

**Furness Education Trust  
Special Educational Needs and Disability (SEND) Policy**

**Members of staff responsible for this policy:** Mrs L Mason, Mrs L Goulding, Miss S Parrington, Emma Elliott (SENCO's)

**Date approved by governors: December 2019**

**Date to be reviewed: December 2020**

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At Furness Education Trust (FET) we are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. Each school is a fully inclusive school that ensures all pupils achieve their best personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs) and receives their full curriculum entitlement. Every teacher within the FET is a teacher of every pupil, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report requirements as outlined in the SEND Code of Practice (2015)

This policy has been created by the FET SENCO's; Mrs Louise Mason, Mrs Laurie Goulding. Mrs Emma Elliott and Miss Susan Parrington and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

#### Aims and Objectives

We value all the pupils in our trust equally and we recognise the entitlement of each pupil to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the pupil
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all pupil to experience success regardless

of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the pupil receiving their special educational provision and the effective education of their fellow pupils.

- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess pupils regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.
- Establish the principle of inclusion for pupils by identifying barriers to learning and ensuring access to an appropriate differentiated education for all pupils.
- Ensure quality first teaching for all learners.
- Create an environment where vulnerable and disadvantaged pupils have an opportunity to access their education and feel safe and secure.
- Provide the necessary support required to build self-esteem and confidence in order to improve behaviour, educational attainment and attendance.
- Ensure there is a graduated response to meeting individual needs that includes a wide range of strategies and support plans.
- Provide specific input, matched to individual needs, in addition to differentiated quality first teaching, for those students at support level.
- Ensure that SEND learners take as full a part as practicable in all FET activities, providing suitable alternatives where necessary, and that they are perceived positively by all members of the FET community.
- Ensure all staff are clear regarding roles and responsibilities in the implementation of the policy.

## **Definition of Special Needs**

A student has special educational needs if he/she has learning difficulties that call for special educational provision to be made.

### **Broad Areas of Need**

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole pupil, which will include not just the special educational needs of the pupil or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the pupil receiving Special Educational Provision (SEP).

### Equal Opportunities and Inclusion

At FET we are fully inclusive schools who ensure that all pupils achieve their full potential in all areas of the curriculum, regardless of gender, ethnicity, social background, religion, physical ability or educational needs. We are committed to promoting fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils and we will ensure we follow the guidelines set out in the 2015 Prevent Strategy.

We respect the fact that pupils:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching strategies, resources and experiences

Teachers respond to pupil's needs by:

- Providing differentiated support in all curriculum areas
- Planning to develop pupils' understanding through the use of all senses and a range of experiences
- Planning for pupils' full participation in learning and in physical and practical activities
- Helping pupils to manage their behaviour, enabling them to participate effectively and safely in learning
- Helping individuals to manage their emotions and to take part in learning
- Coherently managing pupil groupings (whether in mixed ability groups or ability sets)
- Mentoring and offering additional provision for pupils of exceptional ability
- Providing enrichment/extension activities and tasks for pupils who show potential in particular subjects
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

The following are offered on a regular basis and, although these benefit all pupils, they are particularly beneficial for pupils who show potential in specific areas to practise and extend their skills.

- Enrichment days or opportunities
- Residential experiences
- School clubs
- Musical and sporting activities.

This policy ensures that teaching arrangements are fully inclusive. The majority of pupils will have their needs met through high quality first teaching and appropriate differentiation.

#### Identification, Assessment and review - A Graduated Approach to SEN Support

Pupils are assessed regularly within the FET schools and the SENCOs share information with school staff on a regular basis to discuss any pupils who require or may require SEND provision. Tracking of all pupils is monitored regularly by head teachers, SENCOs and all relevant staff, this highlights pupils who may need further assessments, discussions or observations to identify if further support is needed.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from a teaching assistant or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

The Trust may use appropriate screening and assessment tools in order to ascertain learner progress and needs.

If a pupil is not making adequate progress in line with national expectations, despite appropriate intervention and good quality personalised teaching, they may be identified as having SEND and an IEP/SEN Support Plan/Student Passport may be written.

For pupils with SEND, plans are written and reviewed and these are shared with parents. Through these plans, staff and/or parents are given ideas and strategies of how they can help the pupil.

Pupils are involved, wherever possible, in the setting and reviewing of their targets on their plan.

If a pupil has a higher level of need, which requires specific advice and intervention, it may be necessary to draw on more specialised assessments from external agencies and professionals, such as educational psychologists, speech therapists or specialist teachers. Parents will be required to give their consent before the SENCO initiates a SEND Early Help assessment. The SENCO will keep parents fully involved and informed throughout this process and about any proposed interventions or next steps.

The SEND Early Help will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- a) still makes little or no progress in specific areas over a long period
- b) continues to work at levels considerably lower than expected for a learner of similar age
- c) continues to experience difficulty in developing literacy/numeracy skills
- d) has emotional/social/mental health problems that often substantially impede own learning or that of the group, and this may be despite having an FET Support Plan or Student Passport
- e) has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- f) has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

If a parent has concerns about their child, they may make an appointment with the appropriate member of staff or the school SENCO. Triggers for concern are described in the SEND Code of Practice (2015).

We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- shows ongoing or persistent signs of difficulty in developing areas of the curriculum that result in poor attainment
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills.
- Presents with persistent emotional, social and/or mental health difficulties

The school's will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the appropriate teaching staff are responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision.

**ASSESS** - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the pupil's current attainment, achievements and learning profile. This may involve taking advice from

the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the pupil in the short and longer term. Plans will be shared with parents for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date is also included on the plan and this is usually termly.

**DO-** The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW-** The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Parents will receive regular updates on their progress.

The Local Offer/SEND Information Report for each school can be found on individual school websites and current available support at FET.

These indicate the type of provision each school currently offers to pupils with SEND. Each skill, resource and strategy may not be listed as these are continually modified according to the changing needs of our pupils. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

### **Statutory Assessment of SEN**

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the pupil are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan following recommendations from Educational Psychologist or other relevant specialists.

The school will provide the evidence about the pupil's progress over time, documentation in relation to the pupil's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the pupil's individual education plans (IEP's)/SEN Support Plan/Student Passport
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant

- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the pupil
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that pupil. The LA must request advice and information on the pupil and the provision that must be put in place to meet those needs from those involved with each particular pupil, for example:

- parents/ carers and/ or pupil
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [www.cumbria.gov.uk](http://www.cumbria.gov.uk)

### **Annual Review of the EHC Plan**

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the pupil who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (pupil)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the pupil
- what is important to the pupil now
- what is important to the pupil in the future
- how best to support the pupil
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A pupil may no longer require SEP, where they:

- make sufficient progress in relation to their baseline assessments

- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

### **Supporting pupils and families**

Cumbria Local Authority's Local Offer can be found at [www.cumbria.gov.uk](http://www.cumbria.gov.uk)

This policy forms part of each school's Local Offer/SEND Information Report.

Each school is committed to working closely with parents. Parents are invited to meet regularly with school staff and concerns and successes are shared. If necessary, parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and the SENCO. Parents are encouraged to be involved with target setting for plans as much as possible and some home activities may be included on these plans, where relevant to the key stage. Parents of pupils with EHC Plans will be invited to a yearly review, along with relevant support service personnel connected to the pupil, and the pupil themselves.

Medical issues are first discussed with the parents/carer. If support is required the appropriate service will be contacted and/or appropriate paperwork will be completed, e.g. medical plan. The pupil may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a pupil they should consult the Designated Safeguarding Lead.

Depending on the special educational needs of the pupils, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychologist.

Each school has a Designated Safeguarding/Pupil Protection Governor.

### **Admissions and links with other schools**

Pupils with special educational needs will be admitted to Furness Education Trust in line with the school's admissions policy. The school is aware of the statutory requirements of the Pupils and Families Act 2014 and will meet the Act's requirements. Each school will use their induction meetings to work closely with parents/feeder schools to ascertain whether a pupil has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, we will seek to ascertain from parents whether the pupil has special educational needs and will access previous records as quickly as possible. If the school is alerted to the fact that a pupil may have a difficulty in learning they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on each school website.

If a pupil leaving school has Special Educational Needs or a disability, the school SENCO will contact the SENCO from the pupil's new school to pass on relevant information and paperwork.

At Furness Education Trust we believe in good communication between schools and parents. It is important that any relevant information is shared in confidence as soon as possible so that appropriate support can be put in place for a pupil to ensure a smooth transition.

On transfer between key stages, teachers and the SENCO will meet with the SENCO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting.

Additional transition days or visits for pupils with SEND are arranged by the SENCO to make the transition between schools or classes smoother. This may involve a pupil visiting their new school with a Teaching Assistant to familiarise themselves with their new environment, take photographs and have any questions they may have, answered.

Transition sessions are provided by each school, usually in the Summer term, for Year 2 and 6 pupils who are transferring to a new school. At KS4, transition arrangements may be required to post 16 provision. Inspira will be invited to annual review meetings from Year 9 onwards. Within these sessions pupils are given the opportunity to discuss any concerns or anxieties that they may have or ask questions in relation to their new school.

### **Medical Needs**

Each school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school's policy on medical needs can be found on each school's website.

### **Monitoring and evaluation of this policy**

This policy will be reviewed annually and updated in the light of new developments.

### **Training and resources**

The Governing Body will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teaching Assistant time is allocated to ensure pupils receive the individual support outlined in SEND Support plans and teachers are responsible for ensuring this takes place and is monitored.

The Governing Body will ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teaching assistants is provided both within school and through other professional development activities.

When required, each school will use funding to provide external professional advice and

support for individual pupils in line with their EHCP's and in relation to needs.

The Governing Body will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO.

The SENCO will keep abreast of current research and thinking on SEND matters.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO from each school will meet half-termly to work collaboratively across FET.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.

### **Roles and Responsibilities**

At FET, provision for pupils with Special Educational Needs is the responsibility of all members of staff. Quality first teaching plays a fundamental role in the provision for pupils with SEND.

### **The Governing Body**

The SEND Governor at each school will support the Governing Body to fulfil their statutory obligations by ensuring:

- the SENCOs from each school will feed into requests from the Governing Body for information relating to SEND pupils.
- the SEND policy is reviewed annually,
- the governors' annual report details the SEND data and provision,
- the Local Offer/SEND Information Report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

### **The Headteacher**

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

### **The Special Educational Needs Co-ordinators (SENCO's) at Inspired Learning Multi-Academy Trust are as follows:**

Yarlside Academy - Mrs Louise Mason - 01229 840930 [louisemason@yarlsideacademy.org](mailto:louisemason@yarlsideacademy.org)

Victoria Academy – Mrs Laurie Goulding - 01229 870812 [lg@victoriaacademy.org.uk](mailto:lg@victoriaacademy.org.uk)  
Parkside Academy – Miss Susan Parrington – 01229 828348 [senco@parkside-academy.co.uk](mailto:senco@parkside-academy.co.uk)  
Furness Academy - Emma Elliott – 01229 484270 [eelliott@furnessacademy.co.uk](mailto:eelliott@furnessacademy.co.uk)

The SENCO is responsible for:

- co-ordinating SEND provision for pupils.
- liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- liaising with parents of pupils with SEND
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- ensuring SEND Support Plans are written and that reviews take place.
- co-ordinating SEND/TA timetables
- line managing TA's where appropriate
- undertaking strategic financial planning, budget management and use of resources in line with best value principles (at Furness Academy)
- monitoring and tracking effectiveness of SEND provision
- liaising closely with parent/carer of learners with special educational needs so that they are aware of the strategies that are being used and are involved as partners in the process
- monitoring both teaching provision and support provided
- liaises with the SENCOs in partner schools to ensure smooth transition
- liaises with colleagues to develop provision and identify pathways and strategies for SEND pupils with social, emotional and mental health needs who are at risk of disaffection or exclusion and those returning from periods of exclusion if necessary
- provides leadership, development and training of staff in working with learners with specific needs

### **Role of Class Teacher and Support Staff**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the pupil's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENCO to formulate and review Support plans and to maintain SEND information which is available on the server or in the staff handbook for all staff, including NQT's, supply staff and students, as appropriate.

### **Storing and managing information**

The confidential nature of SEND information is fully recognised at FET. Hard copy files are stored appropriately, in a locked filing cabinet.

### **Reviewing the policy**

The policy will be reviewed annually as part of the school's evaluation cycle.

### **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Each school publishes its accessibility plans within its Local Offer/SEND Information Report. These can be found on each school's website.

### **Bullying**

Bullying is taken very seriously at FET. To view each school's policy on anti-bullying, see the individual school's website.

Statistically, pupils with SEND are more likely than their peers to experience bullying.

Consequently, staff and the Governing Body at FET endeavour to generate a culture of support and care among pupils.

### **Complaints**

FETs complaint procedures are set out in each school's prospectus and on each website.

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCO will provide more information about this on request.

Should a parent or carer have a concern about the special provision made for their pupil they should in the first instance discuss this with the appropriate teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of Directors

### **Parents are informed about Information Advice and Support Services (formerly Parent Partnership)**

Chair of Directors \_\_\_\_\_ Date \_\_\_\_\_

**Date of next review: December 2020**

