



# Fulston Manor School

## Special Educational Needs & Disability (SEND) Policy

**Version (Date):**

**January 2026**

**Review (Date):**

**January 2027**

**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 [SSEN] /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 requires improvement [Ofsted November 2023]. 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 application by the school through the Community of Schools model.

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 (Subject to availability)
- ❖ Access to a range of mentoring programmes

- ❖ External referral via Early Help & Preventative Services (EH&PS)
- ❖ Referral to NELFT [Kent Children & Young People's Mental Health Service CYPMHS]
- ❖ 'Time-out' space within school
- ❖ Bespoke timetables
- ❖ Time in our inclusion provisions - Learning Support

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 2025-2026 has continued to include training focused on SEND and anticipating the needs of future cohorts. 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

- ❖ 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.**'

## **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.

The School's SEN Information Report can be found on the school's website.. 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](mailto:GBowden@fulstonmanor.kent.sch.uk) Direct Line 01795 412615

**Appendix 1**  
**Fulston Manor - Whole School provision mapping**

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

**Appendix 2**



## Fulston Manor School Provision Map – Individual STUDENT

|                |            |     |      |                     |
|----------------|------------|-----|------|---------------------|
| Student's Name | Year<br>TG | Set | Date | Level<br><b>K S</b> |
|----------------|------------|-----|------|---------------------|

|                         |
|-------------------------|
| <b>SEND Description</b> |
|-------------------------|

|   |
|---|
| <p><b>WAVE 1</b><br/>Good quality whole class teaching strategies. This provision is in place for all students throughout Fulston Manor School.</p> |
|---|

|   |   |
|---|---|
| <p><b>WAVE 2</b><br/>Additional small-group intervention for students who can be expected to catch up with their peers as a result of the intervention</p> <ul style="list-style-type: none"> <li>• 1:1 Literacy</li> <li>• 1:1 Literacy booster sessions</li> <li>• 1:1 Numeracy</li> <li>• COPE (Controlling Our Personal Emotions)</li> <li>• ELSA (Emotional Literacy Support Assistant)</li> <li>• Daily Reading Support</li> <li>• Learning Support</li> <li>• Handwriting Support (at Homework Support Club)</li> <li>• Homework Study Support Club</li> <li>• Individual Daily Reading</li> <li>• Irlens Overlay; coloured paper</li> <li>• TA Support</li> <li>• On Report (House/Assistant Head)</li> <li>• Peer Mentor</li> <li>• Access to shared TA Support</li> <li>• Social Communication Group</li> <li>• Friendship Skills Group</li> <li>• Other</li> </ul> | <p><b>WAVE 3</b><br/>Specific targeted approaches for students identified as requiring SEN support</p> <ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Early Help Notification</li> <li>• Care Plan</li> <li>• Child in Need Support/Intervention/TAC</li> <li>• Medication Management</li> <li>• Occupational Therapy – Referral</li> <li>• Paediatrician</li> <li>• PEP</li> <li>• School Nurse Involvement</li> <li>• Counsellor</li> <li>• Strategies from Ed Psych / STLS</li> <li>• TA 1:1 support</li> <li>• Exam Access Arrangements                             <ul style="list-style-type: none"> <li>25% Additional Time</li> <li>Reader</li> <li>Scribe</li> <li>Laptop as normal way of working</li> </ul> </li> <li>• Other Intervention</li> </ul> |
|---|---|

|   |
|---|
| <b><u>STRATEGIES / ADDITIONAL INFORMATION &amp; UPDATES</u></b> |
|---|

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

(Date created \_\_\_\_\_)

|   |                                    |   |  |      |  |  |
|---|------------------------------------|---|--|------|--|--|
|   | Outcome (-):                       |   |  |      |  |  |
| 1. The Outcome I am working towards.                                    |                                    |   |  |      |  |  |
| 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?<br><small>(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)</small> | Date |  |  |
|   |                                    |   |  | Date |  |  |
|   |                                    |   |  | Date |  |  |
|   |                                    |   |  | Date |  |  |

