

# FINHAM PARK 2

## **SPECIAL EDUCATIONAL NEEDS** **POLICY**

# Finham Park 2 School

## Special Educational Needs Policy

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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must 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 will be taught.

The way in which provision and support is made has changed for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March came into force on the 1<sup>st</sup> September 2014. A new SEN Code of Practice accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/studentssupport/sen](http://www.education.gov.uk/schools/studentssupport/sen)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Coventry that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## Ethos & Value Statement

At Finham Park 2 we strive to inspire through the delivery of a "World Class" education - success for all our learners. This school is a beacon of excellence for our community where everyone feels safe, valued, included and proud. We nurture every learner's natural curiosity - providing them with life enriching opportunities to develop socially, academically and morally.

We value honesty, teamwork and leadership; enjoyment, excitement and challenge will be key features of life here. Learners develop confidence, resilience, respect for others and a life-long love of learning, making them valued members of the Coventry community and contributors to both national and international stages.

### 1. Aims and objectives 'Every Teacher is a Teacher of SEN'.

#### Aims:

- We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational needs Code of Practice
- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.

#### Objectives:

- **Staff members seek to identify the needs of students with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health, care services and previous schools prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo
- **Monitor the progress of all students in order to aid the identification of students with SEN.** Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies when the students' needs cannot be met by the school alone.** Finham Park 2 receives further support from Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), MASH, Coventry Autism Support Service (CASS) Coventry Sensory & Physical Support Service, LABSS Transition team

- **Create a school environment where students can contribute to their own learning by offering all students the opportunity to voice their own opinions.** This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. Student participation is promoted across the school within the security of each vertical mentor group. The college community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. Baraza and Out of Hours Schools Learning Opportunities)

## **2. Responsibility for the coordination of SEN provision**

- The person responsible for overseeing the provision for children with SEN is Mr Russell Plester (Headteacher)
- The Coordinators of the day to day provision of education for students with SEN are TBC (SENCo) and TBC (HLTA-SEN)

## **3. Arrangements for coordinating SEN provision**

The SENCo will hold details of all SEN Support records such as the SEN Support Register, provision maps, strategy sheets and structured conversation minutes for individual students.

**All staff can access the following documents on FROG or SIMS:**

- The Finham Park 2 SEN Policy
- A copy of the full SEN Student Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual students' special educational needs including student profiles and strategy sheets where applicable on SIMS
- Practical advice, teaching resources, and information about types of special educational needs and disabilities
- Information available through The Coventry SEND Local Offer.

By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

## **4. Admission arrangements**

Please refer to the information contained in our school prospectus.

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered where necessary.

## **5. Specialist SEN provision**

Finham Park 2 is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see **Section 10**. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

## **6. Facilities for students with SEN**

We have the following adaptations and special facilities:

- Ramps
- Toilets for disabled users
- We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of students with disabilities, and facilitate access for adults with disabilities

## **7. Allocation of resources for students with SEN**

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEN within the Individual School's Budget
- the availability of additional grants to the school
- priorities identified in the School Development Plan
- The SENCO works with the senior management team of the school to:
- identify the pattern of need across the school
- establish the most cost effective means of meeting these needs

- allocate support to groups of students and individual students, including those with statements of special educational needs or an EHC Plan
- ensure that support is allocated to students on a fair and equitable basis
- monitor the progress made by students with SEN
- evaluate the effectiveness of provision for SEN
- ensure that support staff, including teaching assistants, work within the framework of school policy and practice

## **8. Identification of students needs**

### **Identification:**

See definition of **Special Educational Needs** at start of policy.

**A graduated approach: ‘Every Teacher is a Teacher of SEN’.**

**Quality First Teaching: ‘The baseline of learning for *all* students’.**

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the student in class.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the SEN Support Register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The Student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school’s SEN Support Register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Student progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

## **SEN Support:**

Where it is determined that a student does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Support Register. The aim of formally identifying a student with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEN support the subject teacher, working with the SENCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

When it is decided to provide a student with SEN support, parents will be informed. Planning will involve consultation between the SENCo, parents and other relevant staff to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The Mentor, College/ Year Leader and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the



student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## **Review**

Termly progress checks will be used to review student's progress. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support in light of student progress and development. Any necessary amendments going forward, in consultation with parents and subject teachers.

## **Referral for an Education, Health and Care Plan:**

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, and for planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCo and Head of College if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.coventry.gov.uk/localoffer](http://www.coventry.gov.uk/localoffer)

Or by contacting the Parent Partnership Service on:

**024 7669 4307**

## **Education, Health and Care Plans (EHC Plan)**

1. Following Statutory Assessment, an EHC Plan will be provided by Coventry Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the

student. The **Annual Personal Review** enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

## **9. Access to the curriculum, information and associated services**

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

### **Ensuring Access to the Curriculum for Students with SEN:**

**The SENCo, Head of Learning Support and Senior Leaders are responsible for:**

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date
- with teaching methods which will aid the progress of all students including those with SEN
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary
- Individual or small group tuition is provided where it is felt that students would benefit from this provision
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

## **10. Inclusion of students with SEN**

The Headteacher and SENCo oversee the School Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual students, from internal (PLC) and external support services. Where a behavioural incident warrants exclusion the Head of College, and member(s) of SLT will consider the incident in line with the School's Behaviour for Learning Policy.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and students during the academic year. Parents and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire at parents evening in addition to discussion at reviews.

Student progress will be monitored on a termly basis in line with the SEN Code of Practice. The PLC will offer the opportunity for parents to access the SENCo and HLTA-SEN via email or appointment. Further feedback from parents can be given at any time through email contact available on the school website.

SEN provision and interventions are recorded on student files and within departments. These are updated by staff and monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of the academic year and are adapted following assessment.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, College/ Year Leader or

Leadership Team member who will be able to offer advice on formal procedures for complaint if necessary.

## **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The SENCo seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The Learning Support Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENCo attends relevant SEN courses, and facilitates/signposts relevant SEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the school.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCo and Head of Learning Support who will then inform the child's parents.

## **15. Working in partnerships with parents**

**Finham Park 2** believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- Continuing social and academic progress of children with SEN to enable personal success
- Parental views are considered and valued
- Personal and academic targets are set and met effectively

The SENCo or Head of Learning Support provide support to teaching staff throughout the Academic Tutorial process and will attend tutorials upon request.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN link governor may be contacted at any time in relation to SEN matters.

## **16. Links with other schools**

The school work in partnership with other schools in the local area and across the city

### **Transition**

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, student and staff views follow the actions of a Review Meeting.

## **17. Links with other agencies and voluntary organisations**

**Finham Park 2** invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo and HLTA-SEN are the designated persons responsible for liaising with the following:

- Coventry Education Psychology Service
- Behaviour Support Service (transition)
- Speech and Language Service
- Language and Learning Support Service
- CAMHS
- Sensory Support Services
- And any other specialist services as required for individual students

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

**Adapted & revised by Pauline Parkes  
Review date Sept 2015**

**Approved by Governors:**

**Signed:**

**Headteacher**

**Date:**

**Signed:**

**Chair of Governors**

**Date:**