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# FOREST HILL SCHOOL POLICY

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

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### Key document details

<b>Author:</b>	Special Educational Needs Coordinator	<b>Approver:</b>	Governing Body
<b>Review date:</b>	January 2024	<b>Version No.</b>	1
<b>Agreed date:</b>	March 2024	<b>Next review date:</b>	September 2024
<b>Distribution:</b>	FHS Website	Revised in line with the Code of Practice 2014 Due regard has been given to the Equalities Act 2010	

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## Context

A new SEND Code of Practice was established 1<sup>st</sup> September 2024 with legislation under The Children and Families Act 2014.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

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: [www.lewishamlocaloffer.org.uk](http://www.lewishamlocaloffer.org.uk)

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.

## 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
- To prepare students for adulthood
- 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, behaviour, attendance and Punctuality
- Foster creativity and initiative
- Promote self esteem and confidence
- 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 and students alike.

Objectives:

- Staff members seek to identify the needs of students 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 students in order to aid the identification of students with SEND. Continuous monitoring of those students 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 students 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 students' 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 students' 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), Multi-agency Safeguarding Hub (MASH) and Drumbeat. Visits from outside agencies varies dependent on the level of support a student needs and what their individual needs are.
- Create a school environment where students 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 students at regular intervals. Student participation is promoted across the school within the security of each Year Group. The House and Year Group communities 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 Prefect team, 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 students 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 and student learning passports for individual students.

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 students' special educational needs and disabilities including learning passports, where applicable are available on the school network.

By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students.

This policy is made accessible to all staff and parents on the website 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 students 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 and support agencies where applicable.

#### 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 students 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 and the SENCO's office.

#### 7. Allocation of resources for students 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) budget is used to reinforce the pastoral system which is accessed by all children.

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 Year's (HOY) salary
- The provision of the Inclusion team
- SENCO
- SEND Teachers
- HLTA's
- Inclusion Support Assistants
- An element of resourcing for the library
- An element of resourcing for the school counsellor
- 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 students' needs will be addressed
- There is a graduated approach to identification and assessment
- L.E.A. funding for students with EHCPs (Matrix Funding).

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

## 8. Identification of students 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 students.

1. All students are screened on entry via the Cognitive Abilities Tests (CATs) and an age-appropriate reading tests (YARCs and LASS testing). 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. Students may be tested during KS4 and further consideration given to issues such as support and/or access arrangements.
2. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by Faculty Leaders and Heads of Years.
3. Once a student 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 student'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 student in class and may also gain parent permission to refer the student for further investigation.
6. Through the above actions it can be determined which level of provision the student will need.
7. If a student 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 Student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. This may be recorded on the school's monitoring register as an aid to further progression and for future reference.
10. Student progress meetings 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 student does have SEND, parents will be informed of this. The student is placed on the School SEND Register. The aim of formally identifying a student 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 student 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 student'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 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 student 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 and quality first teaching. 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 student with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, Head of Year, 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 student, 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 Year and subject teachers remain responsible for working with the student 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 student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviewing student 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 student 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 student has substantial 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 student 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 Year 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 student 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:

<https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilities/education-and-learning/education-health-and-care-plans-and-personal-budgets/education-health-and-care-plans>

### 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, parents and outside agencies 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 student's formal record and reviewed at least annually by staff, parents and the student. The Annual Reviews enables provision for the student 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

Students with SEND will be given access to the curriculum either through quality first teaching or through Literacy and Numeracy groups provided by the school as is necessary.

Every effort will be made to educate students 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.

### Ensuring Access to the Curriculum for Students with SEND:

The SENCO, and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs and disabilities of any students 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 students including those with SEND
- Ensuring 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 students would benefit from this provision
- Setting appropriate individual targets that motivate students 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 students with SEND

The Head teacher oversees all School Policies and is responsible for ensuring that they are inclusive and that they are 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 students. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual students, from external support services such decisions may result from the weekly "Inclusion panel meetings" or stem from concerns raised by staff or parents.

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

Where a behavioural incident warrants exclusion the relevant Head of Year and member(s) of SLT will consider exclusion guidance which is contained in the Relationships & behaviour 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 students during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of SEND by means of a questionnaire available at parent evenings.

Student progress will be monitored by class teachers and Faculty Leaders on a termly basis. The SEND Department offer an open-door policy where parents can access the SENCO 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 a SEND Report. The evaluation is carried out by the SENCO in consultation with the Head teacher and link SEND governor. Information is gathered from different sources such as student and parent surveys/ teacher and staff surveys/parent's 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 Deputy Head for Inclusion and Behaviour 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 students with SEND.

The school seeks multi agency support when a need for specialist training is identified. The SEND 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.

#### 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 students 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 student. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The Deputy Head for Inclusion and Behaviour, SENCO, the Inclusion Manager, School Counsellor and HOY attend a weekly Inclusion Panel Meeting. At this time any relevant information regarding students 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 agree ways forward 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 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 student's needs. The SENCO may also signpost parents of students with SEND to the local authority Parent Partnership service, known as SENDIASS, where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will 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 EHC plan we will create a transition plan during the Year 9 and Year 11 transition annual review. Transition Plans are drawn up in accordance to parental, student and staff views follow the actions of a Review Meeting.


### 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 Manager, Heads of Year and school attendance officer are the designated people responsible for liaising with the following:

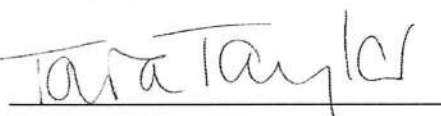
- Lewisham Education Psychology Service
- Lewisham CAMHS
- Social Services
- Speech and Language Service
- Communication & Interaction Support Service
- Specialist Outreach Services

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.

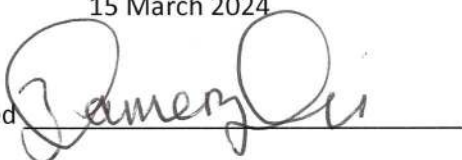
In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed  [Michael Sullivan] (Head teacher)

Date 15 March 2024

Signed  [Tara Taylor] (Acting SENCo)

Date 15 March 2024

Signed  [Zoe Camenzuli] (SEND Governor)

Date