



SEND POLICY

May Reid

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Signed – Governor

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Print Name

Date: October 2016

Review: November 2017

1. Introduction

Falconer School aims to embrace the needs of all students and has a whole-school approach to special educational needs and disabilities (SEN/D). We provide effective opportunities for all students by responding to their diverse needs, setting suitable learning challenges and tackling barriers to progress.

Our SEN/D provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCO), supported by teachers, TAs and all staff. It follows current Department for Education (DfE) definitions and guidance and reflects our statutory duties according to national legislation.

2. Principles

By SEN/D we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, conditions like diabetes, epilepsy, ADHD and many complex behavioural, emotional or social difficulties, including syndromes such as Tourette's, Autistic Spectrum Condition (ASD) and mental health disorders are among the disabilities that might be classed as SEN/D if they have a significant impact on the student's ability to make progress and take a full part in school life.

Students for whom English is a second language, gifted and talented students, students from ethnic minorities, children looked after by the Local Authority and other vulnerable groups may benefit from differentiated provision but do not come under the umbrella of SEN/D provision unless they also have a learning difficulty or disability with significant impact.

3. Identification & Assessment

All students at Falconer School have an EHCP (Education Health and Care Plan)

Many of our students with SEN/D will have had formal assessments or diagnoses at primary school. The diagnosis, and related paperwork, will then recommend SEMH provision. Falconer School will be offered on the basis of 'closest school'. Our SENCO and Home Liaison team have developed links with our primary feeder schools and liaises with them to help support students who will be coming to Falconer School and to obtain relevant data. Students and their class teachers are visited in Year 6 and the SENCO takes part in Year 6 annual reviews of students with EHCP's if they will be transferring to Falconer School. If deemed necessary the SENCO will request further assessments at any time during a boy's time at Falconer School. These will often be undertaken by external professionals who have additional expertise e.g. Educational Psychologist, Speech and Language Therapist or Occupational Therapist.

4. Provision

Special educational provision means interventions which are additional to, or different from, that made for other students. We involve external agencies when necessary to ensure student progress as part of continuous monitoring, in line with the SEN Code of Practice. We follow DfE guidance when we review progress, update targets, and define, manage and map additional provision.

At Falconer School we have a policy of individual planning and recording for all students, and we deliver personalised learning initiatives. Each student has targets and we regularly review these, with Mentors and/or relevant staff

Special provision usually means differentiated delivery, resources or tasks managed by teachers in small class settings, sometimes involving additional adults. It may also entail in-class work or targeted 1:1 or group interventions such as literacy catch-up groups, or work on areas like social skills or speaking and listening, to teach skills, address learning gaps, boost achievement and maximize success.

The majority of students with SEN/D also have access arrangements in exams, such as extra time, a reader, scribe or access to a word processor. Any arrangements and reasonable adjustments of exams to meet the needs of students with special educational needs are fully in line with principles of removing barriers and testing in fair conditions as stated in the 2010 Equality Act. A small number of students with SEN/D at Falconer School will have been assessed as needing specific support and allocated dedicated provision or resources. These students may be assisted by Learning Support staff, often withdrawn from class for specific teaching or social/language development or skills programmes.

Students with SEN/D will have had educational and/or medical assessments designed to identify their areas of need, and to report on how parents and carers, schools, therapists and external experts and activities can contribute to helping them make progress. We use elements of these reports to inform our provision planning and share recommendations with relevant staff to ensure a 'whole school approach'.

Some students who have a disability will have a Care Plan prepared with the help of the student and his parents or carers, the School Nurse, health services, and other involved professionals including the school's SENCO. Care plans detail support arrangements, contact numbers and procedures, and are reviewed at least annually.

5. Partnership with Parents, Carers & Students

Falconer School emphasises the importance of involving students and developing a close partnership with parents and carers in order to plan provision and review progress. Involvement might include:

- discussions with teachers, pastoral staff and the SENCO
- inputs to provision-planning
- sharing details of external reports and assessments
- participation in reviews and parents/carers' meetings
- regular contact with Home Liaison staff

Parents and carers of students at Falconer School are always asked to attend an annual review meeting of their son's EHCP and to be actively involved in the review process, including the setting of targets for the following year.

6. Monitoring & Evaluation

This SEN/D policy is reviewed by Governors annually, and the SENCO prepares a termly report for the Governors' Curriculum, Achievement and Wellbeing Committee as well as an Annual Report to the Full Governing Body. The SEN governor and SENCO meet regularly to ensure that information is shared and progress is evaluated.

The SENCO ensures that all teaching and support staff are made aware of, and trained accordingly, on SEND updates. INSET time is regularly set aside for this.