



# THE FULHAM BOYS SCHOOL

<b>Policy Title</b>	<b>Special Educational Needs Policy</b>
<b>Policy Author</b>	<b>Alun Ebenezer</b>
<b>Reviewed By</b>	<b>Sam Brown and Ruth Adams</b>
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## Revisions Table

<b>Version</b>	<b>Date</b>	<b>Description of Change</b>
<b>Summer 2020</b>	<b>Summer 2020</b>	Amendments to: 1.5, 1.6, 1.8, 1.9, 1.10 3.4, 3.5, 3.7, 3.8, 3.12, 3.13 4.4, 4.5.2, 4.5.3, 4.5.4, 4.6 6.6, 6.8, 6.11, 6.13, 6.16, 6.17, 7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10.10 8.3 9.1 10.1, 10.2, 10.3 12.2, 12.3 13.2, 13.3

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

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## 1. INTRODUCTION

- 1.1 This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it).
- 1.2 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.
- 1.3 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.
- 1.4 This policy should also be read in conjunction with the FBS SEN Information Report
- 1.5 The policy is also formed around the statutory guidelines and legislation including:
  - 1.5.1 Education Act 1996
  - 1.5.2 SEN code of practice 2015
  - 1.5.3 Education Act 2002
  - 1.5.4 Education and Inspections Act 2006
  - 1.5.5 Education and Skills Act 2006
  - 1.5.6 Equality Act 2010
- 1.6 ALN (Additional Learning Needs) encompasses students who have English as an additional language (EAL), 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) co-ordinates the needs of ALN boys.
- 1.9 The SENCO is supported by an ALN Team.
- 1.10 The School will follow the Admissions Code on admission of students with an EHCP (Education Health Care Plans).

- 1.11 Boys with SEN but without an 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 An additional SEN transition day will be available for any students who are more vulnerable or need additional support.
- 3.4 Primary School files and reports of SEN pupils are reviewed by the SENCO and members of the ALN department.
- 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 transition the SENCO attends the final annual reviews of students with EHCPs.
- 3.7 The ALN register will contain the SEN code (E or K) and the students' needs. 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 ALN department.
- 3.9 Boys are also tested to get their reading age.
- 3.10 The new intake is observed in class by the ALN team during the first half term.
- 3.11 In the case of SEN 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 plan. This may include part-time attendance, supported attendance and special facilities as appropriate.

- 3.12 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 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 Admissions Officer 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 by sharing:
- 4.5.1 Individual Education Plan (IEPs) containing information about the boy's specific strengths and needs
  - 4.5.2 Strategies through teaching staff briefing sessions to train staff on various additional learning needs.
  - 4.5.3 Confidential information to all relevant staff on the particular needs of boys they will teach and work with.
  - 4.5.4 An SEN register is available on the School MIS with information of the boy's type of need.
- 4.6 Any concerns about students who appear to be underachieving should be formally raised with the SENCO through a referral form.

#### **5. HIGHER ABILITY PUPILS WITH SEN**

- 5.1 At The Fulham Boys School we understand 'Higher Ability Pupils' (HAP) may also have SEN and dual exceptionality.
- 5.2 We define dual exceptionality as gifted students who also present with one or more specific learning difficulties; physical, emotional or behavioural disabilities;

or other factors which may impair performance and mask high potential.

- 5.3 All staff will be aware of students with dual exceptionality and will ensure they are stretched academically, whilst being supported with their area of difficulty.
- 5.4 Access arrangements will be made to ensure students with dual exceptionality are able to achieve their potential. This may involve one or more access arrangements, including a scribe, a reading aid, a laptop or extra time.

## **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.
- 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.

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 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 our current temporary site, special facilities will be provided whenever possible dependent on specific needs.
- 6.14 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.
- 6.15 There will be a Learning Support area in the School for a range of needs which may include 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 and mentoring.
- 6.16 The SENCo makes appropriate access arrangements for examination of SEN/EAL students. Arrangements can include the allocation of extra time, alternative accommodation, a reader, a scribe, and the use of a keyboard and are decided upon following guidance from the joint examinations boards.
- 6.17 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 trained Learning Support Assistants and interns.
- 7.2 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.
- 7.3 The SENCo will ensure teachers have appropriate training in teaching students with a specific learning difficulty (e.g. dyslexia/dyspraxia), supporting students with a visual impairment, autism and working with students with physical difficulties, when necessary.

- 7.4 The SENCo and Additional Learning Needs team play a key role in liaising with subject teachers, advising on both appropriate teaching styles and strategies. This will take the form of whole staff training, specific subject or topic training and will form part of the new staff induction programme.
- 7.5 The SENCo will carry out learning walks every term to ensure that the strategies in the IEPs are being delivered consistently and effectively across departments.
- 7.6 The SENCo will be involved in regular 'Inclusion' meetings, along with the Heads of House and Deputy Head (BAPD/DSL), where SEN pupils will be amongst those boys discussed.
- 7.7 Learning Support Assistants play a crucial role in boys' achievement. The roles of LSA includes:
  - 7.7.1 Reiterating and clarifying instructions from the class teacher
  - 7.7.2 Encouraging and prompting students to help them stay on task
  - 7.7.3 Checking on the student's understanding of class work
  - 7.7.4 When asked, will work with other individuals and groups in the class
  - 7.7.5 Assisting students with physical disabilities when they are moving about the School or engaged in practical activities
  - 7.7.6 Liaising with parents
  - 7.7.7 Liaising with teachers to become part of the planning process for ALN students
  - 7.7.8 Helping students catch up on any work missed through absence
  - 7.7.9 Supporting skills improvement in literacy, numeracy, organisation and behaviour

## **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 liaise closely to seek advice in relation to students with SEN.
- 8.3 Regular 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 finance team 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 IEPs taking into consideration the views of Heads of House, Form Tutors and other key members of staff.
- 10.2 All teachers have 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 and strategies for differentiation. IEPs are reviewed annually by SENCO. 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 Local Authority 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 educational 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 proactive 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 There is a link Governor who is a critical friend to the ALN department and plays a key role in the ongoing governance of SEN within the School.

## **13. COMPLAINTS**

- 13.1 In the event of any complaints about the School's special educational needs practices this will be dealt with through the usual School complaints procedure in accordance with the relevant School policy.