



FERRYHILL SCHOOL

SEN POLICY AND INFORMATION REPORT

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1. AIMS AND OBJECTIVES

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with existing SEN
- How the school supports students pastorally and those with previous or potential SEN requirements

2. VISION AND VALUES

At Ferryhill School we strive to ensure full entitlement and access for SEND students 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. Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching and Quality First Teaching is our first step in responding to students who have SEN.

Ferryhill School aims to provide all students, regardless of an identified SEN need, with inclusive pastoral care and a core curriculum that is inclusive and differentiated, and thereby allows most students to achieve their potential without additional support, i.e. the curriculum is based on the principles of:

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

The SENCO works closely with Heads of Year and other pastoral colleagues. Where other needs or potential SEN needs are identified, or where there may be an overlap with SEN needs, it is likely at this stage a Pastoral Support Plan will be in place as part of the cohesive graduated approach used between the Pastoral and SEN provision.

[The Durham Local Authority SEND Toolkit](#) provides further useful guidance.

3. 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 students 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
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

4. INCLUSION AND EQUAL OPPORTUNITIES

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

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

5. DEFINITIONS

A student 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.

5.2 DISABILITY

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 4 AREAS OF NEED

The needs of students with SEN are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, in a timely manner in line with demand, and where applicable other service wait times and commitments.

Area of need	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>

Area of need	
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. ROLES AND RESPONSIBILITIES

4.1 THE SENCO

The current SENCo at Ferryhill School is Miss G Bowden, who will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- 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 students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' 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 make sure that the student and their parents are informed about options and that a smooth transition is planned

- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 THE GOVERNING BODY

- The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:
- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND

- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from year 8 until year 11 are provided with independent careers advice

6.3 THE SEND LINK 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

6.4 THE HEAD OF SCHOOL

The Head of School will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register

- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 CLASS TEACHERS

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents' concerns and agree their aspirations for the student

6.6 PARENTS AND CARERS

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress
- The school will take into account the views of the parent or carer in any decisions made about the student.

6.7 THE STUDENT

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

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

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

7. SEN INFORMATION REPORT

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

8. OUR APPROACH TO SEND SUPPORT

8.1 IDENTIFYING STUDENTS WITH SEN AND ASSESSING THEIR NEEDS

We will assess each student'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 students 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

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English. This may include progress in areas other than attainment, for example, wider development or social needs.

The SENCO works closely with Heads of Year and other pastoral colleagues. Where other needs or potential SEN needs are identified, or where there may be an overlap with SEN needs, it is likely at this stage a Pastoral Support Plan will be in place as part of the cohesive graduated approach used between the Pastoral and SEN provision.

[The Durham Local Authority SEND Toolkit](#) provides further useful guidance.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student 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.

If a student is joining the school, and:

- their previous setting has already identified that they have SEN
- they are known to external agencies
- they have an education, health and care plan (EHCP)

the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

8.2 CONSULTING AND INVOLVING STUDENTS AND PARENTS

School will have an early discussion with the student and their parents or carers when identifying whether they need special educational provision. If a student is not currently on the SEN register it is likely that initial communications have been with the student's Head of Year in the first instance. These conversations will make sure that:

- Everyone develops a good understanding of the student'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 student will be added to the SEN register and provide details of any special educational provision.

8.3 THE GRADUATED APPROACH TO SEN SUPPORT

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, ClassCharts, and will be made accessible to staff in a school based student profile or support plan

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

8.4 LEVELS OF SUPPORT

Quality First Teaching and Pastoral Support

Ferryhill School aims to provide all students, regardless of an identified SEN need, with inclusive pastoral care and a core curriculum that is inclusive and differentiated, and thereby allows most students to achieve their potential without additional support, i.e. the curriculum is based on the principles of:

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

High quality teaching and Quality First Teaching is our first step in responding to students who have SEN.

The SENCO works closely with Heads of Year and other pastoral colleagues. Where other needs or potential SEN needs are identified, or where there may be an overlap with SEN needs, it is likely at this stage a Pastoral Support Plan will be in place as part of the cohesive graduated approach used between the Pastoral and SEN provision. [The Durham Local Authority SEND Toolkit](#) provides further useful guidance.

School-based SEN provision

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these students is funded through the school's notional SEND budget. On the census these students will be marked with the code K.

Education, health and care plans (EHCP)

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these students will be marked with the code E.

Further information on EHCPs issued by Durham is available [here](#).

8.5 Evaluating the effectiveness of SEN provision

We may evaluate the effectiveness of provision for students with SEN by:

- Tracking student progress towards outcomes and targets
- Reviewing a number of in-school data monitoring systems on a regular basis
- Monitoring by the SENCO, Pastoral Team, ULT and lead governor
- Carrying out the review stage of the graduated approach
- Obtaining student, parent, carer, teacher or other professional feedback
- Holding annual reviews for students with EHCPs

9. EXPERTISE AND TRAINING OF STAFF

Training will regularly be provided to teaching and support staff; training is implemented within the annual continuous professional development programme in collaboration with the Deputy Headteacher of Teaching and Learning. The leadership team and the SENCO also regularly monitor and plan for specific training needs should they arise throughout the year.

10. LINKS WITH EXTERNAL PROFESSIONAL AGENCIES

The school recognise that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services deemed appropriate such as:

- Speech and language therapists
- Specialist / advisory teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Please be aware that Ferryhill School, as a referrer into services, cannot control the outcomes, waiting lists or timescales that may be applicable.

11. ADMISSION AND ACCESSIBILITY ARRANGEMENTS

11.1 Admission arrangements

Please refer to Admissions arrangements for further details.

11.2 Accessibility arrangements

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to participate in the numerous trips and visits that are calendared throughout the school for their year group cohort. All students are encouraged to take part in internal activities such as sports events, school plays and special workshops, which may be calendared. No student is ever excluded from taking part in these activities because of their SEN or disability. Steps are taken to prevent disabled students being treated less favourably than other students.

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 students 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.

12. COMPLAINTS ABOUT SEND PROVISION

Where parents or carers have concerns about our school's SEND provision, they should first raise their concerns informally with the Head of Year, SENCO or Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents and carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#). To find out about disagreement resolution and mediation services in our local area, please [click here](#).

Another useful service for parents and carers is Durham Special Educational Needs and Disability Information Advice and Support Service (SENDIASS).

- 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

13. Monitoring and evaluation arrangements

13.1 Monitoring the policy

This policy will be reviewed by the SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Admissions policy
- Safeguarding / child protection policy
- Complaints policy

