



FREDERICK GOUGH SCHOOL **SPECIAL EDUCATIONAL NEEDS** **AND DISABILITY POLICY**

1. Contents

- **Principles**
- **Legislation**
- **Definitions**
- **Code of Practice**
- **Frederick Gough SEND policy**
- **Admission and transition arrangements**
- **Roles and Responsibilities**
- **Involving parents and pupils**
- **Facilities**
- **Allocation of Resources**
- **Identification and review of students with Special Educational Needs •**
Category and record of need
- **Curriculum arrangements**
- **SEND provision**
- **Complaints**
- **Training**
- **Monitoring and Evaluation**
- **Glossary**



2. Principles

2.1 We are committed to:

The principle that 'Every Child Matters'.

Listening to and acting upon the views of the child and the parent/carers.

Ensuring that all students realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need or academic ability.

Provision that is effective, monitored and reviewed regularly.

Ensuring that all students with special educational needs are identified, assessed and adequately supported, using the 'assess, plan, do, review' cycle. Working together with health, care and other education services for joint outcomes.

Including pupils with SEND in all activities.

Promoting independence skills for children with SEND.

3. Legislation

3.1 This policy has full regard to the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' January 2015, the Children and Families Act 2014 and the Equalities Act 2010.

4. Definitions (taken directly from the SEND Code of Practice January 2015)

4.1 A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

4.2 Children and young people who have SEND may have a disability under the Equality Act 2010, that is, 'a physical or mental impairment' that has 'a substantial and long-term adverse effect on [a person's] ability to carry out normal day-to-day activities'. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.



SEND Code of Practice

5.1 The guidance in the SEND Code of Practice January 2015 covers in detail:

- How to get impartial information, advice and support
 - Working together across education, health and care for joint outcomes •
- The Local Offer
- Guidance for schools
 - Preparation for adulthood
 - Education, Health and Care needs assessments and plans
 - Children and young people in specific circumstances
 - Resolving disagreements

6. Frederick Gough SEND Policy

6.1 The school's SEND policy must be available to read, be accessible to the school community and keep up to date with current legislation.

6.2 The school's SEND Information Report is available to read on our website alongside this SEND Policy.

7. Admission and transition arrangements

7.1 Frederick Gough School is committed to being an inclusive school and to removing any barriers to participation.

7.2 We commit to treating all children and young people with SEND fairly, to making reasonable adjustments and to trying our best to make sure that a child or young person with SEND gets the support they need.

7.3 Support will be given to children and young people with SEND at all transitional stages, including the move from primary to secondary.

7.4 The SENDCO, Inclusion Manager or SEND Manager will attend all annual reviews, to which we are invited, of Year 5/6 students who will be attending Frederick Gough School in the following academic years.



- 7.5 In the summer term before moving, the SENDCO and/or SEND/Inclusion Manager will arrange to meet all students with an Education Health and Care Plan and the feeder school SENDCO to arrange a smooth transition and to pass on information.
- 7.6 The SEND and Inclusion Department will be represented at all Parents' Evenings, including the Year 9 options evening to provide guidance about suitable curriculum choices for KS4.
- 7.7 SEND information will be transferred to colleges at a panel meeting in the students' last school year. A representative from IAGT (Information Advice, Guidance and Transitions) will also be present to make sure students enroll for courses appropriate to their needs and abilities.
- 7.8 An effective transition plan will enable students to access the appropriate training or employment if this is the route they choose.

8. Roles and responsibilities

- 8.1 Teachers: Teachers are responsible and accountable for the progress and development of the pupils in their class. Quality First teaching is the key to success for all pupils, including those with SEND, and Frederick Gough School works to the principle that 'Every teacher is a SEND teacher'. Poor progress will first be tackled through high quality teaching targeted at specific areas of weakness, however if progress continues to be poor, the subject teacher will work with the SENDCO to assess whether the child or young person has SEND. Poor progress and low attainment do not necessarily mean a child or young person has SEND.
- 8.2 SEND Co-ordinator (SENDCO): Mrs. Rosie (Assistant Headteacher) is the designated teacher with responsibility for the post of SENDCO and is responsible for SEND departmental funding allocation, assessments and staffing. Mrs. Grout is the SEND Manager and Mrs. Eyre is the Inclusion Manager/Assistant Headteacher for behaviour, and they have responsibility for the day-to-day operation of the SEND and Inclusion Department. Sharon Smith and Helen Rayner are the Governors with responsibility for SEND.
- 8.3 The Headteacher should ensure that students with SEND engage in all the regular activities of the school so far as it is reasonably practicable and is compatible with:
- The student receiving the special educational provision relevant to his /her SEND
 - The provision of efficient education for the students with whom he or she will be educated



- The efficient use of resources

8.4 Governors: The Governors will be given a regular review of SEND developments by the Governor responsible for the SEND provision in association with the SENDCO.

8.5 Governors will ask appropriate questions in order to ensure SEND provision is of a high quality.

9. Involving parents/carers and pupils

9.1 The school seeks to foster positive relationships with parents and carers. Parents and carers are able to contact the SENDCO, SEND Manager and Inclusion Manager, and if they are not available, leave a message, which will be acted upon as soon as is possible.

9.2 A termly report will be provided for parents on their child's progress. For those pupils who have an Education, Health and Care Plan, the SENDCO/ SEND Manager/ Inclusion Manager will meet with parents twice a year to report on progress. All support will be discussed with parents, and the views of parents will be listened to and acted upon in discussion with school staff.

9.3 The views of pupils are of utmost importance, and they will be listened to and acted upon in discussion with school staff. Meetings will be made accessible for pupils, and their views will be gathered appropriately.

9.4 The views of parents are also of utmost importance, and they will be listened to and acted upon in discussion with school staff. Meetings will be made accessible for parents, and their views will be gathered appropriately.

9.5 The Assistant Headteacher/SENDCO will be available at all Parents' Evenings.

Collaborative working

10.1 We are committed to working in partnership with Health and Social Care services, primary schools and any other services that are working with the child. As Education, Health and Care Plans involve all services working in partnership, annual reviews will be conducted with all parties present (wherever possible).

10. Facilities

10.1 The SEND and Inclusion Team has a designated SEND area that includes:

- An office for the Visual Impairment Team.



- Literacy teaching room
- Office for SENDCO and SEND Manager
- Disabled toilet

10.2 The SEND and Inclusion Team has a designated Inclusion area that includes:

- Three classrooms (one with an adjoining room and kitchen area)
- Office and workspace for parenting workers, social worker and administrative support
- Meeting room
- Kitchen area
- Toilets
- Shower
- Office for Inclusion Manager
- Study Hub

We have an onsite alternative provision called the Study Hub. This provision is for children who joined us as mainstream pupils for whom the additional resource in mainstream was not providing the required impact.

11. Allocation of resources

11.1 Funding for SEND at Frederick Gough School is derived from:

- The LA formula derived from DfE funding regulations for SEND pupils and deprivation factors
- Top up funding
- Any other incomes through grants
- SEND and Inclusion Department's own budget

11.2 Spending is on:

- Learning Support Assistants



- Literacy and numeracy support
- IT, books, stationery and equipment
- Learning resources and materials
- Specific SEND teachers
- Leadership and management of SEND provision
- Personalised learning provision
- External agencies
- Any particular expenses according to a pupil's Education Health Care Plan
- CPD. (Continuing Professional Development)

12. Identification and review of pupils with Special Educational Needs and Disabilities

12.1 All staff have responsibility for identifying students with special needs. The SENDCO, SEND Manager or Inclusion Manager should be informed of concerns. A student might present concerns if:

- They make little or no progress despite targeted support
- They show difficulties in developing in literacy or numeracy
- They present with social, emotional, mental health or behavioural problems
- They have long term sensory or physical problems
- They have communication or interaction difficulties

12.2 The main routes for identifying SEND are through the transition process, base line testing, tracking pupil progress and behaviour tracking.

12.3 Staff can use the pink referral form to refer any concerns to staff who sit on the Every Child Matters panel (SEND Manager, Inclusion Manager, SENDCo, Attendance Officer, SLT link to year group, Careers Leader, Learning Co-ordinators and Assistant Learning Co-ordinators). They can also attend the meeting to present their concerns in person if they wish to. Minutes from these meetings will be published to all staff every fortnight.



12.4 Provision mapping is used to ensure that pupil progress towards individualised targets is tracked regularly and acted upon. Assess, plan, do and review is the principle underpinning this. The SENDCO leads provision mapping, however all SEND and Inclusion staff have a responsibility to use it effectively. Provision mapping will be via an internal system.

13. Categories and records of need

13.1 Special Educational Needs are divided into four broad categories:

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

13.2 Pupils at Frederick Gough School who are identified as having Special Educational Need and/or Disability will be placed onto the Special Educational Needs and Disability register for the purpose of ensuring that all staff are aware of identified need, enabling effective curriculum planning. Pupil category of need will be recorded. Parents will be informed if it is felt that a pupil needs to move onto or off the Special Educational Needs and Disability register. The SEND register is reviewed termly by the SENDCo, SEND Manager and Inclusion Manager.

14. Curriculum Arrangements

14.1 All students with SEND are taught almost without exception in mainstream classes and are supported by a Learning Support Assistant, or other appropriate strategies, according to the provision in his or her EHCP (Education, Health Care Plan) or ILP (Individual Learning Plan). Students with SEND are sometimes withdrawn from mainstream lessons to be taught in small intervention groups by a Learning Support Assistant or specialist teacher.

14.2 All SEND students take part in the standard curriculum, except in rare instances and for extenuating circumstances in which this would not be to their benefit.

14.3 All SEND students throughout the school will participate in PREP as an on-line learning provision.



15. SEND Provision

- 15.1 All teachers are responsible for delivering high quality teaching that meets the wide range of learning needs.
- 15.2 All teachers should know the needs of the pupils they teach, including their SEND. These are available via Sims, Class Charts, the school's information system and Google Drive. The SENDCO is responsible for maintaining and reviewing Individual Learning Plans for all pupils who have an EHCP. All Learning Co ordinators have responsibility for maintaining and reviewing ILPs (Individual Learning Plan) for designated pupils with SEND. LSAs and the SEND Manager also routinely review ILPs.
- 15.3 A representative of the Local Authority is invited to all annual reviews. Our named EHCP Co-ordinator is Mel Nixon . We also work with other named EHCP Co-ordinators.
- 15.4 Some KS4 students identified as needing extra SEND provision, will pursue individual or bespoke courses. In addition, their option choices are guided to enable them to follow appropriate courses for their ability and needs.
- 15.5 The school employs 26 Learning Support Assistants, some of whom specialise in interventions. (see the school website and SEND Information Report for a full list of LSA's responsibilities).
- 15.6 LSAs are allocated to as many classes as possible.
- 15.7 LSAs will be Key Workers for children with EHCPs.
- 15.8 A range of interventions are available for those students with additional needs.
- 15.9 The school has the support of the LA advisory services.

16 Complaints Procedure

- 16.1 The school's complaints procedures are set out on the school website. In addition, as per the 2015 SEND Code of Practice, Local Authorities must make known to parents and young people the possibility of resolving disagreements across education, health and social care through disagreement resolution and mediation procedures.



18 Training

18.1 The school provides funding each year for appropriate training around identified needs.

18.2 The SENDCO, SEND & Inclusion Managers will identify training needs for Learning Support Assistants and ensure that relevant members of staff receive appropriate training. This training should match the priorities of the SEND departmental action plan.

19 Monitoring and Evaluation

Monitoring / Evaluation	Who by / When
SEND policy review	Governors / annually
Lesson observation	Observation and learning walks annually
Sampling students' work	By Senior and Middle Leaders
Appraisal of SENDCO	Headteacher / annually
Governors' link	Governor link – SENDCO / termly
Discussion at Learning Co-ordinators' meetings	Learning Co-ordinators and SENDCO / half termly
Discussion at Subject Co-ordinators' meetings	SLT and Subject Co-ordinators / half termly
Discussion at link meeting	BL/JRO fortnightly
KS3 & KS4	SLT/ annually

Policy reviewed July 2026
Jo Rosie

Next review: July 2027