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# FOREST HILL SCHOOL

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## SPECIAL EDUCATIONAL NEEDS & DISABILITIES' POLICY (SEND)

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*March 2016*

*Review: annually, or if a  
situation occurs which  
necessitates amendment*

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Revised in line with the new Code of Practice

Reviewed by: Iain Haresign & Margie Porthouse

Date: February 2016

Review Date: Annually

Due regard has been given to the Equalities Act 2010

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## Context

The way in which provision and support is made for children and young people with special educational needs and/or disabilities in England has been changed. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also 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/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

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 Lewisham 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.

Definitions of special educational needs and disabilities (SEND) 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 have:

a) a significantly greater difficulty in learning than the majority of others of the same age;

or

b) 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 and disabilities 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.

## School Aims

Forest Hill School aims for the academic success and personal happiness of every student.

We aim to help each student:

- Develop their talents and interests which can support a full and useful life
- Celebrate cultural and social diversity as a strength
- Leave school having reached the highest academic standard possible
- Achieve the skills to continue effective life-long learning
- Prepare to take up successfully the role of citizens of the future.

To support this aim we:

- Provide a safe, caring and stimulating learning environment
- Maintain high expectations of work and behaviour
- Foster creativity and initiative
- Promote self esteem
- Celebrate success in all areas.

### 1. Aims and objectives of this Policy

‘Every Teacher is a Teacher of SEND’

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special educational needs and disabilities 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
- Create a welcoming atmosphere for parents.

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 and care services (and feeding schools or early years settings) 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 SENCo
- 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 SENCo , and Head Teacher 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. Forest Hill School receives further support from Lewisham Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), MASH and a range of visiting specialists and professionals from the PCT
- 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 House. The House 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. membership of the School Council, affiliation with sports teams and other clubs).

## 2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Head teacher
- The person co-ordinating the day to day provision of education for pupils with SEND is the SENCo

## 3. Arrangements for coordinating SEND provision

- The SENCo will hold details of all SEND Support records such as the SEND Register, provision maps, and student portraits for individual pupils

All staff can access the following documents on the shared area;

- The Forest Hill School SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Practical advice, teaching resources, and information about types of special educational needs and disabilities

Information on individual pupils' special educational needs and disabilities including pupil portraits and project information sheets, where applicable is available on SIMS.

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.

#### 5. Specialist SEND provision

Forest Hill School 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

The Forest Hill School building complies with all relevant accessibility requirements.

The building provides wheelchair access, disabled toilets with hoist and personal care facilities and lifts. The Learning Support Department has seven rooms for small group work together with a records room and the SENCo's office.

#### 7. Allocation of resources for pupils with SEND

There is an element within the delegated school's budget which is an indicative amount for special educational needs. This is based on an audit which covers free school meals/ Ever 6, mobility, deprivation and other indicators. The bulk of the school's Additional Educational Need (AEN) is used to reinforce the pastoral system which is accessed by all children.

The school is in receipt of delegated funds from Lewisham Education. These funds are part of an initiative which seeks to dispense with the time consuming and bureaucratic statementing procedure for students whose needs will be best met in mainstream provision. As such Lewisham delegates such monies to the school as would previously have been given in individual children's statements. This money is then used by the school to support the children in school

Resources are purchased that increase the educational achievements of all children by ensuring that they cover a wide range of learning objectives and enhance access to the National Curriculum.

Forest Hill School allocates more than this indicative amount on its SEND provision.

- Some element of every Head Of House's (HOH) salary
- The post of Deputy (2i-c) HOH and its additional non-contact time

- The provision of a dedicated Learning Mentor for each of the four Houses
- The provision of a specialist teacher within the department who is able to test/screen children and apply for access arrangements within the JCQ framework
- Head of Learning Support
- The two Deputy Head of Learning Support posts Key Stage 3 & Key Stage 4&5
- The provision of dedicated administrative support for the Head of Learning support and the Assistant Head Teacher for Inclusion
- Some element of every Inclusion Support Assistant's/ Scale 4 Teaching Assistant's/ Scale 6 Teaching Assistant's salary
- An element of resourcing for the library
- An element of resourcing for the school counsellor
- Special educational needs and disabilities support teachers
- Specific SEND resources
- Materials for differentiation across the curriculum
- Administrative time and materials
- Postage and telephone calls
- Media Reproduction resources.

The school will ensure that maximum possible allocation from the budget for SEND:

- There will be equitable allocation of resources
- As far as possible all pupils' needs will be addressed
- There is a graduated approach to identification and assessment
- L.E.A. funding for pupils with Statements /EHCPs (Matrix Funding).

A number of SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

#### 8. Identification of pupils needs

Identification:

See definition of Special educational needs and disabilities at the start of the policy.

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

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

1. All pupils are screened on entry via the Cognitive Abilities Tests and an age appropriate reading test. The results of these tests are considered together with information from the feeder schools and consideration given as to whether the child requires any additional support. Pupils are retested during year 9 and further consideration given to issues such as support and/or access arrangements in Key Stage 4.
2. 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.
3. 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.
4. The subject teacher will take steps to provide differentiated learning opportunities 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.
5. The SENCo will be consulted as required for support and advice. He/She may wish to observe the pupil in class. They may also instruct the Specialist teacher (section 7, bullet point 4) to screen and/or test the pupil for more diagnostic detail.
6. Through the above actions it can be determined which level of provision the pupil will need.
7. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
8. 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.
9. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
10. Pupil progress meetings, academic review days and parent 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 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 on-going 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 SENCo 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 in writing. Planning will involve consultation between the teacher, Head of House, SENCo and parents 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 tutor, Head of House 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 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 SENCo.

## Review

Reviewing pupil progress will be made at least termly through academic data collection, in line with whole school protocols. The review process will evaluate the impact and quality of the support and interventions, as appropriate. The SENCo will revise the support in light of pupil progress and development in consultation with parents and subject teachers, making any necessary amendments when appropriate.

## 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, to 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, SENCo and Head of House if applicable.

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

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

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 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:

Contact:

Special educational needs and disabilities

Kaleidoscope Child Development Centre

32 Rushey Green

London SE6 4JF

Tel: 020 3049 1475

Email: [SEND@lewisham.gov.uk](mailto:SEND@lewisham.gov.uk)

Or follow the link below to the council's website:

<http://www.lewisham.gov.uk/myservices/education/special-educational-needs/Pages/default.aspx>

Further information and support can be accessed by contacting the Parent Partnership Service:

Bellingham Children's Centre

109a Randlesdown Road

Bellingham SE6 3HB

Tel: 020 8698 2202

## Education, Health and Care Plans (EHCP)

- Following Statutory Assessment, an EHC Plan will be provided by Lewisham Council, 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 developing and producing the plan
- 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
- 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 Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

For further information please contact the SENCo in school.

### 9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum either through direct teaching from subject specialists or through the Explorer groups/ Literacy/Numeracy groups provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the need 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 SENCo 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 both in school and across the Borough. 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 SENCo, and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs and disabilities 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
- Ensuring that that the Special Educational Needs and Disabilities Policy is effectively implemented and regularly reviewed
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary
- Individual or small group tuition is available 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.

- Ensuring that evidence is gathered to determine and implement appropriate access arrangements.
- Ensuring that approved access arrangements are put in place for internal school tests, mock examinations, controlled assessments and external examinations in accordance with JCQ regulations.

#### 10. Inclusion of pupils with SEND

The Head teacher oversees the School's Policy for Inclusion and is 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 external support services such decisions may result from the monthly "Panel meetings" or stem from concerns raised by staff or parents.

Lewisham's Multi-Agency Safeguarding Hub is also available for Heads of House and nominated Safeguarding Officers to access.

Where a behavioural incident warrants exclusion the relevant Head of House, Inclusion Deputy and member(s) of SLT will consider the incident in line with the School's Exclusion Policy.

#### 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, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The Learning Support Department offer an Open Door policy where parents can access the SENCo and Head of Learning Support regularly by making an appointment. Further feedback from parents can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in an SEND Report. The evaluation is carried out by the SENCo in consultation with the Head teacher, link SEND governor and Inclusion Deputy. Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms. This will be collated and published by the governing body the School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

#### 12. Complaints procedure

Refer to the general Complaints Procedure Policy.

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 SENCo, or Inclusion Manager who will be able to offer advice on formal procedures for complaint if necessary.

### 13. In-service training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The school seeks multi agency support 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 SENCo attends relevant SEND courses, Lewisham SENCo meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the school and through access to our in house INSET and training.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, 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 SENCo who will then inform the child's parents.

The Pastoral Team, Inclusion Deputy, School Counsellor, Attendance and Welfare Officer, School Nurse, Safer School officer, representatives from Targeted family Support, SENCo, House Mentor attend a weekly Inclusion Panel Meeting. At this time any relevant information regarding pupils with SEND is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

### 15. Working in partnerships with parents

Forest Hill 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.

The SENCo or Head of Learning Support provides support to teaching through the issuing of advice and strategies together with formal and informal meetings and by staff training where appropriate

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership 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 is part of a soft federation at KS5 with Sydenham School but more broadly inclusion staff are members of borough wide networks with other local schools through which partnership we are able to share advice, training and development activities and expertise.

#### 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. Transition Plans are drawn up in accordance to parental, pupil and staff views follow the actions of a Review Meeting. Pupils with funding where appropriate will also receive an annual review.

#### 17. Links with other agencies and voluntary organisations

Forest Hill School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENCo, Inclusion Deputy, Heads of House, School's AWO are the designated people responsible for liaising with the following:

- Lewisham Education Psychology Service
- Lewisham CAMHS
- Social Services
- Speech and Language Service
- Communication & Interaction Support Service
- Specialist Outreach Services

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.

Signed \_\_\_\_\_ [Name] (Head teacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name] (SENCo)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name] (SEND Governor)

Date \_\_\_\_\_