

The Friary School

SPECIAL EDUCATION NEEDS / DISABILITIES (SEND) POLICY

We are very proud of our SEND provision and our inclusive approach supports our SEND students in making consistently strong progress during their time with us.



Part I - Introduction

The Friary School, as part of Primitas Trust, adheres to the MAT's Special Educational Needs Policy. This document outlines the expectations for the provision of special educational needs and disability in our school. The key pledges are:

- It is the aim of The Friary School to provide every student with the best education possible. We promote a fundamental belief in the equality of opportunity in the classroom and throughout The Trust (for more information see our Equalities Policy). All students should be fully included into the life and curriculum of our academy's communities. Reasonable adjustments will be made so as all students can be fully included.
- The school will ensure all of our children and young people access their entitlement to receive quality first teaching so that all pupils make good progress and realise their full potential.
- Our school offers a rich and varied curriculum that will be accessible to all abilities and needs.
- School works in partnership with parents, carers, children and young people in developing those abilities and meeting the needs.

This document fulfils the statutory requirement for each school to outline their personalised Special Education Needs and Disability Procedure in their SEND information report.

Definition of SEND

The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code. It was updated in January 2015 and revised again in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014.

The Special Educational Needs (SEN) Definition from SEN Code of Practice (p15) 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 him or her;
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age,
or
 - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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

Parents / carers and staff will be informed that a child may have special educational needs and / or disabilities, and will be made aware of what appropriate support has been identified to meet the child's needs. Parents / carers and students will have the opportunity to discuss this provision.

A lack of adequate progress may be indicated by:

- little or no progress despite the use of targeted teaching approaches

- working at levels significantly below age expectations, particularly in literacy or numeracy
- presenting persistent emotional and / or behavioural difficulties, which have not been managed by behavioural strategies usually employed
- sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment
- poor communication or interaction, requiring specific interactions to access learning.
- having medical needs, including mental health problems, which mean that a student is unable to access education in school.

Delivering SEND Provision

The school delivers its SEND provision through:

- Identifying and assessing individual student's needs and / or disabilities
- Reporting of students' needs to members of staff
- National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans
- Delivering an appropriate (but not specialist) curriculum, taking into account:
 - Suitable teaching materials
 - Effective, adapted teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
- Providing learning support through:
 - Curriculum development
 - INSET
- Using outside agencies where necessary
- Monitoring individual progress and making revisions where necessary
- Ensuring that parents / carers understand the process and involving them in the support of their child's learning
- Encouraging students with special educational needs and / or disabilities to actively participate in all decision-making processes and contributing to the assessment of their needs, the reviews and transition process
- Making regular reports to governors regarding special educational needs and / or disability issues to raise awareness and to aid implementation of processes and procedures.

SEND Information

The Friary School is proud to have traditionally published SEND Policies (and other SEND information) containing far more detail than is statutorily required of schools. As a consequence, this document is longer and more detailed than those of many other schools. Should you have any queries or questions, please contact the SENCO (see next page).

The remaining four parts of this document are:

- **PART II - Structural Arrangements** (responsibilities, inclusive ethos and complaints)
- **PART III - Identification, Assessment and Provision** (transition, screening and the graduated response)
- **PART IV - Partnerships** (who works together, how and why)

PART II - Structural Arrangements

SENCO

The Special Educational Needs Co-Ordinator is Mrs Lucy Eagland and she can be contacted via school reception (Tel - 01543 267 400). Mrs Lottie Hearn is the Deputy Headteacher and a trained SENCO and is also a useful contact.

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs and / or disabilities are given below. They are in accordance with Code of Practice guidelines and school job descriptions.

The Headteacher will:

- Have regard to the Special Educational Need and Disabilities (SEND) 2014 Code of Practice in school planning;
- Determine the use of financial resources, staffing levels and staff deployment;
- Support the SENCO in compiling the school information report and ensure it is reviewed and updated at least annually and published on the school website;
- Ensure staff development, in-service training for Governors, teachers and teaching assistants;
- Ensure that the SENCO is a trained teacher who completes a National Award in Special Educational Needs Coordination in the required timescale.
- Ensure the environment is conducive to effective learning for all children and young people.
- Appoint a Governor to support and challenge provision and impact of provision for SEND students, particularly those students eligible for pupil premium and on SEND register and report back to the full governing body;

The Trust expects Governors to:

- Have regard for the Code of Practice in all decisions;
- Appoint the person responsible for the special needs (SENCO), who must be a teacher and ensure the SENCO has sufficient time to carry out the strategic role
- Agree the school's offer for students with special educational needs and disability (to be published on the school website);
- To monitor performance regularly of students with special educational needs or a disability;
- Have in place arrangements for dealing with complaints from parents with SEND students;
- Ensure the Public Sector Equality Duty is complied with, in particular monitoring progress towards the equality objectives relating directly to students with a special educational need or disability.
- Ensure the environment is conducive to effective learning for all children and young people.

Our named Governors for SEND are Gillian Findlay and Nicola Townsend.

The SENCO will:

- Ensure a consistent whole school approach to special needs and disability.
- Ensure parents, carers and young people are fully involved in the decision-making process about their child's education.
- Ensure high quality teaching is adapted and personalised to meet the needs of all children and young people.
- Monitor the quality of teaching, impact of interventions and standards of students' achievements.
- Support all staff in the identification, assessment, planning and evaluation process.
- Maintain the upkeep of an appropriate special educational needs register and review when necessary.

- Ensure the specific needs of all students with SEND are communicated to all relevant staff especially staff new to the school and those working in a supply capacity
- Review at least annually the school's information report which outlines the support and provision available in the school for students identified with special educational needs or disability.
- Present an annual SEND Report to Governors.
- Seek advice and support from other agencies.
- Ensuring SEND students participate in a full range of activities, including examinations in school and in addition to the curriculum. (transport, educational, recreational and social)
- Continuously review the appropriateness and success of interventions. Continuously review the environment and have in place ways to check the environment allows full learning opportunities for all children and young people

Teachers will:

- Take responsibility for the needs of all the students.
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs.
- Plan for the needs of all students.

The Trust expects parents and carers to:

- Be fully involved in the identification, planning and evaluation process
- Communicate regularly with the school.

Subject Leaders will:

- Interpret the school's special educational needs and / or disabilities policy as departmental practice
- Ensure appropriate curriculum provision and delivery clearly stated in their schemes of work
- Ensure appropriate teaching resources for students with special educational needs and / or disabilities are purchased from departmental capitation
- Raise awareness of departmental responsibilities towards special educational needs and / or disabilities issues with their teams

Heads of House will:

- Track progress of students with SEND in liaison with the SENCO and SLT
- Liaise with the SENCO about required interventions
- Maintain regular contact with parents and students, ensuring that information about school and its events are passed on and that reintegration plans are made, including reduced timetables if appropriate and facilitate contact with peer groups
- Access, when appropriate, the Careers Service, via the school's referral system
- Liaise with relevant members of staff, including SENCO, and Student Support Officers

Teaching Assistants will:

- Support students with special educational needs
- Plan and deliver an intervention programme where appropriate
- Monitor progress
- Assist with drawing up individual support plans/classroom support plans for the students they are responsible for
- Contribute to the review process
- Work with small groups in or out of the classroom, under the direction of the class teacher.

Admission Arrangements

Admission arrangements are outlined in the school's admissions policy.

SEN Specialisms

The school:

- is a designated “Pathway” school which caters for students with physical difficulties;
- does not have any SEND specialisms, or special units attached to it;
- is a mainstream setting, able to meet the needs of most students using reasonable adjustments.

Special Facilities

Work has been completed in order to adapt most of the premises to assist students with mobility problems and some specialist resources have been purchased. These special facilities are reviewed annually.

Inclusion

At The Friary School, all students – irrespective of ability, race, gender or need – are respected and valued as complete individuals. This is reflected in the school’s organisational and curriculum structure, its assessment and rewards systems, and the arrangements made for careers advice. Students with special educational needs are integrated and included into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice
- the school, its students, their families and our community should work together for the common good.

Students with SEND are able to access and engage with the same activities as their peers.

The School has a Designated Teacher for Looked After Children, and work closely with the Virtual School, care givers and social workers to support any students with SEN who are looked after.

Students who are EAL (English as an Additional Language) are not automatically considered to be SEN. On arrival at The Friary School, we will assess their level of English language using guidance and training from The Bell Foundation and seek to provide relevant EAL teaching strategies via Quality First Teaching. In some cases, we will look to utilise more focussed EAL interventions to support language acquisition.

Students with Medical Needs who are Absent from School

Medical conditions may have a significant impact on a student’s experiences and the way they function in school. For example, a condition may affect cognitive or physical abilities, behaviour or emotional state. The effects may be intermittent and their impact on the student can vary at different stages in their school life. The school aims to ensure that students are not disadvantaged because of ill health and that they have the opportunity to fully demonstrate their abilities at public examination level.

The Examinations Officer will:

- apply to the Examination Boards if candidates need to take public exams at home.
- liaise with the Home Tuition Service when required.
- make arrangements for temporary illness and disability e.g. the use of an amanuensis, the delivery of examination papers to hospital.
- submit a Special Consideration Application in the case of illness during an examination, or absence.

Complaints Procedures

Initially, all complaints from parents or carers about their child's special needs provision is made to the SENCO, who follows this up with relevant staff. However, if a parent is not satisfied with the response given, the Complaints Procedure outlined on the school website may be followed.

Monitoring and Evaluation of the Policy / Report

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents, particularly at Review meetings
- Recorded views by teachers on students' competence, confidence and social acceptability
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate.
- Evidence of planning and targeted expenditure for special educational needs and / or disabilities by departments
- SENCO reviewing procedures in consultation with subject leaders, Heads of Year and outside agencies
- Feedback from Special Educational Needs representatives
- Number of complaints received

PART III - Identification, Assessment and Provision

Identification

The school uses the graduated response as outlined in *The SEN Code of Practice* (2015). To help with this process, various screening procedures are used and Subject Leaders receive copies of the assessment scores which are then disseminated to teaching staff.

New Intake Students in Year 7

Primary Liaison

Feeder primary schools are visited / contacted prior to transfer. Any student who is identified as SEN 'K' is referred to the SENCO. Further information is requested from the primary teacher / SENCO.

The LEA should notify school about students who are transferring with EHCPs when that plan is reviewed in Year 6. Where practicable, the SENCO (or nominated substitute) attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

Where it is appropriate, the school may object to being named on a Plan. This will happen if: the school is unsuitable for the SEN of the young person; if the attendance of the young person would be incompatible with the efficient education of others; or if the attendance of the young person would be incompatible with the efficient use of resources. This is the statutory definition for the grounds of an objection.

During Y6 transition, parents of SEN students have opportunities to attend extra visits to discuss planning for suitable provision within our setting. We will also review how well your child has settled into school in early September at a Y6 Tutor Evening.

Students with identified medical needs are supported so they can access the day to day curriculum and extra-curricular activities including school trips (see 'Supporting Students with Medical Conditions Policy' on our school website policies page <https://www.friaryschool.co.uk/policies/>).

Initial Screening

All students are screened in September of Year 7 using standardised literacy and numeracy screeners. Students also take a range of Cognitive Ability Tests (CATs). This data, along with KS2 information, is used to identify individual students with particular needs. From the information gathered, the students are put into appropriate sets in some subjects.

Screening in Other Year Groups

Year 8

All students are re-tested using standardised literacy and numeracy screeners at the start of the academic year. Subject assessments will also be taken in account.

Year 9

All students are re-tested using standardised literacy and numeracy screeners at the start of the academic year. Subject assessments will also be taken in account.

Students identified as currently or potentially requiring reasonable adjustments as their normal way of working and in turn for external exams are tested to inform access arrangements.

Year 10 & 11

Year 10-11 students continue to be monitored. The process of assessment for potential access arrangements continues throughout the year in preparation for end of KS4 exams.

Year 12 & 13

Some students will be re-assessed for access arrangements when sitting post-sixteen qualifications. These will normally be students who had qualified for access arrangements at GCSE. Where concerns are raised regarding how well a student is accessing their work, we will investigate through further testing.

Students who join the school after September of Year 7:

If no school records follow the student, then CAT tests are used in order to ascertain levels and set future targets.

Individual assessments may also be carried out.

Individual Assessments, Diagnoses & Access Arrangements

Individual assessments may be used, at the SENCO's discretion, to investigate potentially unmet needs where concerns have been raised. Individual assessments may also be used to investigate whether exam access arrangements are appropriate. However, the school does not diagnose conditions such as ASC, ADHD or dyslexia. These can only be diagnosed by qualified professionals from appropriate services.

Access Arrangements which may be needed for external examinations in KS4 are identified through internal data, information from class teachers and ultimately the psychometric assessments to determine any barriers that can be reduced by Access Arrangement provision. This process is likely to start at the end of Year 9 and continue in Year 10 in order to comply with the two-year cycle for which Access Arrangements are valid. Access Arrangements are re-considered for external examinations in KS5.

Referrals

Staff

Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced.

An observation, and/or review of the available evidence, may then be carried out.

Referrals by Parents

An expression of concern may be made by a student's parent. Once information is gathered, the process is the same as for staff referrals.

Provision

Teaching students with special educational needs and / or disabilities is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at The Friary School learn and progress through these adapted arrangements.

Once a student who may have special educational needs and / or disabilities has been identified a Graduated Response is adopted, providing a level and type of support, which will enable the student to achieve adequate progress. This provision is identified and reviewed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response

The Local Education Authority (LEA) expect educational settings to provide special educational needs (SEN) support for a child if their educational needs mean that they require additional or different support that is generally given to most children or young people of the same age. This is referred to as the graduated response.

SEN support has a clear cycle of assessment of progress, planning and putting in place the appropriate support, and reviewing a child or young person's progress. This is known as 'Assess, Plan, Do, Review'.

For most students with special educational needs, the cycle of 'Assess, Plan, Do, Review' will take place at classroom level, with the subject teacher(s) assessing progress, planning and providing teaching to enable students to make progress, and then reviewing what has been achieved, and what next steps are required. Teachers will evidence provision on their Classroom Support Plan (CSP).

In a small number of cases a child or young person may require a higher level of specialist resourcing which is different from, and additional to, that which is usually provided in school. It may be necessary for the local authority to complete an Education and Health Care Needs Assessment in order to determine whether it is necessary for provision to be made through an Education and Health Care Plan. Where this is the case, the school will first apply to the Staffordshire SEND and Inclusion Hub who will then give approval for consideration of EAPDR (Enhanced Assess Plan Do Review). This will then enable the school and the local authority to begin implementing support in preparation for the EHCNA.

Broadly, criteria for a graduated response might be:

- Reading and spelling scores (in the low 80s or below and / or less than 9 years 6 months)
- Low numeracy scores
- Scoring 90 or below in Key Stage 2 SATs
- Class teacher observations and assessment
- Information received from primary school during transition.
- Concerns regarding engagement with learning.

If cycles of reasonable adjustments in the classroom do not allow for good progress, additional provision from within the school's resources is identified to help meet the student's needs and / or disabilities. Interventions may include:

- Support within the classroom with the school's Teaching Assistants
- Teaching in smaller groups

- Attendance at Literacy and/or Maths Booster and/or paired reading
- Specialist English and Maths sets with a focus on improving basic literacy and numeracy skills.
- Speech and Language input from a qualified provider
- Change of grouping to appropriate teaching level/sets
- KS3 intervention classes, where appropriate
- Additional staff training.

The Individual Support Plan (ISP) is revised and new strategies put in place, following involvement of student and parent in the process. There will be termly opportunities for students to reflect and feedback on their provision.

External Support

Where students fail to make adequate progress, despite additional provision in school, the school may seek the advice and involvement of external support services.

They may be asked to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff.

Statutory Assessment / EHCPs

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent may decide to request that the LA undertakes a statutory assessment. This may lead to the student being issued with an Education Health and Care Plan.

Students with EHCPs will have support put in place that reflects the support identified within the EHCP. Occasionally, a Teaching Assistant may be allocated to provide in-class support or 1:1 and small group provision. Where TA support is allocated, there is no guarantee of exclusivity. The process of target setting, monitoring and reviewing remains the same as at SEN Support and Teaching Assistants are fully involved.

Individual Support Plans and Reviews

The **additional or different** strategies that will be employed **for some students** at SEN Support and for those with EHCPs are recorded in an Individual Support Plan (or ISP), reflecting provision that is additional to, or different from, normal differentiated provision. **Not** all students with Special Educational Needs and / or Disabilities have an ISP but their progress is closely monitored.

Contents of the Individual Support Plan include:

- Assessment of need
- Reasonable adjustments to be used including Quality First Teaching strategies
- Review of progress and updated targets

A Classroom Support Plan is drawn up by subject teachers to facilitate effective Quality First teaching. These are reviewed by the leadership team and SENCO.

There is regular review of provisions and progress involving parents, students and teaching staff throughout the year. Information gathered is used to inform updates of individual support plans.

Teachers and Teaching Assistants support students with contributing their views, through termly review. A child centred approach is taken for any review of provision, ensuring that what is best for the child is at the forefront of decisions.

Continuous Monitoring of Individual Progress

Monitoring of individual progress is through reviews, subject teacher comments in reports and at Parents' Evenings, screening tests and through procedures described in the School's Assessment Policy.

Provision of an Appropriate Curriculum

Through their departmental development plans and SEND statements, provision for students with special educational needs and / or disabilities is regularly reviewed and revised.

It is the responsibility of individual departments that the requirements of the National Curriculum are met for those students with special educational needs and / or disabilities.

Provision of Learning Support

The Learning Support Department can help subject areas in the following ways:

Curriculum Development

- Planning with individual members of staff / departments
- Selection / design and preparation of suitable materials
- Selection / design of teaching strategies.

Withdrawal

- Some students with special educational needs and / or disabilities may be occasionally withdrawn for small group / 1:1 sessions with the school's Teaching Assistants or other members of staff.

SEN In-Service Training

- The SENCO and Senior Leadership Team provide INSET for ECTs/NQTs and other new staff at the school on SEND procedures at The Friary School
- Individual departments can ask for INSET from the SENCO
- Whole-school INSET, focusing on specific special educational needs and / or disabilities is included, where appropriate, on staff training days. There will always be CPD on SEND, new students and procedures during the September INSET days at the start of the academic year.
- Each year we offer specific training on specific learning needs such as dyslexia, autism and ADHD.

Allocation of Resources

The school is funded to meet the needs and / or disabilities of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry
- High Needs Funding for specific students to meet their assessed needs and / or disabilities

Capitation

The SENCO is allocated a departmental capitation.

Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for SEND students. A list of all such items is given to the SENCO.

PART IV - Partnerships

Partnerships in School

- The SENCO liaises with other members of the Inclusion Team including: Leads for Safeguarding, Behaviour and Attendance as well as the Student Support Team and the Heads of House. Information and concerns are always discussed with the appropriate staff.
- Student concerns are discussed at weekly Inclusion and Safeguarding Team meetings between the Deputy Headteacher, the SENCO and SLT members in charge of attendance, behaviour and safeguarding.

Partnerships with Parents

- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers. Their views are sought via surveys and questionnaires
- Parents are encouraged to attend our SEND parent workshops when they are relevant to their child's specific learning needs.
- Parents are supported in accessing the Staffordshire County Council local offer (<https://www.staffordshireconnects.info>).
Where further support is required for accessing information and completing paperwork/forms, guidance is given via face-face meetings or phone calls with the SEND team.
- Parents are informed when an adjustment is made to their child's provision; their views, and that of their child, are sought and taken into account
- Parental views are recorded as part of EHC Review procedures
- Parents are actively encouraged to help with for example, hearing their child read, support with homework and organisation. Information for parents is available on the school website
- Parents will support their child by ensuring they attend school and work with us when there are concerns regarding attendance.
- Effective communication is achieved through regular contact with home via, letters, telephone calls, e-mails and the student's planner. Where parents whose first language is not English we will endeavour to provide access to translation resources in order to effectively communicate where appropriate.
- Meeting new parents at the Prospective Parents' Evening in the summer term prior to transfer.

Partnerships with Students

- Students are actively encouraged to be involved in decision making by attending all EHC Reviews and to be involved with negotiating their individual targets
- Student views are recorded as part of the EHC Review process; their views are valued and listened to
- Students' views are gained through surveys and questionnaires.
- Students are encouraged to reflect on their learning and progress, as well as their wellbeing, safety and future plans
- Students are informed when an adjustment is made to their provision; their views and any concerns are sought and taken into account.
- There are wider opportunities for students to be involved in student leadership and school council opportunities through the House system.

Partnerships with External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student.

The main external support agencies used by The Friary School include:

- Educational Psychologist Service
- Behaviour Support Service
- Occupational Therapist
- Speech and Language Therapist
- Special Educational Needs & Disabilities Support Service
- The Bridge Short Stay School, and Outreach Service
- Careers Service
- The School Nurse
- CAMHS
- Children and Young Person's Autism Service
- Action for Children
- Malachi
- Early Help Team
- Family Support Team
- Social Workers
- Autism Inclusion Team

The school shares data on the levels and types of need in school with appropriate bodies, such as those who have responsibility for strategic planning on a wider basis. This would include the LEA and the District SEND / Inclusion Hub. This data is also collected through the School Census and is used to produce the national SEN information report.

Partnerships with Other Schools

The SENCO liaises with other SENCOs:

- From within the Trust and other local secondary schools to discuss local and national SEND issues
- At LA-run SENCO Network and Inclusion Meetings
- On the transfer of a student with special educational needs and / or disabilities.

Transfer Arrangements

All documentation about special needs and / or disabilities included in a student's record is transferred between schools. Specific enquiries are dealt with by the SENCO.

The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to post-16 placements and further education institutions.

Reviewed By	Full Governors	Implementation Date	Sept 2024	Review Date	Sept 2025
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