

## Special Educational Needs and Disability Policy

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### Information about the policy

Fortismere School values the abilities and achievements of all its students, and is committed to providing the best possible environment for learning for every student. The school believes in the potential for the learning of all students and aims to meet the needs of the entire range by ensuring that they are given equal opportunities in every aspect of life. Inclusion is a process by which the school develops its cultures, policies and practices to include students.

The Governing Body, in co-operation with the Co-Headteachers and in accordance with the Education Act 1996, Children and Families Act 2014, SEND Code of Practice 2015 and Equality Act 2010, determine the school's policy and approach to provision for students with additional needs. They will establish the appropriate staffing and funding arrangements and maintain an oversight of the school's work, and liaise with the Co-Headteachers, the Assistant Headteacher (Learning Inclusion (LINC) and SENDCo) to affect this.

### This policy is based on the following principles:

- That all students are capable of achieving their potential.
- Students with Special Educational Needs and Disabilities (SEND), whether in receipt of Education, Health and Care Plans (EHC Plan) or not, include those with learning difficulties, physical and sensory impairment, social, emotional and behavioural difficulties.
- The teaching and support for all students, whether they have additional needs or not, is the responsibility of all staff.
- All students identified as having SEND should have full access to a curriculum which is broad, balanced, relevant and appropriately differentiated in accordance with their needs, ensuring that they make sustained progress.
- Fortismere School aims for all students with SEND to be fully integrated into the educational and social life of the school as appropriate.
- Meeting the needs of SEND students will be a three-way partnership between the student, their parents/carers and the school. Where appropriate, external services will also be involved.

### Definition of special educational needs

For the purposes of this policy, students are deemed to have special educational needs if they:

- Have significantly greater difficulty in learning than the majority of students of the same age, either temporarily because of medical or social or emotional difficulties or permanently;
- Have a disability which either hinders or prevents them from making use of the educational facilities that would usually be provided for students of the same age

More information can be found in the statutory guidance *Special Educational Needs and Disability Code of Practice 0 to 25 years: statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities* [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **Duties in relation to students with SEND**

All teachers are teachers of students with SEND and are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. All staff are made aware of procedures for identifying, assessing and making provision for students with SEND, and have access to information regarding strategies to use to help meet the needs of students.

### **Our Teachers:**

- Have good knowledge of the students they teach with SEND.
- Provide work that is appropriately differentiated to the student's needs.
- Adopt classroom management strategies and make practical adjustments to support students with SEND.
- Closely monitor the progress of their SEND students.
- Liaise with LINC Department on a regular basis and alert the SENDCo if they have concerns about the progress of a student with SEND.

### **Our Special Educational Needs & Disability Co-ordinator (SENDCo) is responsible for:**

- Co-ordinating provision for students with SEND.
- Liaising with, and advising, fellow teachers and support staff.
- Managing support staff.
- Liaising with parents/carers of students with SEND.
- Liaising with external agencies to best support our students needs.

### **Our Co-Headteachers:**

Have the ultimate responsibility for line-managing inclusion and take all steps required to ensure that the provision for students with SEND is being met and that these students are fulfilling their potential.

### **Our Governors**

We have a named SEND governor, who meets regularly with the SENDCo and ensures the school is held to account in terms of its responsibility for students with SEND.

## **Key staff**

The Fortismere Learning Inclusion (LINC/SEND) Team is:

- **Assitant Headteacher, LINC and SENDCo:** Nofer Fari
- **Deputy Headteacher and line manager for LINC:** Stewart Hesse
- **Deputy SENDCO:** Marian Nankervis
- **SEND Teacher and Access Arrangement Coordinator:** Saira Carrim
- **SEND Manager:** Alex Dutton
- **SEND Governor:** Rachel Haworth

## **Evaluating the success of our SEND provision**

Pupil progress will provide evidence for the success of the provision and this will be carefully analysed through progress meetings, data analysis, departmental examination reviews and school self-evaluation.

## **Assess, Plan, Do, Review approach for pupils with SEND**

At Fortismere we ensure that we effectively assess student needs, coordinate planning and regularly review the implementation of the plans. All assessment, planning and doing is carried out in conjunction with students and their parents/carers.

## **Assess**

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether a pupil is making appropriate progress is seen as a significant factor in considering the need for SEND provision.

Early Identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools.

In the summer terms prior to Year Six to Year Seven transfer, information is gathered on all students. This information is used to ensure that tutor groups are mixed ability and to set up an initial awareness of those who have SEND. The SENDCo, or a delegated representative, visits all the primary schools where students transferring have an Education, Health and Care Plan and attends the Year 6 Annual Review wherever possible.

## **Plan and Do**

Teachers and/or LINC Department develop suitable learning and intervention plans for students which are personalised to the individual students and groups that they teach. Lessons with support are planned jointly to ensure that they are appropriately supported and to contextualise the lesson in terms of any pre-learning which needs to take place. When appropriate, these plans can have input from external professionals. There is continual CPD for staff with regards to High Quality Teaching (HQT).

## **Review**

All plans and interventions are regularly reviewed and evaluated using progress data. When change is required this happens as quickly as possible to ensure that students make the appropriate amount of progress.

Progress is measured, continually, through regular data input from class teachers and departments. Students who are under-performing are identified and targeted by departments. In the case of students with SEND, additional needs or those who are significantly under-performing this support will also come from LINC, through Inclusion Panel meetings (fortnightly meeting with the SENDCo and Head of Year).

## **Student participation**

Students and young people with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of assistance they would like to help them make the most of their education.

Students will be encouraged to participate in all the decision making processes including the type of support to be provided, setting of learning targets, and in the development and review of their support.

## **External agencies**

External support services play an important part in helping us identify, assess, make and review provision for students with special educational needs and disability. We may seek advice from specialist advisory services for students with difficulties if and when necessary.

Other arrangements in place for working in partnership with health, social and careers services include:

- Speech and Language Therapy services
- Liaison meetings with Social Services, Educational Psychology, Advisory Teachers and the Careers Advisor.

- Links with the school nurse
- Community Child and Adolescent Mental Health Service (CAMHS)

## Education, Health and Care Plans

In exceptional circumstances the school will request an Education, Health and Care Plan (EHCP) needs assessment from the Local Authority. Nationally only 2% of all students have an EHCP and this includes students in special schools. An EHCP needs assessment is a statutory process.

More information on EHCPs and statutory assessment can be found in the guidance *Special Educational Needs and Disability Code of Practice 0 to 25 years: statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities*

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## Related policies

- English as an Additional Language policy
- Supporting children with medical needs policy

## Complaints about SEND

In the first instance, any concerns or complaints should be raised with the relevant member of staff. If the matter cannot be resolved it should be escalated to the Assistant Headteacher (Learning Inclusion and SENDCO). Any formal complaint should follow the procedure set out in the school's Complaints Policy which is available on the school website.

## Policy review

This policy is reviewed annually and approved by the governing body.

<b>Policy date</b>	May 2023
<b>Review cycle</b>	Annual