



Fulston Manor School

Special Educational Needs & Disability (SEND) Policy

Version (Date):

January 2024

Review (Date):

January 2025

Member of Staff Responsible:

**Mr G Bowden
Deputy Headteacher &
SENCO**

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

INTRODUCTION

This policy is written in line with the requirements of:-

- ❖ Children and Families Act 2014
- ❖ Special Educational Needs and Disability Code of Practice: 0-25 years Jan 2015
- ❖ Equality Act 2010
- ❖ School Admissions Code, DfE September 2021

This policy should be read in conjunction with the following school policies: Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy and Complaints Policy.

Feedback from all relevant stakeholders will be taken into consideration at each review period of this policy.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY [SEND]

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority or others of the same age; or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

[SEND code of Practice 2015, p15.]

DEFINITION OF DISABILITY

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many may realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. **[SEND Code of Practice 2015, p16.]**

PROVISION FOR SEND

At Fulston Manor School we can make provision for each category of need as defined in the SEND Code of Practice 2015:

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

Fulston Manor School currently meets the needs of students with a Statement of Special Educational Need [SEN] / Education, Health and Care Plan [EHCP] with needs from each of the four categories above.

Decisions on the admission of students with a Statement of SEN / EHCP are made by the Local Authority.

The admission arrangements for students without a Statement of SEN/ EHCP do not discriminate against or disadvantage disabled students or those with special educational needs.

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEND

At Fulston Manor School every student has their progress tracked at 3 assessment points in the course of the academic year. In addition, students including those with SEN, may have more frequent assessments of reading age, spelling age etc. Where progress is not sufficient, even if a special educational need has not been identified, the graduated approach as outlined in the SEND Code of Practice 2015 p100 will be recommended. Additional advice and assessment may be sought as appropriate.

The SEND Code of Practice [2015, 6.17, p95] describes as inadequate, progress which

- ❖ 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.

EVALUATING THE EFFECTIVENESS OF THE PROVISION FOR STUDENTS WITH SEND, INCLUDING STUDENTS WITH A STATEMENT OF SEN / EHC PLAN

For students with an EHCP there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special needs provision. This information will be included in the annual report to governors. For students with SEN but without an EHCP, Provision Maps are reviewed and adjusted as appropriate at each assessment point.

THE SCHOOL'S APPROACH TO TEACHING STUDENTS WITH SEND

At Fulston Manor School the quality of teaching is judged to be good [Ofsted December 2017]. Teaching is judged in line with Ofsted criteria and Teaching Standards [DfE 2021]. In addition, the school employs additional teaching approaches, as advised by external and internal assessments e.g. one to one

tutoring/mentoring/small group teaching, use of ICT software learning packages. These may be delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in the EHCPs.

As part of our budget we receive 'notional funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each student to make good progress will be different in each case and a full list of interventions we offer is outlined on the Provision Maps [see *appendices 1 and 2*]. In very few cases a high level of intervention and resources is required. The funding arrangements require schools to provide up to £6000 per year of resources for students with a high level of need and above that amount the Local Authority may provide high needs funding, subject to an annual application by the school.

All clubs, trips and activities offered to students at Fulston Manor School are available to students with SEND either with or without an EHCP. Where it is necessary the school will use the resources available to provide additional adult support to enable safe participation of the student in the activity.

At Fulston Manor School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching - for instance in PDC, through the SEAL programme, and in tutor time; and indirectly with every conversation adults have with students during the day.

For some students with the most need for help in this area we can also provide the following:

- ❖ Access to a counsellor
- ❖ Access to a range of mentoring programmes
- ❖ External referral via Early Help & Preventative Services (EH&PS)
- ❖ Referral to LIFT [Local Inclusion Forum Team] for access to the Specialist Teaching Service or to NELFT [Kent Children & Young People's Mental Health Service CYPMHS]
- ❖ 'Time-out' space within school
- ❖ Bespoke timetables
- ❖ Time in our inclusion provisions - Bridge Support Centre

The SEND provision in Fulston Manor School is run by our SENCO, Mr Bowden, who has completed and been awarded the National Award for SEN Co-ordination. In November 2021, Mr Bowden was designated as an Inclusion Leader of Education (ILE) for Kent.

To build expertise in our teaching and non-teaching staff our Professional Development Programme for 2023-2024 has continued to include training focused on SEND and anticipating the needs of future cohorts. During 2023-2024 support staff have received top-up training, from the Specialist Teaching Service.

Additionally, all teaching staff have an appraisal target: ***To be able to demonstrate where the refinement of teaching and mentoring strategies have had a positive impact on the progress of all students in teaching sets and tutor groups.*** Appraisal target 3 involves the employment of strategies to close departmentally identified gaps between groups of vulnerable students and their peers. They will be supported in meeting this target by both the training programme and the provision of a resource pack of strategies for targeting specific needs.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of KCC Communication and Assistive Technology Team.

INVOLVEMENT OF PARENTS

All parents/carers of students at Fulston Manor School are invited to discuss the progress of their children at parents' evenings and receive a report showing attainment and attitude levels and learning targets at least 3 times a year plus a written tutor report once a year. The school will of course be happy to meet with parents/carers at other times as required. As part of our normal teaching arrangements all students will access some additional intervention to help them catch up, if the progress monitoring indicates this is necessary; this will not imply that the student has SEND. All such provision will be recorded, tracked and evaluated.

If following this normal provision, improvements are not seen, we will contact parents/carers to discuss the use of internal and external assessments which will help us to more effectively address these needs. If the pupil is then identified as having SEND because SEND provision is being made, the parent/carer will be informed.

Parents/carers of students with an EHCP will be invited to contribute to and to attend the annual review which, where possible, will also include other agencies involved with the student. All information relevant to the review will be made accessible for parents/carers.

COMPLAINTS PROCEDURE

The normal arrangements for the treatment of complaints at Fulston Manor School are used for complaints about provision for SEND. We encourage parents/carers to discuss their concerns with the following parties as appropriate: subject teacher and their Head of Department, tutor or Head of House, Mr Bowden or Mrs Burden, to resolve the matter before making a formal complaint to the governing body.

If a complaint is not resolved after it has been considered by the governing body then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this the complainant can appeal to the First-tier Tribunal [SEND], if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for students who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS

The school engages with the following bodies to support them to meet the needs of students with SEND.

- ❖ LIFT – for access to Specialist Teaching and Learning Service
- ❖ Professional networks – NASEN and SENCO forum
- ❖ Communication and Assistive Technology Team- provision is available if we wish to make *ad hoc* requests.

SUPPORT FOR PARENTS/CARERS

Information, Advice and Support Kent (IASK) - formerly Kent Parent Partnership Service [KPPS]-provides free, impartial, confidential advice, support and options around educational issues for parents who have children with SEND [0-25]. They empower parents to play an active and informed role in their child's education. They can be contacted on:

- ❖ HELPLINE: 03000 413000
- ❖ Office: 03000 412412
- ❖ Minicom: 03000 413030
- ❖ <https://www.kent.gov.uk/education-and-children/special-educational-needs>

The Kent Parent Carer Forum is also available, which is a network of parents and carers who have children with additional needs and disabilities.

EXAMINATION ACCESS ARRANGEMENTS

Fulston Manor School follows the protocols laid out in the JCQ guidance '**Access Arrangements and Reasonable Adjustments.**' For further information on both internal and external examination arrangements, please refer to the school's Examinations Policy.

TRANSITION ARRANGEMENTS

At Fulston Manor School we work closely with educational settings used by students prior to transfer to us in order to seek the information that will make transfer as seamless as possible. A full programme is in place to ensure a smooth transition from year 6 to 7, which includes Induction Days meetings with parents and close liaison with feeder schools. At the end of KS4, students are well supported to make appropriate choices post 16. In KS5 the tutor is pivotal in supporting the student in preparation for university, college or the world of work. An enrichment programme in KS5 provides skills for independent living.

We also contribute to students' onward destinations by providing information to the next setting.

For the school's SEN Information Report, see *Appendix 3*. The Local Authority has also now published its 'Local Offer', details of which can also be found below. Parents /carers without internet access should contact Mr Bowden, SENCO, for support to gain the information they require.

- ❖ Kent County Council Local Offer: <http://www.kent.gov.uk/education-and-children/special-educational-needs>
- ❖ Mr Bowden's contact details: GBowden@fulstonmanor.kent.sch.uk Direct Line 01795 412615

Appendix 1
Fulston Manor - Whole School provision mapping
School Years 2022-2023

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Wave One	<p style="text-align: center;">QUALITY FIRST TEACHING - good/outstanding</p> <p style="text-align: center;">Staff are supported with a bank of teaching strategies to support progression through academic and SEND differentiation. All students benefit from strong pastoral support via the House system Structured school and class routines / Whole school and class reward system Whole school/class rules / Whole school policy for behaviour Citizenship / PDC</p> <p style="text-align: center;">Teacher awareness of all SEND Need Types - Cognition and Learning / Communication and Interaction / Social, Emotional & Mental Health / Sensory and Physical</p>						
Wave Two	Transition support- extra visits, workshops, New Pupil Visit day TA In-class support Literacy Support 1:1 Accelerated Reading Programme Department based interventions	TA In-class support Department based interventions Accelerated Reading Programme	TA In-class support Department based interventions	TA In-class support Department based interventions	TA In-class support Department based interventions	Department based interventions	
Wave Three	<ul style="list-style-type: none"> . Daily Reading Support . Social Communication . COPE . Bridge Centre Support - SEAL - Nurture Grp . Mentoring Programme . Handwriting Club . Homework Club . Counselling . Support from external agencies 	<ul style="list-style-type: none"> . Daily Reading Support . Social Communication . COPE . Bridge Centre Support -SEAL . Mentoring Programme . Handwriting Club . Homework Club . Counselling . Support from external agencies 	<ul style="list-style-type: none"> . Social Communication . COPE . Bridge Centre Support -SEAL . Mentoring Programme . Handwriting Club . Homework Club . Counselling . Support from external agencies 	<ul style="list-style-type: none"> . KS4 specific pupils – . Bridge Centre Support - personalised timetable - work placement - 1:1 Support . Access Arrangements . Careers Guidance . Mentoring Programme . Counselling . Support from external agencies 	<ul style="list-style-type: none"> . KS4 specific pupils – . Bridge Centre Support -personalised timetable - work placement - 1:1 Support . Access Arrangements . Careers Guidance . Mentoring Programme . Academic Mentoring . Counselling . Support from external agencies 	<ul style="list-style-type: none"> . Counselling . Peer Mentoring . Careers guidance . Support from external agencies . Access Arrangements 	

Appendix 2



Fulston Manor School Provision Map – Individual STUDENT

Student's Name	Year	Set	Date	Level
	TG			K S

SEND Description

WAVE 1

Good quality whole class teaching strategies. This provision is in place for all students throughout Fulston Manor School.

WAVE 2

Additional small-group intervention for students who can be expected to catch up with their peers as a result of the intervention

- 1:1 Literacy (JSY) 10 weeks
- 1:1 Literacy booster sessions (LTA) 6 weeks
- 1:1 Numeracy (AMU) 10 weeks
- COPE (Controlling Our Personal Emotions)
- ELSA (Emotional Literacy Support Assistant)
- Daily Reading Support
- Bridge Centre Support
- Bridge Support
- Handwriting Support (at Homework Support Club)
- Homework Study Support Club
- Individual Daily Reading (for one term)
- Irlens Overlay; coloured paper
- KS4 TA Support
- On Report (House/Assistant Head)
- Peer Mentor
- SEAL
- Access to shared TA Support
- Social Communication Group
- Friendship Skills Group
- Other

WAVE 3

Specific targeted approaches for students identified as requiring SEN support

- CAMHS
- Early Help Notification
- Care Plan
- Child in Need Support/Intervention/TAC
- Medication Management
- Occupational Therapy – Referral
- Paediatrician
- PEP
- School Nurse Involvement
- CHATs Counsellor
- Strategies from Ed Psych / STLS
- TA 1:1 support
- Exam Access Arrangements
 - 25% Additional Time
 - Reader
 - Scribe
 - Laptop as normal way of working
- Other Intervention

STRATEGIES / ADDITIONAL INFORMATION & UPDATES

[Full Name's] Provision Plan in relation to INSERT NEED AREA

(Date created _____)

1. The Outcome I am working towards.	Outcome (____):		
2. Changes that will be made to the National Curriculum or my course.			
3. What I need to help me. (resources)		4. Resources/training for which funding has been applied/agreed	
5. Ways to help me best. (strategies)			
6. Intervention I need, who recommended it and minimum time recommended	7. Who will provide this and when.	8. What I need to achieve by the next review (short term target).	9. How well did it work? (At each review the school must insert new row below each intervention row. This is where details of any agreed adjustment to provision and/or targets should be inserted)
			Date
			Date
			Date



SEND Information Report

Fulston Manor School

Last reviewed on:	January 2024
Next review due by:	January 2025
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 2015, 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 student's 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 Forum 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 Forum 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, others 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) programme.

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
Inclusion Manager	Mrs J Thomas	01795 475228	
Assistant SENCO	Mr M Bishop	01795 475228	
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.