



SEND Information Report

Fulston Manor School

Last reviewed on: January 2023 (Updated September 2023)

Next review due by: January 2024

Member of Staff Responsible: Mr G Bowden, Deputy Headteacher & SENCO

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Fulston Manor strives to be a fully inclusive school. All students are welcomed, including those with special educational needs, as defined in the Special Educational Needs and Disabilities (SEND) Code of Practice 2014, and in accordance with admission arrangements as outlined in the schools admission policy.

2. Legislation and guidance

This 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 co-ordinators (SENCOs) and the SEND information report

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Mr G Bowden, Deputy Headteacher**

They will:

- Work with the Executive Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Executive Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND governor

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this
- Work with the Executive Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Executive Headteacher

The Executive Headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the SENCO to review each students progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying students with SEND 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

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

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. 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

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- Regular Reading
- Dyscalculia Support
- 1:1 Mentoring
- 1:1 English Support
- 1:1 Mathematics Support
- COPE
- Counselling
- Drawing & Talking Therapy
- Emotional Literacy
- Handwriting Support
- Keyboard/Touch Typing Skills
- Precision Teaching
- Social Communication
- Friendship Skills
- Emotional Regulation
- Lego Therapy
- Sensory Circuits

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 16 teaching assistants who are trained to deliver interventions such as those outlined earlier in this information report. Teaching Assistants will support students on both a 1:1 or small group basis.

We work with the following agencies to provide support for students with SEND:

- Local Inclusion Form Team (LIFT)
- Integrated Children Services
- Occupational Therapy Service
- Children and Adolescence Mental Health Service (CAMHS)
- School Nurse
- North East London NHS Foundation Trust (NELFT)
- The Kent and Medway Communication and Assistive Technology Service (KM CAT)
- Kent Health Needs Education Service
- Kent Educational Psychology Service (KEPS)

5.9 Expertise and training of staff

All staff follow a programme of continuing professional development; the 2023-2024 offer includes bespoke training from Meadowfields. Specialist support, if required, is accessed through the Early Help notification process or the Local Inclusion Form Team (LIFT).

5.10 Securing equipment and facilities

SEND equipment and facilities are updated and added to yearly, depending on the specific needs of students. Recommendations will be sought from organisations with specialist expertise where necessary.

In the autumn of 2018, we were able to establish a sensory room within the school. While some children have recognized special needs, other may – at times – be experiencing specific difficulties, such as bereavement or high levels of anxiety. Whatever the reason, the aim of the sensory room is to provide both a relaxing and calming environment and an interactive stimulating space, with resources that will support student's emotional well-being when the learning environment becomes overwhelming.

5.11 Evaluating the effectiveness of SEND provision

There is a schedule of observations for both teachers and teaching assistants that runs throughout the academic year. These inform the appraisal process and are linked to staff CPD.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after a mid and end point in the process.
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

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 go on our residential trip(s) including Year 9 Camp.

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

The arrangements for the admission of students with disabilities are the same as those applied to students without disabilities. The admission arrangements can be found in the school's admissions policy. The parents/carers of any student refused admission can appeal to the Admission's appeal panel.

Please see our SEND policy for details of steps we have taken to prevent students with SEND from being treated less favourably than that of other students.

Please see our Disability Discrimination Policy for details of the facilities we provide to help disabled students access our school which includes our school's accessibility plan.

5.13 Support for improving emotional and social development

A strong pastoral structure is at the heart of the schools with a House system and vertical tutor groups. A high value is placed on student voice and an effective anti-bullying policy is in place. The emotional and social development of all students is supported through the Personal Development Curriculum (PDC).

We provide support for student to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of our peer mentoring scheme to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school has strong links with external agencies ensuring effective collaboration, between Health, Education and Social Services.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to Mr G Bowden, Deputy Headteacher & SENCO in the first instance. They will then be referred to the school's complaints policy.

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

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

For further information please refer to the school complaints policy on the website.

5.16 Contact details of support services for parents of pupils with SEND

Additional help and advice can be sought from Information, Advice and Support Kent (IASK). They provide free, impartial and confidential advice about the options available and the educational issues faced by parents of children with SEN or physical disabilities. They can be reached via:

Helpline: 03000 413 000

5.17 Contact details for raising concerns

SENCO	Mr G Bowden	01795 412615	sen@fulstonmanor.kent.sch.uk
Assistant SENCO	Mr M Bishop		sen@fulstonmanor.kent.sch.uk
Head of Cromer	Ms Z Hadok-Quadrio	01795 412609	cromer@fulstonmanor.kent.sch.uk
Head of Hales	Mr H Deeks	01795 412610	hales@fulstonmanor.kent.sch.uk
Head of Morrison	Mr T Westby	01795 412611	morrison@fulstonmanor.kent.sch.uk
Head of Stanhope	Mr C Patey	01795 412612	stanhope@fulstonmanor.kent.sch.uk
Head of Sixth Form	Mrs G Davies	01795 412630	sixthform@fulstonmanor.kent.sch.uk

5.18 The local authority local offer

This information is regularly reviewed and links with our local authority's local offer is published here:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/assessments-and-statements-of-special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

6. Monitoring arrangements

This policy and information report will be reviewed by Mr G Bowden, Deputy Headteacher & SENCO every year. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Disability Discrimination Policy (which includes our Accessibility Plan)
- Special Educational Needs & Disability Policy.