps Training
- General and specific medical training, e.g. Admin of Meds, Epilepsy, Diabetes
- Sensory and Communication based training, e.g. Sensory Circuits, PECS, Signalong
- Knowledge of and teaching strategies in response to a range of special needs
- Developing good practice through peer monitoring and links with other schools

## 9. Links with external professional agencies

Wherever necessary the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners and paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## 10. Admission and accessibility arrangements

Please refer to our separate Admissions Policy and Accessibility Action Plan.

## 11. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or Area Manager. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

## 12. Links with other policies

- Admissions Policy
- Accessibility Action Plan
- Complaints Policy
- Commissioning Unregulated Alternative Provision Policy
- Curriculum Policy
- Promoting Positive Behaviour Policy

**Equality Impact Statement**

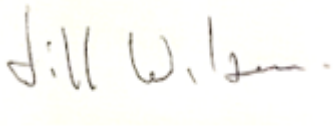
***The Head Teacher has reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. The Head Teacher believes that the policy reflects a positive attitude and approach to all members of the school community.***



Heidi Philpott
Headteacher

**Policy approved by:**





Matt Ridley
Co Chair of Governors

Jill Wilson