



THE FULHAM BOYS SCHOOL

SPECIAL EDUCATIONAL NEEDS REPORT 2023-24

RESPONSIBLE COMMITTEE

Education Committee

RATIFIED BY GB

Autumn 2023

REVIEW DATE

Autumn 2024

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 at the back of this policy.

The Fulham Boys School SEN Information Report, In accordance with the Children and Families Act 2014

Our SEN information report is part of the Hammersmith & Fulham Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the Governing Body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

All Hammersmith & Fulham maintained schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible.

For Hammersmith & Fulham's draft Local Offer follow the link:

<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

The Fulham Boys School is a fully inclusive school which aims to ensure that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

High quality and differentiated teaching should meet the needs of the majority of students, but some students may need a more specialised approach and may require a range of appropriate interventions to meet their needs. We aim to always listen to the views of the student and value working in partnership with parents and carers when making decisions around SEND and additional needs provision.

Guidance for Parents

This guidance aims to outline both our approach to meeting the needs of SEND students and the range of resources we have. It is informed by SEND Code of Practice 0-25 years: Statutory Guidance 2014;

The Code of Practice states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them;

A child of compulsory school age or young person has a learning difficulty or disability if he or she;

- Has a significantly greater difficulty in learning than the majority of others of

the same age or,

- Has a disability that prevents or hinders him from making use of facilities of a kind generally provided for others in mainstream schools or mainstream post-16 institutions;

There are four broad areas of need;

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

Parents' Questions and Answers

How does The Fulham Boys School meet the individual needs of pupils with Special Educational Needs?

This really depends upon the nature of your child's needs and difficulties with learning but our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2015.

There are now two stages of special educational needs;

- SEN Support and
- Education and Health Care Plan.

Under the New Code of Practice, the old stages of School Action and School Action Plus have now been replaced by the term SEN Support, and Statements of SEN have now been replaced by Education Health and Care Plans (EHCPs).

Quality First Teaching

Initial support is focused within the classroom with the emphasis on the teacher, using strategies suggested by SEND Team, ensuring progress of that pupil/s alongside their peer group. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN.

Where pupils continue to make inadequate progress and class teachers have concerns about possible underlying SEN, despite our high-quality teaching targeted at their areas of weakness, the class teacher will refer this on to the Form Tutor and SENCO. Parents/Carers will then be contacted to discuss any potential further assessment.

SEN Support (K)

Following more in depth assessment carried out by the SENCO and or professionals

within the school, and where a potential special educational need is identified, we will adopt the Graduated Approach of 'Assess, Plan, Do, Review'. This is a four step approach.

- Assess - using resources and expertise available to see if there is a learning difficulty
- Plan - this will be evidence based intervention; literacy/numeracy programme, social skills programme; carried out over a set period of time. This planned support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets. .
- Do - which could be withdrawal from lesson/lessons or intervention within the classroom giving strategies to be used by the class teacher.
- Review- of the intervention which may include meeting with parents and relevant parties to discuss the outcome of the support and look at next steps.

EHC Plan (formerly Statement of SEN)

Where a child continues to make little or no progress, despite all intervention, the school will then consider involving other specialists, including those from outside agencies; Educational Psychologists, Speech and language Therapists etc. If the pupil is not achieving better outcomes despite all the additional SEN Support and targeted interventions then the school would consider requesting a statutory assessment from the Local Authority which could result in an EHC Plan.

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him across education, health and social care and, as he gets older, prepare for adulthood.

An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over)and/or the school, usually the SENCo, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress speak to the subject teacher or form tutor in the first instance. If you are not happy with this then the next step would be to speak to the Head of Department for that subject.

Who are the best people to talk to about my child's learning difficulties/SEND?

SENCO: Ruth Adams (r.adams@fulhamboysschool.org.uk)

Senior Leadership Team member with responsibility for SEN: Sam Brown

Brunel Head of House: David Sims

Dickens Head of House: Tony Pellow

Liddell Head of House: Darren Boswarva

Wilberforce Head of House: Ellie Northway

Designated Safeguarding Lead: David (Paddy) O'Donnell

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher has raised concerns about a child's progress and targeted quality teaching has not met the child's needs, the teacher must raise this with the SENCO.
- The school may then contact you to arrange a meeting to discuss the issues and the possible next steps.

What processes are in place for identifying pupils with SEN?

- Pupils with SEN are first identified at the phase transfer to year 7. The SENCO will liaise with primary schools to gather information.
- All year 7 pupils are tested at the start of year with a screening test called Lucid Exact which is designed to screen for specific learning difficulties.
- The ALN team will observe all year 7 students in the first half term and raise any concerns around underlying SEN to the SENCO.

How is the effectiveness of the provision made for pupils with SEN evaluated?

- IEP (Individual Education Plan) learning walks are carried out by the SENCO to ensure the strategies in the IEPs are being delivered consistently and effectively by subject teachers.
- SEN progress is reviewed in subject/department's Review and Development

cycle.

- We use a programme called 'Provision Map' to assess progress of SEND boys and the effectiveness of interventions against specific targets.

How are the teachers in the school helped to work with children with SEND and what training and expertise do they have?

The SENCO's job is to support the class teacher in planning for children with SEND.

- All staff have access to strategies for particular types of learning needs and how best to support and differentiate for SEN within the classroom.
- Each child on SEN Support will have an IEP (Individual Education Plan) which gives more individual detailed strategies on the best way to ensure learning takes place for that child.
- In addition, the school will endeavour to provide training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD (Autism), Speech and Language and dyslexia, these being the main needs arising across the school.

How will the curriculum and learning environment be adapted for my child with SEND?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils' a point reinforced by the New Code Of Practice.

In addition to the teachers' planning, the additional adults (LSAs) will also help to modify and adapt the planning in order to further differentiate the work if needs be. Our teachers will use various strategies to adapt access to the curriculum. This might include using:

- Visual timetables
- Writing frames
- Differentiation
- Seating Plans
- Use of additional adults (LSAs)
- Other SEN Strategies
- Access to Pupil IEPs
- Positive behaviour rewards system

Who are the other people providing services to children with SEND in this school?

- SENCo (Qualified teacher with SENCO qualification)
- Learning Support Assistants
- Speech and Language Therapist
- School nurse
- Educational Psychologists
- Specialist services for hearing impaired; visually impaired
- Outreach services for Autism
- School counsellor
- Social Services including locality teams, and social workers
- CAMHS

How will we assess and review your child's progress towards outcomes?

Your child's progress is continually monitored by his subject teacher and those on SEN Support and EHC Plans are also tracked and monitored by the SEN team.

- Progress is regularly reviewed by subject teachers using department assessments and a teacher assessed level given for that subject.
- Parent consultations take place at set points during the year where parents, pupils and teachers can discuss progress. The school also issues school reports that contain grades for effort, ownwork, behaviour, etc, as well as a current level.
- Pupils with SEN will also have an Individual Education Plan which will be reviewed. This could be with the SENCO or a member of the ALN team, depending on what stage they are at in terms of intervention.
- The progress of children with an EHC Plan is formally reviewed at an annual review with appropriate adults involved with the child's education.

What support do we have for you as a parent of a child with SEND?

- Subject teachers are available to discuss your child's progress or any concerns you may have.
- Form Tutors and the SENCO are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- The SENCO and the specialist on site professionals are available to speak to you either on the phone, email or at an arranged meeting.
- All information from outside professionals will be discussed with you or,

where this is not possible, issued as a report.

- EHC Plans will be reviewed annually with you.
- Heads of House are also available to discuss any concerns you may have regarding your child's emotional well being.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them.

How is support allocated to students?

- All schools receive funding from the Education Funding Agency (EFA) and the local authority. This funding includes money to support the learning of students with SEND.
- The Headmaster, in consultation with the School's Governors, decides how this funding for SEND should be spent, based on the needs of the students in the school.
- The Headmaster, Senior Leadership Team and the SENCO formally evaluate the effectiveness of the School's current SEN intervention and provision yearly.
- The evaluation informs their development plan, objectives and actions for the year, which may include additional or alternative interventions, staff training and equipment needs.

What support is there for improving my child's emotional and social development?

All staff at The Fulham Boys School value the happiness and well-being of young people and understand the impact this has on progress, attainment and personal development. We have an experienced pastoral team, who offer a range of personalised interventions for students.

Each Form group has a Tutor who sees their Form group each morning for registration and form time. The Form Tutors monitor their students' progress and well-being through daily interactions and observation.

How are the school's resources allocated and matched to children's SEND needs, including through additional support?

We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.

The following are some of the resources and interventions The Fulham Boys School uses to meet the needs of pupils with SEN or those needing additional support:

- Supported ownwork clubs
- Subject specific sessions run during the co-curricular time.
- Smaller class sizes in all classes and subjects
- Individual Education Plans
- EHC Plans
- Specialist equipment or resources purchased or provided by specialist teams to assist them in accessing school life
- Alternative provision
- Access to some therapy services if appropriate

How is The Fulham Boys School accessible to children with SEND, so that they are not treated less favourably than other pupils?

We ensure that teaching resources and equipment used are accessible to all children regardless of their needs. Any specialist equipment, hearing aids, visual aids and adapted furniture will usually be made available through the various agencies such as Hearing and Visually impaired teams at Hammersmith & Fulham LA. Any co-curricular provision is accessible to all children including those with SEND.

For other students with SEN, if appropriate, specialist equipment may be given to the student to use e.g. coloured filters, pen/pencil grips, concentration aids. As a school we are happy to discuss individual access requirements, but we do not have any specialist facilities for certain types of specific needs. This would need to be discussed on an individual basis.

Where can I find the school's accessibility plan?

On the school website under 'policies'.

How will we support your child during important transition stages or as they prepare for adulthood?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- Year 6 to Year 7
- The SENCO is available during Open Evening to discuss the specific needs of your child and help determine if the school can meet these needs

- The SENCO may attend the transition meetings to discuss the specific needs of your child with the SENCO of their primary school.
- Extra transition sessions will be arranged as necessary. Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Transition and options for GCSE

- All students will receive advice and guidance regarding their KS4 options for GCSEs from the Senior Leadership Team and teachers
- For certain students with SEND this will be further advised by meetings with a member of the SEN team.

Year 11 – Post 16

- The SEN team will work closely with the school’s careers team to prepare pupils for the transition into Key Stage 4 and/or Key Stage 5, and beyond.

Moving on to a new school

- If your child decides to move to another school we will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How will my child be included in activities available to those in school who do not have SEN, including school trips?

All pupils are included in sports afternoons, regardless of their SEN. We will provide reasonable adjustments where physical difficulties are present.

All children are included in all parts of the school curriculum and co-curricular clubs. and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone’s health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

What support services are available for parents of pupils with SEN, outside of the

school?

Hammersmith and Fulham offer a range of support services for parents and children.

<https://www.lbhf.gov.uk/children-and-young-people/education-support-services>

What are Access Arrangements?

Access Arrangements' are reasonable adjustments made to the conditions under which a disabled candidate sits exams. The Equality Act (2010) defines a disability as "a physical or mental impairment which causes substantial, long-term adverse effect on normal day to day activities". For external exams in KS4/KS5 any applications will be made in line with the current Joint Council of Qualifications Guidelines

For more detail please see link to more extensive document to Access Arrangements: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/reg ations-and-guidance>

What If I need to complain?

Please refer to the Complaints Policy and procedure on the school's website