



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES 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 SEND 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 13th March came into force on the 1st September 2014. A new SEND Code of Practice accompanies this legislation.

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

www.education.gov.uk/schools/pupilsupport/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 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 SEND'.

Aims:

- 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 pupils with SEND 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 SENDCO/Deputy SENDCO.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND 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 pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCO/Deputy SENDCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' 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 SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Finham Park School receives further support from a range of services including: Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Multi Agency Safeguarding Hub, Complex Communication Team (CCT), Sensory Team, Social, Emotional, Mental Health and Learning Team (SEMHL) and the School Nursing Service.
- **Create a school environment where pupils 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 pupils at regular intervals. Pupil 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. Student Leadership and Out of Hours Schools Learning opportunities.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is
Mr Chris Bishop (Headteacher)
- The Coordinators of the day to day provision of education for pupils with SEND are Mrs Johanna Kovacs, Director of SEND (SENDCO), Mrs Rachael Hurton, Deputy SENDCO, and Mrs Sarah Jones, PLC and SEND Lead.

3. Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND Support records such as the SEND Support Register, provision tracking, strategy sheets, support plans and structured conversation minutes for individual pupils.

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

- The Finham Park SEND Policy
- A copy of the full SEND Student Register
- Guidance on identification of SEND in the Code of Practice



- Information on individual pupils' special educational needs including pupil passports, support plans and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities
- Professional reports from outside agencies
- 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 pupils with special needs and their requirements, enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision

4. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; 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 SEND provision

Finham Park 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 pupils with SEND

We have the following adaptations and special facilities:

- Ramps
- Adaptations to furniture and fittings in classrooms and around the school site.
- 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 pupils with SEND

The school and trust 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 SEND within the Individual School's Budget
- the availability of additional grants to the school
- priorities identified in the School Development Plan

The SENDCO 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 an EHC Plan
- ensure that support is allocated to students on a fair and equitable basis
- monitor the progress made by students with SEND
- evaluate the effectiveness of provision for SEND
- ensure that support staff, including teaching assistants, work within the framework of school policy and practice

8. Identification of pupils needs

Identification:

See definition of **Special Educational Needs**, page 3 of policy.

A graduated approach: 'Every Teacher is a Teacher of SEND'.



Quality First Teaching: 'The baseline of learning for *all* pupils'.

1. Any pupil 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 pupil has been identified as *possibly* having SEND 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 a range of adaptations to lesson presentation and learning materials that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCO/Deputy SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEND 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 pupil is monitored if a concern is raised by parent or teacher, but this does not automatically place the pupil on the school's SEND 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. Pupil progress meetings and parents' evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEND Support:

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Support Register. The aim of formally identifying a pupil with SEND 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 pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the subject teacher, working with the SENDCO/Deputy SENDCO should carry out a clear analysis of the pupil'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 pupil 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 pupil with SEND support, parents will be informed. Planning will involve consultation between the SENDCO/Deputy SENDCO, 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 pupil, 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, Head of College and subject teachers remain responsible for working with the pupil 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 Intervention Tutors, Learning Mentors, Higher Level 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 pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO/Deputy SENDCO.



Review

Termly progress checks will be used to review pupil's progress. The review process will evaluate the impact and quality of the support and interventions. The SENDCO/Deputy SENDCO will revise the support in light of pupil progress and development and make any necessary amendments going forward, in consultation with parents, outside agencies and subject teachers.

Referral for an Education, Health and Care Plan:

If a pupil 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 pupil 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, SENDCO/Deputy SENDCO and Head of College if applicable.

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

- Parents
- Teachers
- SENDCO/Deputy SENDCO
- Social Care
- Health professionals, including Child and Adolescent Mental Health Service (CAMHS)
- Specialist Education Professionals, such as Educational Psychologists and Specialist Teachers

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 at the Local Authority by a group of people from Education, Health and Social Care about whether the pupil 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:

<http://www.coventry.gov.uk/sendlocaloffer>

Or by contacting the SEND Information, Advice & Support Service-(SENDIASS) on:

024 7669 4307

Email: IASS@coventry.gov.uk

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 in 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 pupil's formal record and reviewed at least annually by staff, parents and the pupil. The **Annual Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

9. Access to the curriculum, information and associated services

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

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO/Deputy SENDCO will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND 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 Pupils with SEND:

The Director of SEND (SENDCO), Deputy SENDCO and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- 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 pupils would benefit from this provision



- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The Headteacher and Deputy Headteachers oversee the School Policy for Inclusion and are 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 pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, 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 Policy. Further school SEND information (Q and A) can be found on the school website via this link [SEND information](#)

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils 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.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The PLC will offer the opportunity for parents to access the SENDCO, Deputy SENDCO and PLC and SEND Lead via email or appointment. Further feedback from parents can be given at any time through email contact available on the school website.

SEND provision and interventions are recorded on student files and within departments. These are updated by staff and monitored by the SENDCO/Deputy SENDCO. These reflect information passed on by the SENDCO/Deputy SENDCO 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 Director of SEND (SENDCO), College 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 pupils with SEND.



The Director of SEND (SENDCO) 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 SEND issues.

The SENDCO and Deputy SENDCO attend relevant SEND courses, and facilitate/signpost relevant SEND focused external training opportunities for all staff. All Higher Level Teaching Assistants and relevant PLC staff 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 SEND issues and we have funding available to support this professional development. The Director of SEND (SENDCO), 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 SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Director of SEND (SENDCO)/Deputy SENDCO who will then inform the child's parents.

15. Working in partnerships with parents

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

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

The Director of SEND (SENDCO) provides 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 pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Advice & Support service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil 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 SEND link governor may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school works in partnership with other schools in the Finham Park Multi-Academy, 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 SENDCO/Deputy SENDCO in consultation with external agencies. Transition Plans are drawn up in accordance to parental, pupil and staff views follow the actions of a Review Meeting.

17. Links with other agencies and voluntary organisations

Finham Park School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The Director of SEND (SENDCO)/Deputy SENDCO and PLC and SEND Lead are the designated persons responsible for liaising with the following:

- Coventry Education Psychology Service
- Speech and Language Service
- CAMHS
- Complex Communication Team (CCT)
- Social, Emotional, Mental Health and Learning Service (SEMHL)
- 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 SEND 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.

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Mr C Bishop
HeadTeacher

November 2023

Ms L Ridley
Chair of Governors

November 2023