



THE FULHAM BOYS SCHOOL

<i>Policy Title</i>	Special Educational Needs Policy
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Revisions Table

<i>Version</i>	<i>Date</i>	<i>Edited by</i>	<i>Description of Change</i>
Summer 2018	Spring 2018	Simon Kellie	Following items were amended: 3.3, 3.8, 3.13 4.3, 4.6 10.3

The master copy of this document can be found on the FBS Google Drive, under the “Policies” folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



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SPECIAL EDUCATIONAL NEEDS POLICY

Date of Next Review: Summer 2019

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1. INTRODUCTION

- 1.1 The Fulham Boys School SEN policy is in line with the school ethos. As a school built upon Christian principles we are committed to welcoming and meeting the needs of all students where possible. Therefore, provision for boys with SEN is an integral part of the school's aims.
- 1.2 We are aware that boys with Special Educational Needs are at risk of being bullied. Therefore this policy should be read in conjunction with The Fulham Boys School Anti-Bullying policy and Behaviour and Exclusion policy.
- 1.3 This policy should also be read in conjunction with the FBS SEN Information Report
- 1.4 The policy is also formed around the statutory guidelines and legislation including:
 - 1.4.1 Education Act 1996
 - 1.4.2 SEN code of practice 2015
 - 1.4.3 Education Act 2002
 - 1.4.4 Education and Inspections Act 2006
 - 1.4.5 Education and Skills Act 2006
 - 1.4.6 Equality Act 2010
- 1.5 In addition to this we are aware that SEN provision is influenced by public policy and we will keep up to date with changes i.e. SEN provision is currently being revised as outlined in the green paper 'Support and aspiration: A new approach to special educational needs and disability' .
- 1.6 ALN (Additional Learning Needs) encompasses students who have English as an additional language (EAL), those from Ethnic Minorities; Looked after Children (LAC), those with underdeveloped Basic Skills and/or those on the SEN register.
- 1.7 SEN (Special Educational Needs) is a broad term and relates to a wide range of students. It includes boys with physical disabilities, specific and general learning difficulties, behaviour, emotional and social skills difficulties.
- 1.8 The SENCo (Special Educational Needs Coordinator) Ruth Adams co-ordinates the needs of ALN boys.
- 1.9 The SENCO is supported by an ALN Team, comprising of one Higher Level Teaching Assistant (HLTA) and two Learning Support Assistants (LSAs).
- 1.10 The school will follow the Admissions Code on admission of students with a statement or EHCP (Education Health Care Plans).
- 1.11 Boys with SEN but without a statement or EHCP will be admitted through the normal school admission procedures.

- 1.12 Where a boy who has SEN is being educated in the School, those concerned with making special educational provision for the boy must secure that he engages in the activities of the school together with the other boys who do not have SEN, so far as is reasonably practicable and is compatible with:
- 1.12.1 The child receiving the special educational provision which his learning difficulty calls for
 - 1.12.2 The provision of efficient education for the children with whom he will be educated
 - 1.12.3 The efficient use of resources.
- 1.13 The School will not attempt to specialise in a specific special educational need, rather it will meet the range of needs of those boys whenever they are admitted to the school.

2. AIMS

- 2.1 “To develop the full potential of every boy, with careful regard for all kinds and levels of ability, including academic ability, technological awareness, aesthetic appreciation and physical and emotional development.” (‘Support and aspiration: A new approach to special educational needs and disability’).
- 2.2 All staff assume responsibility for meeting the Special Educational Needs of all boys.
- 2.3 To implement a fully inclusive approach comprising a systematic process of identification, assessment and provision as early as possible.
- 2.4 Effective dissemination of relevant information as to boys’ needs, for boys on the SEN register.
- 2.5 To develop a proactive and supportive approach to learning rather than a purely reactive one.
- 2.6 All boys will have full access to a curriculum which affords them the opportunity to achieve their personal potential and encourages the development of the whole person.
- 2.7 All subject staff and LSAs to be trained to make the curriculum fully accessible to all boys, whatever their needs.
- 2.8 Boys with SEN, including students with behavioural, emotional, physical or sensory difficulties are fully integrated into all aspects of the school life, including lessons, meal and break times, co-curricular activities and school trips.

- 2.9 To prepare our boys for life and enable them to live as healthily and independently as possible.

3. PRIMARY TO SECONDARY TRANSITION

- 3.1 At The Fulham Boys School we believe that strong transition links are important for all boys, especially those with Special Educational Needs. For this to be successful, information gathering and sharing is crucial to ensure the right support is in place as soon as possible.
- 3.2 The Headmaster and SENCO will develop links with feeder primary schools and close liaison before the primary/secondary transfer period to ensure they have all the information regarding the academic, social and emotional development of the boys admitted to The Fulham Boys School.
- 3.3 Primary School files and reports are reviewed by the SENCO and members of the SEN department.
- 3.4 Key Stage 2 (KS2) National Curriculum attainment results, CATs scores and reading ages are made available to all staff members.
- 3.5 Students within the SEN Code of Practice are initially identified at this point. The information is then discussed as decisions are made about which set and tutor group the student is placed in and what additional support is needed.
- 3.6 Where possible, before transfer the SENCO attends the final annual reviews of students with statements or EHCPs.
- 3.7 The ALN register is compiled from information of boys' literacy and numeracy ability as well as emotional and behavioural characteristics. This register is available to all staff and regularly updated.
- 3.8 Where there is a concern of an unidentified need, screening tests will be carried out by the SEN department.
- 3.9 Boys are also tested for a reading and spelling age.
- 3.10 The new intake is observed in class by the SEN team during the first half term.
- 3.11 All departments test the ability of new students during the first half term of Year 7 using their baseline assessment.
- 3.12 In the case of boys transferring to The Fulham Boys School from Special Schools,

the SENCO will liaise closely with the feeder school regarding the boy's academic, social and emotional development to produce a Transfer Plan. This may include part-time attendance, supported attendance and special facilities as appropriate.

- 3.13 We will also provide a buddy system for the most vulnerable boys which will help them to become fully integrated into the school community.

4. EARLY IDENTIFICATION

- 4.1 At The Fulham Boys School we believe that early identification of special educational learning needs is important so that boys receive the right interventions and support as soon as they need it.
- 4.2 The school recognises that at any time during a boy's school career he may have or develop Special Educational Needs which may arise as a result of learning, emotional, behavioural, physical, sensory or medical difficulties.
- 4.3 We will have a clearly defined and systematic process of identification, assessment and provision, which seeks to be inclusive rather than exclusive.
- 4.4 It is the responsibility of the Head of House to inform the SENCO of the arrival of students who have a record of SEN. It is the responsibility of the SENCO, working with the Heads of Department to ensure that the new student is placed in appropriate teaching groups, and is added to the SEN register.
- 4.5 All relevant information relating to a student's SEN will be circulated to teaching staff. This includes:
- 4.6 Individual Education Plan (IEPs) containing information about the child's specific strengths and needs
- 4.6.1 Weekly morning, whole staff briefing sessions to train staff on various additional learning needs and to give ALN updates and information.
 - 4.6.2 On the first day of school in September, confidential information is given to all staff on the particular needs of boys they will teach and work with.
 - 4.6.3 An SEN register is available on the school MIS with information of the boy's level and type of need and the support they are receiving.
 - 4.6.4 The SENCO will keep all information up to date
- 4.7 Any concerns about students who appear to be underachieving should be formally raised with the SENCO.

5. HIGHER ABILITY PUPILS

- 5.1 At The Fulham Boys School we understand 'Higher Ability Pupils' (HAP) as meaning

boys who show an aptitude or demonstrate excellence for a particular subject.

- 5.2 Boys with a marked aptitude or have demonstrated excellence in a subject or subjects are identified at the primary/secondary transfer stage.
- 5.3 Departments are asked to identify boys who are higher ability in their subject based upon set criteria.
- 5.4 A register of gifted and talented boys for each subject is available on the school MIS.
- 5.5 The register is reviewed every term by subject teachers, and the SENCO or coordinator for HAP boys is made aware of boys at risk of coming off the register.
- 5.6 These boys are given targets to achieve to stay on the register. If these targets are not met, the boy comes off the register.
- 5.7 Heads of Departments ensure tasks are identified on programmes of study for Higher Ability Pupils. This should be different work not more work.
- 5.8 Interviews with the boys and book reviews are conducted every term by form teachers, Head of House, SENCO or coordinator for higher ability boys.
- 5.9 The boy and his parents are informed if they are recognised as HAP and are told why and what this means for his education at the school.

6. PROVISION AND SUPPORT

- 6.1 There will be a proactive and supportive approach to learning rather than a purely reactive one.
- 6.2 All boys will have full access to a curriculum, which reflects their needs, values and interests, and affords them the opportunity to achieve their personal potential, encourages the development of the whole person. This includes full access to all subjects taught at The Fulham Boys School.
- 6.3 The majority of the support is within the mainstream classroom.
- 6.4 Support is allocated based upon the greatest need within a class so inevitably some classes receive more support than others.
- 6.5 All staff at The Fulham Boys School are committed to a whole school inclusive approach to meet the range of students' Special Educational Needs. This means that special help for boys is the responsibility of the subject teacher, in partnership

with the Additional Learning Needs team in order to ensure equality of opportunity of educational experience for all boys.

6.6 It is the responsibility of the class teacher and/or the department to differentiate teaching and testing material to suit the requirements of individuals and groups of children with SEN/ALN; appropriate resources for ownwork and examinations should also be provided where appropriate allocations are made in each department's capitation budget for differentiation of resources.

6.7 A range of teaching strategies should be employed and the curriculum should be differentiated for boys when it is appropriate.

6.8 Small numbers of boys receive small group teaching for help with literacy, numeracy, positive behaviour or social skills, which will be held during co-curricular time on Monday, Tuesday, Wednesday or Thursday.

Some boys who are not functionally literate (with a reading age of less than 9 years and 6 months) may be withdrawn from lessons for specialist teaching or receive special help in lessons to access the curriculum. This will be reviewed after each term.

6.9 Programmes include: paired reading with an LSA and accelerated reader interventions.

6.10 The support timetable remains flexible throughout the academic year so that learning support staff can respond to need as it arises.

6.11 Students with statements or EHCPs may have 1:1 withdrawal tuition, where appropriate.

6.12 As the school grows, older boys who have Additional Learning Needs will mentor and coach younger boys with Additional Learning Needs.

6.13 On the permanent site, special facilities will be provided where possible, consistent with the capital budget allocation.

6.14 On our current temporary site, special facilities will be provided whenever possible dependent on specific needs.

6.15 Reasonable adjustments will be made where necessary and where possible to enable all students for whom The Fulham Boys School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

- 6.16 There will be a Learning Support area in the school for a range of needs including nurture, behaviour support, ownwork help, 1:1 tuition, withdrawal groups, extra numeracy, literacy, spelling, Study Skills, touch-typing tuition, 1:1 reading, Guided reading, Speech and Language Therapy groups and mentoring.
- 6.17 The SENCo makes appropriate access arrangements for examination of SEN/EAL students. Arrangements can include the allocation of extra time, alternative accommodation, a reader, an amanuensis, and the use of a keyboard and are decided upon following guidance from the joint examinations boards.
- 6.18 The school will also give advice about learning and work opportunities and will provide, if necessary, more work experience for boys with Special Educational Needs while they are at school.

7. THE TEAM

- 7.1 The SENCO will be supported by an Additional Learning Needs (ALN) Team. Within this team there are well trained Teaching Assistants and Learning Support Assistants and interns.
- 7.2 All staff within the Team will have a high level of expertise, training and experience in working with students with SEN and additional learning needs.
- 7.3 All staff at The Fulham Boys School, however, should regard themselves as teachers of students with additional learning needs and maintain and improve their skills in this area.
- 7.4 The SENCo will ensure teachers have appropriate experience in teaching students with a specific learning difficulty (dyslexia), supporting students with a visual impairment, autism and working with students with physical difficulties, when necessary.
- 7.5 The SENCo and Additional Learning Needs team play a key role in liaising with subject teachers, advising on both appropriate teaching styles and strategies, as well as differentiating the curriculum. This will take the form of whole staff training, specific subject or topic training and will form part of the new staff induction programme.
- 7.6 The SENCo, Heads of House, Form Teachers and teachers with responsibility for ALN within departments, monitor pupils' books and carry out pupil interviews every term to ensure that their development is in line with their pupil passport/profile.

- 7.7 Every department will have a teacher responsible for SEN who will meet with the SENCo every term. Their role is to:
 - 7.7.1 Distribute information to departmental staff
 - 7.7.2 Co-ordinate information for pupil passport/profiles for their department as appropriate
 - 7.7.3 Ensure that differentiated materials are available and used
 - 7.7.4 Monitor books within their department of boys with SEN
 - 7.7.5 Ensure assessments, test and exams are suitable for boys with special educational needs.

- 7.8 The SENCO liaises and holds regular meetings with Heads of House on pupils with Special Educational Needs in their House.

- 7.9 Learning Support Assistants play a crucial role in boys' achievement. The roles of LSA includes:
 - 7.9.1 Reiterating and clarifying instructions from the class teacher
 - 7.9.2 Encouraging and prompting students to help them stay on task
 - 7.9.3 Checking on the student's understanding of class work
 - 7.9.4 When asked, will work with other individuals and groups in the class
 - 7.9.5 Assisting students with physical disabilities when they are moving about the school or engaged in practical activities
 - 7.9.6 Ensuring students have made clear note of ownwork set
 - 7.9.7 Liaising with parents through the student planner
 - 7.9.8 Liaising with teachers to become part of the planning process for ALN students
 - 7.9.9 Helping students catch up on any work missed through absence
 - 7.9.10 Supporting skills improvement in literacy, numeracy, organisation and behaviour

- 7.10 The Additional Learning Needs Team will increase and develop as the school grows.

8. OUTSIDE AGENCIES

- 8.1 The Fulham Boys School believes in the importance of joined up, multi-agency working for the good of boys with SEN.

- 8.2 The SENCO and Heads of House have regular contact with a number of outside agencies and liaises closely to seek advice in relation to students with SEN.

- 8.3 Regular half-termly MAP (Multi-Agency Panel) meetings take place.

- 8.4 The school works with:
 - 8.4.1 LA Special Education Needs Support Service
 - 8.4.2 LA Education Psychology Service

- 8.4.3 Social Services
- 8.4.4 CAMHS
- 8.4.5 Health Service
- 8.4.6 Special Schools
- 8.4.7 Police
- 8.4.8 Other agencies as the need arises

- 8.5 The School is happy to provide contact details for any of the outside agencies it works with and who may be of help to boys and their families.
- 8.6 The Fulham Boys School will do whatever is possible to support a boy in connection with these agencies.

9. FUNDING

- 9.1 The funds received for the purposes of Special Needs will be entered separately in the school accounts by the school Business Manager/Administrator to show that they have been spent on staff and resources needed by students with SEN.
- 9.2 Governors will monitor the budget to meet the needs of students with SEN.

10. MONITORING AND REVIEWING PROVISION

- 10.1 Students with SEN are reviewed regularly, in line with the 2015 Code of Practice, through the process of reviewing the SEN register and pupil passports/profiles, taking into consideration the views of Heads of House, Form Tutors and other key members of staff.
- 10.2 All teachers have targets and classroom strategies for all students with SEN and are expected to take students' individual needs into account when planning and delivering lessons.
- 10.3 The SEN register and IEPs give detailed information about a student's needs, cross curricular targets and strategies for differentiation. IEPs are reviewed twice a year by teachers, support and pastoral staff. Students are involved in the review process through feedback and discussion.
- 10.4 All EHCPs will be reviewed annually. It is the responsibility of the LEA to initiate the review process but, in practice, it is the school which initiates, co-ordinates, and documents the review.

11. PARENTS/GUARDIANS

- 11.1 Parents are expected to be actively involved in working with the Additional Learning Needs Team and other members of staff to support their child's needs.
- 11.2 Parents are informed and consulted when their child has been identified with a special need, as is required by the Code of Practice (2015).
- 11.3 Parents are involved in multi-agency involvement and are aware of any interventions carried out by the school.
- 11.4 Parents are encouraged to be pro-active in supporting the needs of their child and are encouraged to contact the SENCO if they have concerns regarding his needs.

12. POLICY REVIEW

- 12.1 The criteria for the implementation of the school's SEN policy as set out in Section 2 of this policy will be used to assess the success of the policy in providing an education to students with SEN.
- 12.2 The criteria will be reviewed regularly and the effectiveness of each criterion will be detailed in an Annual Report to governors.
- 12.3 There is link Governor (Caroline Hutton) who is responsible for the education and support of boys with SEN/ALN.

13. COMPLAINTS

- 13.1 In the event of any complaints about the school's Special Needs practices this will be dealt with through the usual school complaints procedure in accordance with the relevant school policy.
- 13.2 In the first instance, the SENCO should be contacted with any complaint.
- 13.3 If the complaint cannot be resolved satisfactorily, the parent/carer should contact the Headmaster in writing who will endeavour to resolve it.
- 13.4 If the complaint is still unresolved, the Headmaster will discuss the complaint with the SENCO and the Governor responsible for SEN and make a written report of the findings and offer proposed solutions.