



FERRYHILL SCHOOL

SEN POLICY AND INFORMATION REPORT

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1. AIMS AND VISION

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

At Ferryhill School we strive to ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

2. LEGISLATION AND GUIDANCE

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 coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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 schools

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.

4. ROLES AND RESPONSIBILITIES

4.1 THE SENCO

The current SENCo at Ferryhill School is Miss G Bowden

They will:

- 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 (LA) 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

4.2 THE SEN GOVERNOR

The current lead governor is Mr K Lumsdon

The SEN governor will:

- Help to raise awareness of SEN 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 SEN policy and provision in the school

4.3 THE HEAD OF SCHOOL

The Head of School will:

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

4.4 CLASS TEACHERS

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 the SEN policy

5. SEN INFORMATION REPORT

5.1 THE KINDS OF SEN THAT ARE PROVIDED FOR

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory or physical needs

5.2 IDENTIFYING PUPILS WITH SEN AND ASSESSING THEIR NEEDS

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 CONSULTING AND INVOLVING PUPILS AND PARENTS

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will be added to SEN support.

5.4 ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Teachers will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- Teachers' assessments and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The pupil's own views

- The views and experience of parents
- Advice from external support services, where relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

We will share information with the new known school, school or provider. We will agree with parents and pupils which information will be shared as part of this process.

We have planned transition support in place and work closely with the school's Careers Co-ordinator and Transition Co-ordinator to support all children with SEN, and maintain positive links with our primary schools and Key Stage 5 providers, especially at key transfer phases in Year 7 and Year 11.

5.6 OUR APPROACH TO TEACHING PUPILS WITH SEN

At Ferryhill School we strive to ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching and Quality First Teaching is our first step in responding to pupils who have SEN. The School's core curriculum is inclusive and differentiated and thereby allows most pupils to achieve their potential without additional support, i.e. the curriculum is based on the principles of:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning.

However, there are sometimes circumstances in which some additional/different action is needed, if pupils with special educational needs are to make adequate progress. Ferryhill School is committed to identifying and assessing pupils with SEND as early as is possible and necessary. We provide a range of targeted in-house interventions at certain points in the academic calendar, for example:

- Additional literacy support, such as Lexia, Speed Up!, Accelerated Reading, Toe by Toe, Wordshark, HTLA group support
- Additional numeracy support, Times Tables Rockstars, Numeracy Workout, HTLA group support
- Exam Stress sessions
- Homework clubs
- Mentoring
- Social and Emotional skills development, such as EDDY Project (KS3 only), breakfast club, social clubs during unstructured time, TalkAbout Programme, Comic Strip Conversations
- Transition workshops and visits

5.7 ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

Ferryhill School has high ambitions for its students with disabilities and we will aim to provide the correct environment for them to participate and achieve in every aspect of school life. Some examples of adaptations to support pupils' needs include:

- Differentiating our curriculum within the constraints of a mainstream programme, 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 where possible, this includes reducing class sizes to smaller than average mainstream classes within year groups where possible.
- Using recommended aids, such as ICT, coloured overlays, visual timetables, larger font, where possible
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 ADDITIONAL SUPPORT FOR LEARNING

We currently have 2 full time permanent SEN teaching assistants and 2 apprentice SEN teaching assistants in the department. Teaching assistants predominantly support in-class groups within our nurture and work-related pathways, they also may work in small intervention groups, or on a 1:1 mentoring basis for short periods of time.

Individual teaching assistants are assigned to individual students in exceptional circumstances only, and usually where this is supported by an EHCP due to extremely complex needs. If a student requires intensive adult support, funded through an EHCP, additional staff maybe employed on a fixed term basis to meet these additional needs.

We work with a number of costed and free to access agencies to provide support for students, including but not limited to:

- Durham County Council SEND and Inclusion Services
 - Autism Social and Communication Team
 - Cognition and Learning Team
 - Education Health Needs Team
 - Educational Psychology
 - Emotional Wellbeing and Effective Learning Team
 - SENDIASS
 - Hearing Impairment Team
 - Visual Impairment Team
- CAMHS
- Occupational Therapy Services
- School Nurse, Emotional Resilience Nurse and other relevant health professionals
- Young Carers agencies

5.9 EXPERTISE AND TRAINING OF STAFF

Our 2 permanent SEN teaching assistants, Miss Watts and Mrs Calder, each have over 15 years of experience in working with students who have additional needs. We have recently gained 2 apprentices to strengthen our department and provide additional support to our students. The apprentice training schemes are currently provided by Bishop Auckland School and Durham County Council.

Our SENCO has over 5 years' experience in this role at Ferryhill School and has a NASENCo Award from Bath Spa University. The SENCo has been teaching for 15 years and has taught a range of subjects including English, MFL, Business and ICT. The SENCo also holds safeguarding and designated teacher responsibilities in school.

In the academic year 2020-21 and the current academic year, at least one member of the department has been trained in, or received refresher training in:

- ASC Training
- Building Resilience
- Drugs Awareness Training
- First Aid
- Full Circle Training and Support Strategies

- Healthy MindEd Training
- Introduction to Nurture Approaches
- JCQ Access Arrangements Update/Refresher for General Qualifications
- Mental Health Strategies for Safety and Wellbeing
- Invigilator Training
- Safeguarding Level 1 or Level 3
- Speech and Language Support Strategies
- Supporting Students who Self Harm
- Supporting students with ADHD
- Supporting Students with Anxiety

5.10 SECURING EQUIPMENT AND FACILITIES

Equipment and facilities for SEND are secured and controlled by the school's own budget, including our notational budget. Steps are taken to prevent disabled pupils being treated less favourably than other pupils. Successful requests for individual funding are also acquired through the local authority via EHCP / top up funding by the SENCo to meet individual complex needs.

Please refer to our Accessibility Policy and Action Plan for further details.

5.11 EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals on a regular basis
- Reviewing a number of in-school data monitoring systems on a regular basis
- Reviewing the impact of interventions on a regular basis
- Using pupil feedback
- Monitoring by the SENCO, Pastoral Team, ULT and lead governor
- Holding annual reviews for pupils with EHC plans

5.12 ENABLING PUPILS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to participate in the numerous trips and visits that are calendared throughout the school for their year

group cohort. All pupils are encouraged to take part in internal activities such as sports events, school plays and special workshops, which may be calendared. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Steps are taken to prevent disabled pupils being treated less favourably than other pupils.

Ferryhill School endeavour to make 'reasonable adjustments' where required to support the inclusion of students within these activities. This may include but is not limited to:

- Increased adult to child ratio for trips and visits
- LSA / key worker/ First Aider support for trips, visits and external visitors to school
- Increased accessibility and travel planning, enhanced risk assessments for external trips and visits

The school premises aim to be as accessible as possible, current provisions include but are not limited to:

- The school building has wide corridors and several access points from outside, including ramp access at the front of the building. The main hall is accessible to all on the ground floor. Accessible toileting facilities are located on the ground floor near main reception
- On-site car parking for staff and visitors including disabled parking bay, which is located nearest to the main entrance
- The entrance features a secure lobby and is fully accessible to wheelchair users
- The school has internal emergency signage and escape routes are clearly marked

Ferryhill School is keen to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits facilities and service we provide. We take advice from a range of professional services to endeavour to make 'reasonable adjustments' where required, including but not limited to Children's Occupational Therapy, Sensory and Physical Support from Durham County Council, who offer support to children and young people with a diagnosed visual, hearing or multi-sensory impairment and physical difficulties.

Please refer to our Accessibility Policy and Action Plan for further information.

5.13 SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

Emotional and social development is a priority for all Ferryhill School students and support for is determined by the layer of need required. Examples are below but not limited to,

Universal offer for all:

- A range of external visits, visitors and workshops in school to enhance our provision

- Assemblies and tutor activities to allow for discussion on relevant issues; including reflection on events around the world that may be affecting pupils
- ClassCharts reward system
- Extra-curricular groups and clubs
- Onsite School counsellor
- Pastoral support via Learning Co-Ordinator
- Regular updates on how to seek internal support and signposting for external support services such as Kooth, Childline etc.
- Reward and celebration assemblies and events during the school year
- Rigorous safeguarding and attendance policies and procedures in place
- Structured Personal Development and Careers Guidance programmes
- Student council
- Visible and approachable staff during unstructured time in addition to lesson time

Additional offer for further support:

- Early Help Assessment may be considered and school participation in Team Around the Family
- Home visits if requested or required and where possible
- Intervention groups to promote social skills, transition, emotional regulation, and may include Emotional Wellbeing and Effective Learning Teams sessions, EDDY Project, One Point groups, school key worker sessions etc.
- Nurture based class setting or access to Learning Support Centre
- Peer Mentor
- Referrals to professional services if required, as previously listed in section 5.8
- Signposting to local family support services
- Supervised groups during unstructured time
- Use of Individual Pastoral Support Plan or SEN Support Plan if appropriate to ensure all staff working with a child are aware of their additional needs

Examples of Complex offer for specialist support:

- Allocated staff member for enhanced 1:1 support
- Consideration of alternative provision or school placement
- EHCP request may be initiated if applicable
- EHCP followed and reviewed where applicable
- School participation in Child Protection Plan and Conference where applicable

We have a zero-tolerance approach to bullying. Please refer to the school's Anti Bullying policy for further information.

5.14 WORKING WITH OTHER AGENCIES

Ferryhill School work closely with a number of other agencies to support our young people including

- Durham County Council SEND and Inclusion Services
 - Autism Social and Communication Team
 - Cognition and Learning Team
 - Education Health Needs Team
 - Educational Psychology
 - Emotional Wellbeing and Effective Learning Team
 - SENDIASS
 - Hearing Impairment Team
 - Visual Impairment Team
- CAMHS
- Occupational Therapy Services
- School Nurse, Emotional Resilience Nurse and other relevant health professionals
- Young Carers agencies
- Local Police and Fire Brigade
- Human Kind
- A range of Children, Young People and Social Services including, One Point, First Contact, Families First Team, VCS Alliance

5.15 COMPLAINTS ABOUT SEN PROVISION

Complaints about SEN provision in our school should be made to the headteacher the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions and exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEN

Durham Special Educational Needs and Disability Information Advice and Support Service (SENDIASS). A self-referral by parents/carers/families is preferred.

Telephone: 03000 267 007 or 03000 267 003

E-mail: sendiass@durham.gov.uk

Website: www.durhamsendiass.info

Address: Lee House, Lee Terrace, Easington Village, Peterlee, County Durham, SR8 3AB

5.17 School contact details for raising concerns

Miss G Bowden, SENCo & Designated Deputy Safeguarding Lead
gbo@ferryhill.school

Mr T Pinkney, Head of School and Designated Safeguarding Lead
tpi@ferryhill.school

Mr K Brennan, CEO of Eden Learning Trust kbr@ferryhill.school

Telephone: 01740 651554

5.18 THE LOCAL AUTHORITY LOCAL OFFER

Our local authority's local offer is published here:

[CountyDurham's Families Information Service | Ferryhill School \(countydurhamfamilies.info\)](http://CountyDurham's Families Information Service | Ferryhill School (countydurhamfamilies.info))

6. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SENCO and governing body **every year**. It will be approved by the governing board.

Policy Start Date – March 2022

Policy Review Date – March 2023

7.1 LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility Policy and Action plan
- Anti Bullying policy
- Behaviour policy and Covid Addendum
- Equality policy, information and objectives
- Medical Needs and First Aid policies

Policy Author: Miss G Bowden

- Safeguarding policy
- Supporting Students with Health Needs policy
- Teaching and Learning policies

7.2. COVID ADDENDUM

Please note that there may be some changes, disruption and, or delays to our some of usual offers outlined in this policy due to the impact of Covid-19 upon services, staffing levels and functionality within school whilst adhering to Covid secure guidelines, procedures and government decisions regarding wider school closures.

Please refer to other current Covid Addendums in conjunction with this policy.

