



Special Educational Needs and Disabilities / Shine Policy and Information Report

1. Aims.....	4
2. Legislation & Guidance.....	5
3. Definitions.....	5
4. Roles & Responsibilities.....	5
4.1 The Governing Body.....	5
4.2 The SEND Governor.....	6
4.3 The Headteacher.....	6
4.4 The Assistant Headteacher (Inclusion).....	6
4.5 The Learning Support Department.....	7
4.6 The Shine Resource Base.....	7
4.7 The Shine Outreach Team.....	7
4.8 The SENCO, Shine Teachers & 2i/c Learning Support.....	7
4.9 HLTA, LSA Intervention Leads & Learning Support Assistants (LSAs).....	8
4.10 Heads of Department & Head of Progress.....	8
4.11 Class Teachers.....	9
5. SEND Information Report.....	9
5.1 Categories of SEND at FPSS.....	9
5.2 SEND Needs at FPSS.....	10
5.3 School Admissions.....	11
5.4 Identifying pupils with SEND and assessing their needs.....	11
5.5 Exiting the SEND Register.....	13
5.6 Reviewing & evaluating the effectiveness of SEND provision.....	13
5.7 Consulting and involving pupils & parents.....	14
5.8 Expertise & training of staff.....	14
5.9 SEND Provision.....	16
5.10 Adaptations to the curriculum & learning environment.....	16
5.11 Examination Access Arrangements (EAA).....	17
5.12 Supporting pupils moving between phases & preparing for adulthood.....	18
5.13 Securing equipment & facilities.....	19
5.14 Enabling pupils with SEND to engage in activities alongside others.....	19
5.15 Support for improving emotional & social development.....	19
5.16 Support for students with Medical Needs.....	20
5.17 The Local Authority local offer.....	20
5.18 Contact details of support services for parents of pupils with SEND.....	20
6. Complaints about SEND provision.....	21
6.1 Contact details for raising concerns.....	21
6.2 Monitoring arrangements.....	22
6.3 Links with other policies and documents.....	22

APPENDIX 1: The Shine Resource Base.....22
Principles.....22
Procedures.....23
Performance.....23
Additional Provisions.....24

1. Aims

Furze Platt Senior School is a fully comprehensive school that aims to ensure that all students experience success in all areas of their academic and personal development, irrespective of neurodiversity, disability or personal circumstances. We prioritise ambition, collaboration, happiness, integrity, endurance and versatility to achieve excellence across the curriculum and in all other areas of school life.

At Furze Platt we believe:

- All students have the right to achieve their potential. The achievements of all students should be recognised and celebrated. The school aims to enable students to reach the highest standards of personal achievement by developing self-confidence, self-motivation and self-discipline.
- The school has a responsibility to identify and address students' individual needs using an assess, plan, do, review approach. We recognise that every student has unique strengths, challenges and experiences.
- All students, whatever their special educational needs, should receive appropriate educational provision through a relevant, broad and balanced curriculum that demonstrates coherence and progression in learning. The curriculum will be delivered using appropriate High-Quality Teaching and Learning strategies (HQT) to ensure equality of opportunity for all students.
- Students with SEND will have equal opportunities to take part in the school community, including all aspects of the school's academic and extra-curricular provision, as far as is appropriate.
- All students will be actively encouraged to be independent learners and share responsibility for their learning and progress. Opportunities will be provided for students to participate in a discussion about the support being offered and share responsibility for their learning and progress.
- The views of the family or carer will be actively sought when considering the education of a child with SEND. This will help to ensure that the family and school work in partnership to make decisions relating to the child's education and that the family participate in the development of their child. This reflects the school's belief that a child's education is the joint responsibility of the family or carer, student and the school.
- The physical environment of the school should promote access to the curriculum for all children. Whilst the physical environment of the school is not ideal for students with visual or mobility problems FPSS ensures that it takes all reasonable steps to support these students and has been successful in supporting them in their time here.
- The school will deploy the resources of the Learning Support Department and Shine in an effective way.
- Students have a right to high quality careers advice and guidance. The school will provide appropriate information with respect to SEND to staff involved with Careers (i.e., Adviza) and on request to Higher/Further Educational establishments.
- The school will work collaboratively with external professionals and support services.
- The school will ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

The mission of the Inclusion Team is:

“To support education staff and students in the difficulties they face, whilst celebrating their achievements and individuality. By doing this we can build trust, develop their motivation, boost their self-esteem and sense of belonging, and build their resilience so that they can collaborate and achieve their best.”

2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report.

It has also been informed through reference to:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions 2017
- The FPSS Child Protection and Safeguarding Policy
- Teachers Standards 2012

And other relevant legislation.

The school should meet all statutory obligations. The school will pay due attention to all current legislation with respect to students with Special Educational Needs and Disability. This policy will be monitored and developed in tune with future legal requirements.

3. Definitions

A pupil has SEND if they have a learning difficulty, mental health difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Inclusion team refers to the Assistant Headteacher (Inclusion) and all personnel involved in the Learning Support Department, Shine Resource Base and Shine Outreach.

4. Roles and responsibilities

4.1 The Governing Body

The governing body will:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the "responsible person" – the Headteacher or the appropriate governor has been informed that a pupil has special educational needs, those needs are made known

- to all who are likely to teach them, following assessment.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Ensure that a pupil with special educational needs can join in the activities of the school together with pupils who do not have special educational needs. This is the case so far as is reasonably practical with respect to the efficient use of resources, the safety of the people involved and the certainty that the needs of all the children involved can be met, irrespective of their SEND status.
- Report to parents on the implementation of the school's policy for pupils with special educational needs as required.
- Have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Identify a named governor for Special Educational Needs.

4.2 The SEND governor

The SEND governor is Mrs Jacqui Edwards. They will:

- Visit the school.
- Monitor compliance with relevant legislation
- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and Assistant Headteacher (Inclusion) to determine the strategic development of the SEND policy and provision in the school.
- Report to the Governing Body on information relating to SEND

4.3 The Headteacher

The Headteacher is Dr Andrew Morrison. They will:

- Work with the Assistant Headteacher (Inclusion) and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND
- Keep the Governing Body informed of the progress made by SEND pupils.

4.4 The Assistant Headteacher (Inclusion)

The Assistant Headteacher (Inclusion) is Mrs Bethan Stiles. They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Report to the Governing Body on information relating to SEND
- Oversee the implementation and operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Ensure the efficient allocation of resources to meet student's needs effectively
- Lead the Learning Support Department, Shine Resource Base and Shine Outreach team through the line management of the SENCO, 2i/c Learning Support, Shine Teachers, Shine Outreach Manager and Shine Administrator.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.

- Ensure appropriate provision and monitoring is in place throughout the school.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

4.5 The Learning Support Department

The Learning Support Department comprises of the SENCO, 2i/c Learning Support, a SEND Administrator, an EAA officer, an HLTA, LSA Intervention leads and a team of Learning Support Assistants who work either full- or part-time. The role of the department is to:

- Support individuals and groups as directed by the Assistant Headteacher (Inclusion).
- Liaise with teaching staff.
- Promote and facilitate inclusion of students with special educational needs.
- Meet regularly to discuss and review provision.

4.6 The Shine Resource Base

The Shine Resource comprises of 2 Shine teachers, Shine LSAs and a Shine Administrator who work either part-time or full time. The role of the resource base is to:

- Support named students with an EHCP who have Autistic Spectrum Condition as their primary need as directed by the Assistant Headteacher (Inclusion).
- Liaise with teaching staff.
- Promote and facilitate inclusion of students with special educational needs.
- Meet regularly to discuss and review provision.
- Five students are admitted to the Resource Base in Year 7 each year in liaison with RBWM. The total number of students allocated places in Shine is capped at twenty-five with no cohort exceeding five places. The Resource Base supports students in Years 7 – 11.

4.7 The Shine Outreach Team

Furze Platt Senior School provides the Shine ASC Outreach Service to all schools for the local authority as per the signed Service Level Agreement (SLA)

4.8 The SENCO, Shine Teaches and 2i/c Learning Support

In the mainstream school, the Special Educational Needs Co-ordinator (SENCO) is Mrs Jessica Jackson Mrs Deborah Jack will fulfil this role whilst Mrs Jackson is on Maternity Leave. The 2i/c Learning support is Mrs Christina Cook.

In the Shine Resource Base, the Shine teachers are Mrs Alyson Kelly and Mrs Julia Stimson.

They are responsible for:

- The day-to-day operation and implementation of the school's SEND Policy.
- Co-ordinating and monitoring provision for individual pupils with special educational need in line with the graduated approach.
- Line Management of the Administrators and Learning Support Assistants as directed by the Assistant Headteacher (Inclusion)
- Liaising with the Assistant Headteacher (Inclusion), Head of Sixth Form, Heads of Progress, Pastoral Managers, Medical Officer and Transition Co-ordinators who oversee the pastoral care and support of pupils with social, emotional, physical or mental health difficulties.
- Liaising with the Designated Safeguard Lead where appropriate with respect to students

- with special educational needs.
- Liaising with external agencies and professionals through the Local Offer and other available services
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Maintaining effective communication and sharing information with staff, parents/carers and other agencies where appropriate.
- Maintaining the school's SEND Register and overseeing the records of all pupils with special educational needs.
- Writing and reviewing Student Support Plans (SSPs) and EHC Assessment applications
- Organising and implementing the annual review process for students with an EHCP.
- Organising the assessment of pupils for examination access arrangements and ensuring appropriate exam access arrangements are in place through the line management of the EAA Officer.
- Liaising with previous providers and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

4.9 HLTA, LSA Intervention Leads and Learning Support Assistants (LSAs)

The HLTA, LSA Intervention leads and LSAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing- and making provision for pupils with SEND.
- Where directed, lead small-scale, specific interventions using the assess, plan, do, review approach.
- Support the work of visiting professionals who work with particular students.
- Support students in completing controlled assessments.
- Where directed, support students with SEND within the mainstream classroom
- Where directed, provide emotional support to students who find school life stressful.
- Work with teachers to develop schemes of work which are accessible to students with Special Educational Needs and Disability. These may be of a general nature or may be specific to the needs of individual students.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Help to implement SSPs.
- Support students in tests or examinations by providing access arrangements.
- Running pastoral clubs, before school and managing the pastoral needs of small groups of students during Breaks 1 and 2.
- Monitor the progress of particular students.
- Contribute to review meetings including SSP and intervention reviews and EHCP annual review meetings.

4.10 Heads of Department and Heads of Progress

Each Head of Department is responsible for:

- Designing and implementing a curriculum that is accessible to all students with SEND.
- Supporting class teachers with the implementation of recommended strategies for students with SEND within their curriculum.
- Monitoring the progress and development of pupils with SEND within their subject area through end of topic assessment data, reports for each year group and RSL meetings.
- Liaising with the SENCO or Shine Teachers to highlight changing or arising needs that may require additional intervention above and beyond that available through High Quality

- Teaching.
- Each Head of Progress is responsible for:
- Monitoring the progress and development of pupils with SEND within their year group through review of attendance data, conduct points and the termly reports for each year group.
- Contributing to review meetings including EHCP annual review meetings as required.
- Liaising with the SENCO/Shine Teachers to highlight changing or arising needs that may require additional intervention above and beyond that available through High Quality Teaching.
- Supporting the Shine Resource Base and Learning Support Department in designing and facilitating interventions for students with SEND.
- Completion of referrals for mental health or neurodiversity assessments if requested

4.11 Class teachers

All teachers are teachers of pupils with special educational needs. Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Making sure they are aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs
- Providing High Quality Teaching (HQT): It is incumbent upon teachers to be aware of the varying needs of pupils in their classes and to differentiate accordingly.
- Working closely with any LSAs or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO and Shine Teachers to review each pupil's progress and development and decide on any changes to provision.
- Participating in training to ensure that the individual needs of students are understood, and that provision is made.
- Bringing to the attention of the SENCO or Shine Teachers any child whose needs they believe are not being met.
- Giving feedback to parents of pupils with SEND through parents evening, reports and response to questionnaires distributed by the Shine Resource Base or Learning Support Department. Teachers are encouraged to email or phone home between the formal communication cycles if they have specific academic concerns.
- Ensuring they follow this SEND policy.

5. SEND Information Report

5.1 Categories of SEND at FPSS

Furze Platt Senior School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition (ASC), speech and language difficulties
- Cognition and learning, for example specific learning difficulties such as dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), mental health concerns
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, medical needs
-

5.2 SEND Needs at FPSS

Students with SEND at Furze Platt Senior School may have the following SEND needs.

ACRONYM	SEND TYPE	DEFINITION
MLD	Moderate Learning Difficulties	Children described as having MLD have developmental delay resulting in attainments significantly below expected. Generally, they will have difficulty with: language, self-esteem, concentration and social skills
SLD	Severe Learning Difficulties	Children described as having a SLD often use basic words and gestures to communicate their needs. They may need a high level of support with everyday activities, but many can look after some if not all of their own personal care needs. Some young people with SLD have additional medical needs and some need support with mobility issues.
ASC	Autistic Spectrum Condition	ASD can be defined as three different areas of difficulties called the Triad of Impairments. These are difficulties in social interaction, language as used in social communication and the use of symbolism or imagination
SLCN	Speech & Language Communication Needs	These students have specific language impairment, include difficulty in understanding and/or making others understand information conveyed through spoken language. They find it hard to understand or use words in context. Words and grammatical patterns may be used incorrectly. They have difficulty in recalling words and therefore have reduced vocabulary.
SpLD	Specific Learning Difficulties	SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly: Dyslexia. Dyslexia affects reading and spelling, verbal memory and verbal processing speed but other skills often remain within the 'normal' range.
SEMH	Social, Emotional & Mental Health	These students may exhibit withdrawn or disruptive behaviours. They may have depression, high anxiety, communication problems, anti-social behaviour, anger and/or threat of violence. These students find it difficult to cope with unstructured activities.
BESD	Behavioural, emotional and social difficulties	These young people find it difficult to successfully manage their behaviour and emotions, resulting in them showing behaviour which is often unpredictable. Children with BESD are often difficult to understand and it isn't rare from them to become anxious and/or scared regularly.
ADHD	Attention Deficit Hyperactivity Disorder	Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. Young people with ADHD can seem restless, may have trouble concentrating and may act on impulse.

PD	Disability	A student with physical disability which may be a result of illness or injury which may have short or long term consequence.
HI	Hearing Impairment	Students with hearing impairments range from those who have mild hearing impairment to those who are profoundly deaf, it can be permanent or temporary.
VI	Visual Impairment	Some children are born blind; others lose their sight partially or completely as a result of accidents or illness.
MSI	Multi-sensory Impairment	A young person has impairment in both sight and hearing.
M	Medical	A medical diagnosis or a disability does not necessarily imply SEND, but if it could hinder their access to education then it does.
OTHER	Other	A young person has a neurodiversity or disability that does not fit into the above categories.

5.3 School Admissions

Furze Platt Senior School will admit pupils on the basis of the school's admissions policy. Pupils with special educational needs, of whatever kind, are admitted without prejudice, although the school gives no priority to admitting such pupils.

Please see the FPSS Admissions Policy and Accessibility Policy for further information.

Once a place on roll at Furze Platt Senior School has been offered and accepted in line with RBWM admission processes, the following actions will be put in place:

- Primary schools are asked to identify students with Special Educational Needs and Disability and to discuss these students during the transition visits in the summer term. Primary schools are also encouraged to invite the school to attend Year 6 Annual Reviews where a student has an EHCP.
- Where it is deemed appropriate some SEND students will attend an extra transition programme to ease the student's move from primary to secondary school.
- The SENCO will attend a transition meeting with SENCO of feeder schools where appropriate.
- The needs of students with SEND are shared with FPSS staff once the student has been admitted to the school through SIMs, class charts, provision map and Go4Schools.
- Where a student's needs are more complex or further communication is required, a Student Support Profile (SSP) is created in collaboration with the student and their parents/carers which includes a description of their needs and suggested strategies for use by the class teachers and LSAs. This is shared with school staff
- The needs and recommended strategies to support a student with SEND may be discussed in a staff briefing or INSET in order to inform best practice.

5.4 Identifying pupils with SEND and assessing their needs.

At Furze Platt Senior School, a students' educational needs are identified in a variety of ways:

- Information from primary schools.
- Primary liaison visits.
- Students' files.
- KS2 scores and other data.
- School staff.

- Feedback about learning, behaviour and emotional need from subject teachers, pastoral staff and LSAs as a result of observation.
- Progress Report data based on formative and summative assessments. This will identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap
- AIMS meetings where students who have been referred for assessment, intervention, mentoring and support are discussed.
- Testing in school.
- NFER Cognitive Ability tests on entry.
- Reading and spelling ages tests on entry (further phonics and comprehension testing for those who are flagged up at this screening).
- Reading, spelling, comprehension accuracy and speed for all year 9 (further access arrangement testing for those who are flagged up at this screening).
- All students who enter mid-year are given these tests.
- LUCID screening for all Year 9 students to identify those requiring further testing for access arrangements for public exams.
- LUCID Rapid Plus testing for dyslexia screening for identified students.
- Dyscalculia screening for identified students.
- In class observation by SENCO and LSAs.
- Information from relevant outside agencies such as the Educational Psychologist (EP) and Children and Young People's Integrated Therapies (CYPIT).
- Student and parental concerns.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The level of student need (SEND status) will be classified according to the following criteria:

- N - No Special Educational Need
- AN – Additional Need. A student has a diagnosed special educational need that can usually be addressed by High Quality Teaching but may require targeted support within the classroom on occasion. Where the need or strategies recommended need further elaboration in order to ensure HQT, a SSP may be written.
- K - SEN Support. Students designated as requiring SEND support will need intervention in addition to the High-Quality Teaching (HQT) experienced within the classroom. This intervention may be delivered internally by school staff (wave 2 intervention) or by external professionals (wave 3 intervention).
- E - Education, Health and Care Plan. Students with an EHCP require significant support and intervention above and beyond HQT. This is written and reviewed in conjunction with the local authority. All students with an EHCP will also have a SSP that will detail specific short term targets and monitor progress towards related short/medium term-outcomes.

Where a student is identified as having SEND, the school will take action to remove barriers to

learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle of 'Assess, Plan, Do, Review'. Through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

There is a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. A provision map is used to record details of additional or different provision made for students with SEND. This forms part of discussions with parents and staff about the child's progress, expected outcomes from the support and planned next steps.

Students with SEND who are admitted to the Shine Resource Base have a highly individualised and specialist programme of intervention. Students receive specialist teaching and support alongside attending mainstream lessons for the majority of their week. Most students in Shine will attend approximately 80% of their academic lessons within the mainstream school.

5.5 Exiting the SEND Register

The needs of every student are regularly reviewed, and, over time or with intervention, it is possible that students will learn strategies to allow them to independently support themselves without the need for further intervention or provision. If this is the case and pupils are making progress in line with national expectations and personal targets, then they are likely to be withdrawn from the SEND Register. Parents will be informed if a student is added or removed from the SEND register.

5.6 Reviewing and Evaluating the effectiveness of SEND provision

Once a student's needs have been identified and assessed, the support in place to meet a student's needs is regularly reviewed. For interventions in place, a review will take place on a half-termly basis or at the end of a planned block of intervention if the intervention lasts less than 6 weeks.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term using individual pupil tracking and test data.
- Analysing value-added scores and attainment for students on the SEND register on a termly basis
- Monitoring of classroom practice by the Senior Leadership Team and Heads of Department.
- Regular feedback from staff, students and parents.
- Reviewing the impact of interventions.
- Using pupil, parent and staff questionnaires.
- Feedback and reports from external professionals.
- Reviewing SSPs
- Holding annual reviews for pupils with EHC plans.
- Referring to the school self-evaluation and the School Development Plan.
- Scrutinising formal and informal inspection feedback.

5.7 Consulting and involving pupils and parents

Effective communication with students and parents/carers is treated as a priority at Furze Platt

Senior School. We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents'/carers' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- Parents and young people are aware of the local authority's information, advice and support service.

Notes of these early discussions will be added to the pupil's provision map. We will formally notify parents when a change is made to the students SEND status.

Following the initial conversation with the student and parents/carers, communication is maintained via phone call, email, Microsoft teams and face to face meetings within the hours of the school day.

5.8 Expertise and training of staff

At Furze Platt Senior School, we strive to ensure that we employ staff who embody the school's Achieve ethos and have adequate training and experience to successfully fulfil their responsibilities. This is particularly the case when considering those who will be working closely with students with additional needs.

In addition to classroom teachers and Heads of Department, the following staff are employed to specifically support young people with SEND:

SLT

1 Deputy Headteacher (*Interventions and Safeguarding*)

1 Assistant Headteacher (Inclusion)

Shine

2 Shine Teachers

6 LSAs

1 Shine Administrator

Shine Outreach

1 Shine Outreach manager

3 Shine Outreach workers

Learning Support (Mainstream)

1 Head of Learning Support/SENCO (Part time)

1 2i/c Learning Support (part time)

1 SEND Administrator

1 EAA Officer

1 HLLSA

2 LSA Intervention Leads (full time)

2 LSA Intervention Leads (part time)

5 LSAs (fulltime)

6 LSAs (part time)

The Assistant Headteacher (Inclusion), the SENCO and a middle leader (Head of MFL) all hold

the NASENCO qualification and are qualified teachers.

The 2 i/c learning support and shine teachers are all qualified teachers with significant experience of supporting young people with SEND.

The Assistant Headteacher (Inclusion), SENCO, 2 i/c Learning Support and Shine teachers regularly attend training and meetings organised by the RBWM in order to receive local and national updates on the support on offer to students with special educational needs and share good practice.

In order to maintain and develop the quality of teaching and provision, and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake regular training and development. Recently, staff have undertaken the following training:

- RBWM Removing barriers for young people with SEMH
- AET Autism training (delivered by Shine Outreach)
- Dyslexia training
- ADHD training
- EAL training
- Disciplinary Literacy training
- RBWM SEND Inclusion conference
- The Open University: Teaching Assistants: Support in action
- Staff briefings relating to the needs of individual students

All teachers and support staff who are new to the school undertake induction and this includes a meeting with the Assistant Headteacher (Inclusion) or SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

5.9 SEND Provision

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions/support where appropriate and where resources allow:

School-led additional provisions:

- Year 7 Reading and Spelling screening,
- Small group EAL, spelling, reading and writing intervention, provided by LSA Intervention Leads and monitored by a specialist external teacher (RBWM)
- Lucid dyslexia and dyscalculia screening
- LSA Support across curriculum is generally timetabled to meet the provision stipulated in an EHCP but can be used to support additional students where resources allow. In the sixth form, where LSA support is required, it usually takes place outside of subject lessons in the form of mentoring.
- Morning Maths interventions in both small group and individual basis
- Personalised P.E. programmes for named students
- Social skills group
- SENCO intervention sessions
- ELSA
- Zones of Regulation

- Morning mentoring (LSA)
- Raising Achievement Mentoring
- Exam Access Arrangements
- Time out cards
- Use of a laptop
- Use of auditory aids
- Use of visual aids
- Modified resources
- Specified Seating Arrangements
- Lunch club – Quiet room
- Lunch Club- Active room
- Physiotherapy

External Professional Provision:

- Shine Outreach
- Hearing Specialist Teacher
- Communication Intervention
- SALT
- Educational Psychologist
- Occupational Therapist
- Counselling
- SEMH Coach
- Access Arrangement testing

Provision through local organisations and charities:

- Canine-Assisted Learning
- Boxing Mentoring
- Kickstart
- Counselling
- Construction
- DASH
- Family Friends
- Early Help
- PICADA

Alternative Provisions:

- Academy 21
- BCA
- HYPE
- 1:1 tuition
- Home Education

We will only use alternative educational providers who are Ofsted registered in line with our Child Protection and Safeguarding Policy.

5.10 Adaptations to the curriculum and learning environment

The majority of students with SEND at Furze Platt Senior School follow a full timetable and undertake a broad and balanced curriculum. The same high expectations for participation and attainment are held for students with special educational needs as those without. The provision put in place for pupils with SEND is intended to enable them to Achieve and make the greatest

possible progress in the context of the national standards and in their own personal development.

Pupils are grouped in classes where there is a range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels. Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it effectively, for example, by considering the grouping for activities, provision of 1:1 work, adaptation of teaching style, considered content for each lesson, etc.
- Adapting our resources, staffing and room allocations
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Provision for exam access arrangements as normal working practice.

The school will not withdraw a pupil from an entire subject, unless in exceptional circumstances. Any decision on this issue will be made through the AIMS referral system.

5.11 Examination Access Arrangements (EAA)

Examination access arrangements are designed to ensure that pupils with certain disabilities and certain learning difficulties can access examinations, without giving them an unfair advantage over other pupils who do not qualify for such arrangements. Consideration of whether pupils qualify for access arrangements is given in accordance with the terms of the national regulations issued annually by the Joint Council for Qualifications (JCQ). Decisions at school level, including recommendations to the Awarding Bodies, are made by the Headteacher as Head of the Examinations Centre

No child has an automatic right to access arrangements. Parents are welcome to request such arrangements for their child and present factual information in support of their requests however there is a formal procedure for the assessment of access arrangements. Parental opinions in themselves are not evidence of the need for special arrangements.

Responsibility for access arrangements testing for the Head of Centre's consideration and for the appropriate bodies rests with the SENCO, according to JCQ guidelines. The SENCO will work in collaboration with the Exam Access Arrangement Officer and the Assistant Headteacher (Raising Standards) and will consult class teachers, Heads of Progress and other staff (as appropriate), keeping parents informed of the process.

Once any examination access arrangements or special considerations have been granted it is the responsibility of the Examinations Officer to ensure that they are implemented.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- Adapting assessment materials.
- Adaptation of the physical environment for access purposes.
- Adaptation to equipment.

- Assessment material in an enlarged format or Braille.
- Assessment material on coloured paper or in audio format.
- Changing or adapting the assessment method.
- Changing usual assessment arrangements.
- Extra time, e.g., assignment extensions.
- Language modified assessment material.
- Practical assistant.
- Prompter.
- Providing assistance during assessment.
- Rest Breaks
- Reader.
- Scribe.
- Use of assistive software.
- Using assistive technology.
- Use of coloured overlays or low vision aids.
- Use of different assessment locations.
- Use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The student may not need, nor be allowed the same adjustment for all assessments.

5.9 Supporting pupils moving between phases and preparing for adulthood

At Furze Platt Senior School, we will share information with the school, college, or other setting the pupil is moving to in accordance with GDPR guidance. We will agree with parents and pupils which information will be shared as part of this.

All students who are due to join FPSS are sent an induction pack of information and are invited to attend a transition day(s) (if beginning at the start of Year 7 or 12) or a transition session (for other year groups or in-year transfers). They will receive a tour of the school and will meet with their Head of Progress or Pastoral Manager. For students with special educational needs, the following may be used to aid transition as required:

- Visits from a member of school staff at their previous educational setting, referred to as a transition visit.
- additional visits to the school including familiarisation tours.
- Parent/carer meetings with the SENCO.
- Student meetings with the SENCO and named LSAs.
- Support with organisation e.g., Visual timetables, guidance on organisation, provision of information to guide routines.

Students with special educational needs also have access to the following to aid them in making informed choices regarding any their education and employment:

- Participation in careers education throughout the curriculum
- Prioritised access to a Careers advisor.
- Invitation to attend careers talks by external speakers.
- Y9-13 are invited to attend the Careers and Higher Education Fair
- Y10 college visits
- Links with further education providers and admissions tutors.
- Y12 Interview practice
- Visits to further education providers for open days if necessary.

- Support with writing and submitting further education or employment applications.

5.13 Securing equipment and facilities

The Headteacher, SENCO and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the EHCP. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

The EFA identifies an amount within our overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality, appropriate support from the whole of its budget through staffing, commissioning services and purchasing specialist resources.

The Learning Support department receives a budget from the school's capitation, which is used at the discretion of the SENCO for the purchase of textbooks and miscellaneous resources such as stationery.

The school is not expected to meet the costs of the more expensive support from its core funding. We are expected to provide additional support which costs up to a nationally prescribed threshold per pupil/student per year. Further financial support that can be used for more extensive intervention can be provided through an application to the LA for Higher Needs Block Funding.

5.14 Enabling pupils with SEND to engage in activities alongside others

All of the extra-curricular activities and school visits on offer at Furze Platt Senior School are available to all of our pupils. Students with special educational needs are actively encouraged to participate in school wide events and take an active role within the school community.

All pupils are encouraged to go on our day and residential trip(s).

All pupils are encouraged to take part in sports day, school plays, musical concerts, performance, assemblies and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND.

5.15 Support for improving emotional and social development

The Pastoral care available to our students is a strength at Furze Platt Senior School. The physical and mental wellbeing of each student is our primary concern and will always be taken seriously.

We provide support for pupils to improve their emotional and social development through the following:

- A clear and well-embedded ethos that is based around mutual respect.
- A considered and appropriate PSD programme that responds to emerging needs.
- Access to a Peer Mentor Program
- A caring team of form tutors who meet with students on a daily basis.
- Proactive, empathetic and supportive Heads of Progress and Pastoral Managers who co-ordinate in school and external support for students where needed.

- Designated pastoral offices where students are able to find a member of the pastoral team at any time.
- Access to see the Medical Officer to support medical or other needs at any time.
- Referrals can be made to the school counsellors, group counselling sessions, Canine Assisted Learning and sports mentoring interventions.
- Referral to CAMHS, Early Help and other external services where appropriate.
- Pupils with SEND are also encouraged to take part in a wide variety of clubs to promote teamwork/building friendships etc as well as the pursuit of their own interests and hobbies.
- Pupils with SEND are encouraged to be take a leadership role within the school community.
- We have a zero-tolerance approach to bullying.

5.16 Support for Students with Medical Needs

Furze Platt Senior School recognises that pupils at school with medical conditions should be properly supported so that, when appropriate, they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students with medical needs may have a Healthcare Plan (HCP). Some students may also have special educational needs (SEN) and so may have an Education, Health and Care (EHC) plan; this plan brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice is followed.

Please see the FPSS Supporting Students with Additional Health Needs policy on managing medicines in school for further information.

5.17 The local authority local offer

Our contribution to the local offer can be found in the SEND Provision section above.

Our local authority's local offer is published here:

https://rbwm.afcinfo.org.uk/local_offer

5.18 Contact details of support services for parents of pupils with SEND

The RBWM local offer:

Website: https://rbwm.afcinfo.org.uk/local_offer

RBWM SEND IAS Service:

Website: <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/information-advice-and-support-service-ias>

Phone: 01628 683182

Email: ias@rbwm.gov.uk

SEND Voices RBWM – Parent and Carer Forum

Website: <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/send-voices-rbwm-parent-carer-forum>

6 Complaints about SEND provision

Should pupils or parents/carers be unhappy with any aspect of educational provision for a student with a special educational need, they should discuss the problem with a class/form teacher in the first instance.

Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should then ask to speak to the SENCO or 2 i/c Learning Support if the student is a member of the mainstream school or the Shine Teachers if the student is a member of the Shine Resource Base.

For a problem that might need time to explore fully, parents/carers should make an appointment with the appropriate member of staff. thus, allowing time for information to be gathered and the incident to be explored.

If a complaint is not addressed fully by the SENCO, 2 i/c Learning Support or Shine Teachers, then pupils or parents/carers should contact the Assistant Headteacher (Inclusion).

In the event of a formal complaint, please see the complaints policy which can be found on the FPSS website and follow the procedure stated.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.1 Contact details for raising concerns

Mrs Jessica Jackson (SENCO)
Telephone: 01628 625308
Email: jessisca.jackson@furzeplatt.net

Mrs Deborah Jack (SENCO) – Maternity Cover
Telephone: 01628 625308
Email: deborah.jack@furzeplatt.net

Mrs Christina Cook (2 i/c Learning Support)
Telephone: 01628 625308
Email: christina.cook@furzeplatt.net

Mrs Alyson Kelly (Shine Teacher)
Telephone: 01628 625308
Email: alyson.kelly@furzeplatt.net

Mrs Julia Stimson (Shine Teacher)
Telephone: 01628 625308
Email: julia.stimeson@furzeplatt.net

Mrs Bethan Stiles (Assistant Headteacher (Inclusion))
Telephone: 01628 625308
Email: bethan.stiles@furzeplatt.net

Dr Andrew Morrison (Headteacher)
Telephone: 01628 625308

7 Monitoring arrangements

This policy and information report will be reviewed by the Assistant Headteacher (Inclusion) every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

8 Links with other policies and documents

This policy links to the following FPSS policies and documentation:

- Accessibility plan
- Admissions Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- CEIAG Policy
- Complaints Policy
- Curriculum Policy
- Equalities Policy
- Exams Policy
- GDPR Data Protection Policy
- Health Safety Policy
- Learning Policy
- Literacy Policy
- Supporting Students with Additional Health Needs Policy

APPENDIX 1: The Shine Resource Base

Shine is an Autism Resource Area. It is an inclusive resource that supports students whose primary need is Autistic Spectrum Condition. It facilitates their development of social communication skills and independence by providing a specialist service within a mainstream secondary school within the context of a supportive environment.

Shine promotes access to broad and balanced curriculum within the mainstream school, whilst providing small group support where necessary, aimed at meeting individual needs.

Shine has five allocated places in each national curriculum year, Year 7-11. The total number of students within the resource base is capped at twenty-five by RBWM. Applications for 6th form Shine placements are no longer accepted by RBWM. All applications are dealt with by RBWM (CYPDS) Resource Base Admission Panel. Access to the Shine Resource Base is limited to those students with a named EHCP placement as 'Shine' at FPSS.

Principles

Shine will:

- Provide high quality education for students with Autistic Spectrum Condition (ASC) who are able to access a mainstream curriculum with specialist support.
- Provide equal opportunities and access to a broad, balanced and differentiated

curriculum that is appropriate to the students and their Special Educational Needs and Disabilities.

- Develop partnerships with parents that are collaborative, informative, and supportive.
- Support the inclusion of students in both mainstream and small group classes.
- Provide an environment that is safe and supportive, which meets the students' social, emotional, educational, and physical needs.
- Develop students' awareness of themselves and others.
- Provide opportunities to learn, develop and practise social communication skills and life skills.

Procedures

Shine will achieve this via:

- A thorough transition programme for all students starting the school.
- Appropriate teaching assistance and additional resources within the classroom.
- The provision of access to regular individual and small group specialist teaching. Students, with the agreement of parents, may miss mainstream lessons to attend lessons in Shine. This is at the discretion of Shine staff, in consultation with teachers.
- Access to Shine at any time of the day whilst at school.
- Regular distribution of information to staff on student needs in relation to their Autistic Spectrum Condition.
- Regular advice, support and INSET for all staff, particularly new staff.
- Where necessary, TEACCH approach to learning (Treatment and Education for Autistic and related Communication handicapped Children) within Shine.
 - Regular support, guidance, and encouragement to all students where necessary, to alleviate fears, worries and anxieties and to raise self-esteem.
 - The teaching and promotion of greater self-awareness and awareness of others:
 - The development of predictable daily routines, greater independence, and self-organisation.
 - Collaborative work with the Shine Outreach team.
 - Working with other schools and colleges and other outside agencies, such as: East Berkshire Autistic Society, Speech and Language Therapists, Educational Psychologists, Child and Adolescent Mental Health Service (CAMHS), Occupational therapists and other professionals and carers associated with autistic spectrum disorders.
 - Regular target setting, monitoring, assessment of achievement and rewards.
 - An Admissions Panel (convened by RBWM) may meet to consider applications for placements.
 - Criteria for admission are based around a student's suitability for a mainstream placement with additional specialist support. All students with a place in Shine will have a diagnosis of ASC and an EHCP that lists ASC as the young person's primary need.

Performance

Shine will monitor and evaluate this via:

- Sharing good practice and updating teaching staff of changes at INSET, Staff Meetings and training held for staff on the needs of individual students.
- Daily briefings and weekly liaison meetings with Learning Support Assistants to inform, feedback, brainstorm and assess Shine successes and areas for improvement.
- Students' work and achievements (e.g., classwork, progress reports).

- The provision of ICT support (Information Communication Technology) through use of laptops in mainstream lessons, typing skills lessons and access to computers in Shine.
- Celebrating achievement and rewarding efforts, both in mainstream and in Shine.
- e.g., daily target cards.
- Student Annual Reviews of Special Educational Needs and Disabilities.
- Students are assessed academically in their mainstream subject lessons. It is the primary role of Shine to monitor and assess students' social communication skills and development.
- Monitoring the progress and achievement made by students: individual termly targets, Individual Education Programme (IEP) targets and assessments in all lessons attended.
- Completing regular student observations in social situations, end of unit and end of year assessments. These are all based upon the triad of impairments, the three core areas of deficit associated with ASC:
 - impairment of social interaction.
 - impairment of language and social communication skills
 - impairment of imagination and social understanding
- Reviewing and monitoring progress against Shine Department Development plans and the SIP.
- Report to the Senior Leadership Team and the Governing Body.
- Access arrangements are assessed and arranged for those students taking external examinations.

Additional Provisions

Students at Furze Platt Senior School, who are part of Shine, can attend additional lessons that specifically aim to meet their needs, associated with their ASC. Students attend additional lessons in Shine throughout the school day. This is agreed by parents, students and staff at the start of the school year.

At Key Stage 3 most Shine students will have a minimum of five lessons per fortnight in the Resource Base. At Key Stage 4 timetables are further personalised in conjunction with the number of GCSEs taken by each student.

Each student has an individualised programme tailored to meet their needs. This will typically comprise of:

- Occupational Therapy.
- Speech & Language Support.
- Social Skills & Social development.
- Emotion Education.
- Life Skills.
- Pre- teaching of subject specific material.
- Additional Literacy or Numeracy.
- Teaching use of specialist ICT programmes to support recording of material.
- Mentoring meetings.
- Anger management.

Some students may be unable to manage one or two curriculum subjects in mainstream lessons. In these cases, with agreement from the subject teacher, head of house and parents, students attend lessons in Shine.