



# Special Educational Needs Policy

We Care ● We Challenge ● We Commit

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### **Mission**

To promote a culture of educational excellence, kindness and respect within our school and wider community. Where pupils and staff care about learning and each other, are committed to being their best and together confidently challenge barriers to learning. This is underpinned by our values; We Care, We Challenge, We Commit.

### **We Care – Being a responsible citizen in Fulwood and our wider community**

- We are approachable, caring and inclusive
- We make the right choices even in difficult circumstances
- We speak politely and use our manners
- We are responsible for our own physical and mental well-being and support others
- We help other pupils, teachers and other adults where we can
- We speak up for causes (anti-bullying, equality, the environment)
- We take part in charity events and volunteering in our community

### **We Challenge – Working together for excellence**

- We challenge ourselves to be the best we can be
- We take opportunities to help each other in our studies
- We take part in school campaigns and events
- We take time to find out about each other and our interests
- We own up to our mistakes and accept any consequences
- We show resilience when we find tasks hard
- We recognise that the actions of individuals and small groups can create great change
- We rise to a challenge

### **We Commit - Aspiring to be our best**

- We are organised, efficient and set high expectations for ourselves and others
- We work hard and take pride in our work
- We have excellent attendance and punctuality
- We have the highest standards and always wear the right uniform
- We work hard in lessons and complete homework
- We participate in extra-curricular activities
- We read every day
- We follow all school rules

Academy Trust	Dunstone Education Trust
Academy Name	Fulwood Academy
SEND Governor	<p>The nominated SEND Governor, will support the governing body to fulfil their statutory obligations by ensuring:</p> <ul style="list-style-type: none"> <li>• Regular meetings with the SENCO take place to update on SEND provision and performance</li> <li>• the Standards committee receives a report at every Standards meeting to update progress on SEND issues</li> <li>• the SEND Policy is reviewed annually</li> <li>• the governors' annual report details the effectiveness of the SEN Policy in the last year, any significant changes to the policy, why these have been made and how they will affect SEN provision</li> </ul>
SENCO	<p>The SENCO is Mrs Heather Clipston  T: 01772 719060 ext. 134  email <a href="mailto:h.clipston@fulwoodacademy.co.uk">h.clipston@fulwoodacademy.co.uk</a></p> <p>Mrs Clipston holds a B.Ed degree qualification with qualified teacher status and has gained the National Award for SEN Coordination. Mrs Clipston also holds the Level 7 Post Graduate qualification of Specialist Teacher that allows her to carry out educational assessments and apply for access arrangements in line with JCQ requirements. SLT link for SEND is Mrs Katie Kaye. She is contactable on 01772 719060.</p> <p>The key responsibilities of the SENCO are:</p> <ul style="list-style-type: none"> <li>- along with the headteacher and governing body, determine the strategic development of SEN policy and provision at the school.</li> <li>- overseeing the day to day provision of the school's SEN policy</li> <li>- co-ordinating provision for children with SEN</li> <li>- liaising with the relevant Designated Teacher where a looked after pupil has SEN</li> <li>- advising on the graduated approach to providing SEN support</li> <li>- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively</li> <li>- liaising with parents of pupils with SEN</li> <li>- liaising with other schools, educational psychologists, health and social care professionals, and other independent or voluntary bodies</li> <li>- being a key point of contact with external agencies, especially the local authority and its support services.</li> </ul>

	<ul style="list-style-type: none"> <li>- liaising with potential next providers of education to ensure a pupil and their parents are informed about their options and a smooth transition is planned</li> <li>- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the <a href="#">Equality Act (2010)</a> with regard to reasonable adjustments and access arrangements</li> <li>- ensuring that the school keeps the records of all pupils with SEN up to date.</li> </ul>
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Date of policy	September 2022
Review date	July 2023

Introduction	<p>This document sets out how Fulwood Academy provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support, which will enable all our pupils to succeed and have high aspirations.</p>
Reference to statutory legislation and guidance	<p>This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">Equality Act 2010 updated June 2015</a></li> <li>• <a href="#">SEND Code of Practice 0-25 (2014) Updated April 2020</a></li> <li>• <a href="#">Statutory guidance Supporting pupils with medical conditions at school (2014) updated Aug 2017</a></li> <li>• <a href="#">The National Curriculum (2013) updated July 2014</a></li> <li>• <a href="#">Safeguarding Policy</a></li> <li>• <a href="#">Statutory guidance Keeping children safe in education (2015) updated Sept 2021</a></li> <li>• <a href="#">Teachers Standards 2021 update</a></li> <li>• <a href="#">Statutory guidance Education for children with health needs who cannot attend school (May 2013)</a></li> </ul>
Links to other in-house policies relevant to SEND	<p>This policy should be read in conjunction with the following policies:</p> <p>Safeguarding Policy          Accessibility Policy          Supporting Pupils with Medical Needs Policy          Anti – Bullying Policy          Teaching and Learning Policy          SEN Information Report          Admissions Policy</p>

	<p>Child Looked After Policy</p> <p>These policies can be found on the Academy's website.</p>
Our values and vision for SEND in our setting	<p>At Fulwood Academy we are committed to providing an appropriate high-quality education for all of our pupils. We believe that all our pupils, including those identified as having special educational needs, have a common entitlement to a challenging academic and social curriculum, which is readily accessible to them, and for them to be fully included in all aspects of academy life. We also believe in the provision of an orderly and supportive environment in which to access it.</p> <p>We believe that all children should be equally valued in our academy. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who have experienced previous difficulties.</p> <p>We aim to provide each pupil the support they require to:</p> <ul style="list-style-type: none"> <li>• Be healthy</li> <li>• Be safe</li> <li>• Enjoy and achieve</li> <li>• Make a positive contribution</li> <li>• Achieve economic well-being</li> </ul> <p>by working with all agencies associated with children (2004 Children Act and Every Child Matters (DfES, 2004a))</p> <p>This does not mean that we will treat all learners in the same way, but that we respond to learners in ways which take account of their varied life experience and needs.</p> <p>Fulwood Academy is committed to inclusion.</p> <p>We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Minority ethnic and faith groups, asylum seekers and refugees</li> <li>• Pupils for whom English is an additional language (EAL)</li> <li>• Pupils with special educational needs</li> <li>• Pupils who are disabled</li> </ul>

- Those who are gifted and talented
- Those who are 'Looked After'
- Others such as those who are sick, those who are young carers, those who are in families under stress, pregnant girls and teenage mothers
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development, or may relate to factors in their environment, including the learning environment they experience at the Academy.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time during their education, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Fulwood Academy we aim to identify these needs as they arise and provide teaching and learning contexts which remove barriers to learning and enable every child to achieve his or her potential. We recognise that those pupils with Special Educational Needs access the curriculum and fulfilment of individual potential may require additional resources.

We believe that every teacher is a teacher of every child or young person, including those with SEND. The particular needs of all pupils are catered for via differentiated work and Quality First Teaching for all.

Parents/Carers are regarded as key partners in their child's education. We aim to maintain excellent relationships with parents/carers and the community. Parents/Carers will be informed when Special Educational provision is made for their child. We also recognise the importance of involving the pupil in decisions that affect them, and their opinions are considered.

At Fulwood Academy we aim to provide each child with a range of measures that are tailored to meet their specific needs. For this reason provision and resources for those children with special educational

	needs is re-evaluated on a regular basis to meet the needs of the pupils in our care.
Definition of SEND, including what it is not, and other factors that may affect progress and attainment	<p>The Code of Practice 0-25 (2014) states:</p> <p>‘A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> <li>- has a significantly greater difficulty in learning than the majority of others the same age, or</li> <li>- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others the same age in mainstream or mainstream post-16 institutions.’</li> </ul> <p>The following do not necessarily mean that a child or young person has SEN:</p> <ul style="list-style-type: none"> <li>- persistent disruptive or withdrawn behaviours</li> <li>- slow progress and low attainment.</li> </ul> <p>If SEN is suspected an assessment process should be started.</p> <p>For children, special educational provision is 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.</p> <p>Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.</p>
Definition of SEND provision/ SEN support	Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

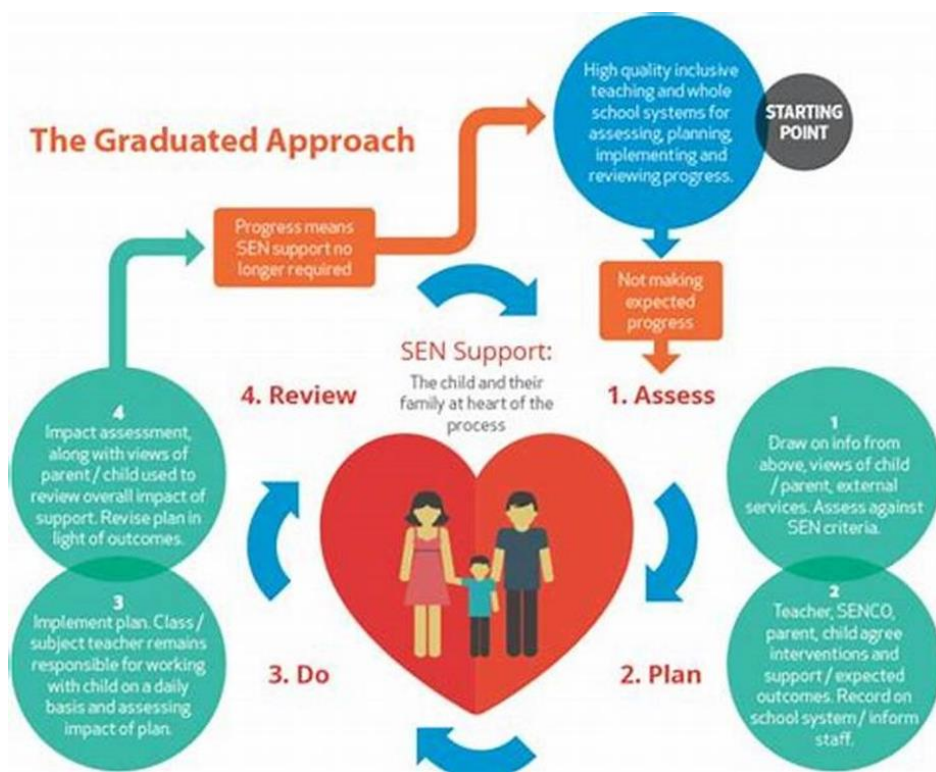


Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

If a pupil is thought to need special educational provision, the teachers and SENCO will gather as much information as possible to make a decision. Pupils and parents/carers will also be involved at this stage to gather further information about the pupil along with their specific strengths and weaknesses. The views and wishes of the pupil and parents/carers will always be considered.

SEN support is in the form of a four-part cycle whereby the pupil is assessed, a provision is planned and carried out and then reviewed, as shown in the diagram below:



Provision may include literacy support, numeracy support, social skills intervention or emotional input. We also have access to a number of external agencies that can provide support for pupils and their families. These include, but are not limited to:

- Speech and Language Therapy
- Occupational Therapy

	<ul style="list-style-type: none"> <li>• Audiology</li> <li>• Specialist Teachers</li> <li>• Educational Psychology.</li> <li>• CAMHS</li> <li>• Community Neurodevelopmental Paediatrics</li> <li>• Counselling services</li> <li>• Inclusion Service</li> <li>• SENDIAS</li> </ul> <p>All pupils with SEN are assigned a specific learning mentor who will review their progress on a termly basis, along with parents/carers and pupils. Pupils also have access to the Pastoral Support team should they need any extra support.</p>
Our objectives	<ol style="list-style-type: none"> <li>1. To ensure the SEN and Disability Act (2001), which includes the SEND amendment to the 1995 Disability Discrimination Act (2002) and the SEND Code of Practice 0-25 (2014) are implemented effectively across the Academy.</li> <li>2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, pupils with special educational needs.</li> <li>3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.</li> <li>4. To ensure that SEND issues are considered in all relevant development plans and schemes of work and that they become embedded in Academy policy and practice.</li> <li>5. To provide full access to the curriculum through differentiated planning by subject teachers and support staff as appropriate.</li> <li>6. To provide specific input matched to individual needs in addition to differentiated classroom provision, for those pupils recorded as having SEND at 'SEN Support'.</li> <li>7. To ensure that pupils with SEND are perceived positively by all members of the Academy community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.</li> <li>8. To enable pupils to move on from the Academy well equipped in the skills of Literacy, Numeracy and social independence, to meet the demands of life and learning.</li> <li>9. To involve parents/carers at each stage in plans to meet their child's additional needs.</li> <li>10. To consult the pupils in planning and decision making that involves them.</li> <li>11. To identify and provide for pupils who have special educational needs and additional needs.</li> <li>12. To work within the guidance provided in the SEND Code of Practice (2014).</li> </ol>

	<p>13. To operate a 'whole school, whole pupil' approach to the management and provision of support for special educational needs.</p> <p>14. To provide a Special Educational Needs Coordinator (SENCO) who will work within the SEND Policy and Code of Practice.</p> <p>15. To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities (SEND).</p>
Our approach to identification	<p>The Academy recognises the benefits of early identification of SEN; identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.</p> <p>The Academy assesses each pupil's current ability on entry to the Academy in the form of reading tests and Cognitive Ability Tests (CATs). The Academy uses standardised scores from the New Group Reading Test (NGRT), Single Word Reading Test (SWRT) as well as information from primary school along with the CATs to identify pupils who have low ability compared to that of their peers. Those with a standardised score lower than 84 in the NGRT and CAT are closely monitored and action can then be taken to begin to put support into place for these pupils.</p> <p>If a pupil has a diagnosed condition such as ASD, ADHD or a specific learning difficulty such as dyslexia or dyscalculia, which requires extra support to be put into place, they will be placed on the SEN support register.</p> <p>All pupils are assessed by their class teachers at least three times per year and this is fed back to parents through reports on a termly basis. This report also shows the pupil's current reading age and effort grade. These reports can be discussed with the pastoral team and staff at any time.</p> <p>After each assessment point the SENCO analyses the data to monitor impact of support and investigate reasons why pupils may be underperforming. Conversations are had with relevant support staff and Head of Department and a revised plan of intervention is put in place.</p> <p>Reading comprehension tests take place twice per year and intervention is put in place for those pupils that fall below a reading age of 11 years. Impact of literacy interventions is measured through the use of this data.</p> <p>The Boxall Profile is now being used to monitor the impact of interventions for social, emotional &amp; mental health issues.</p>

	<p>Class and subject teachers, supported by the senior leadership team, monitor the progress of all of their pupils using regular assessments. These assessments will identify pupils that are making less than expected progress given their age and individual circumstances. This can be categorised as follows:</p> <ul style="list-style-type: none"> <li>• Progress which is significantly slower than that of their peers starting from the same baseline</li> <li>• Progress which fails to match or better the child's previous rate of progress</li> <li>• Progress which fails to close that gap between the child and their peers</li> <li>• Progress which widens the attainment gap.</li> <li>• Fails to make progress with wider development or social and emotional needs</li> <li>• Fails to make progress in self-help, social and personal skills</li> </ul> <p>Where a pupil is making less than expected progress, the first response will be high quality teaching targeted at the area of weakness, following the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'</p> <p>This process is initiated by teachers within their own subjects, overseen by the SENCO, for the initial cycles, in conjunction with mentors. If high quality teaching does not provide enough support then further waves of intervention may be added; these could include teaching assistant support, literacy or numeracy intervention, social and emotional support or specialist teacher assessment and intervention. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENCO will update all records of provision and assess the impact of that provision alongside class teachers and Teaching Assistants.</p> <p>ASSESS - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments</p>
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to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents / carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will have access to a copy of the plans, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO** - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW** - The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen as needed.

Parents/carers play an important role in identifying special educational needs, as they know their child better than anyone. If a parent has a concern all teaching members of staff, including those in Academy Plus, will be willing to listen and address the concern. The first point of contact is always the form tutor or pastoral team for any concerns. They will then liaise with relevant staff including the SENCo.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, the Academy will provide assessment to determine whether there are undiagnosed learning difficulties, difficulties with communication or mental health issues. If the Academy think that external factors e.g. family, housing or other domestic circumstances may be affecting behaviour a multi-agency approach may be taken and a EHA (Education Healthcare Assessment) started. Behavioural difficulties alone are no longer seen as SEN.

	<p>Other factors may contribute to a child having difficulty learning, such as bullying or bereavement. The Academy will intervene in these situations to prevent them from escalating, as early intervention is key. For bereavement and other emotional issues mentors and counselling are available. Please see the anti-bullying policy for more information about how bullying is dealt with in the Academy.</p>
<p>Our partnering approach to involving parents/carers/children/young people</p>	<p>At Fulwood Academy we realise that partnerships with pupils, parents and carers are vital for success, therefore we seek to strengthen this partnership through:</p> <ul style="list-style-type: none"> <li>• Review meetings to discuss progress with designated learning mentors</li> <li>• Monthly SENCo surgery</li> <li>• Pupil-centred reviews</li> <li>• Pupil feedback both formally and informally on the support they receive and the progress they feel they are making in lessons.</li> <li>• Any child with an EHCP has a review every year to discuss progress towards their specified outcomes and discuss any changes that need to be made to the EHCP or provision.</li> </ul> <p>The views of pupils and parents are always at the centre of any decisions made and therefore their views are extremely important.</p>
<p>Record keeping, monitoring and data management</p>	<p>All pupils that are classed as having SEN are placed on the SEN Support register, which is shared with staff via SIMS, ClassCharts and on the teacher shared drive. The register is updated on a regular basis CAT scores and reading comprehension age are included so that teaching staff are aware of the general ability of each pupil.</p> <p>Pupil passports are created for all pupils on the SEN Support register and are reviewed on a regular basis. These contain strategies for both pupils and teachers and targets for the pupils to work towards.</p> <p>All provisions are now being recorded on the Provision Map software and impact of these will be reviewed on a regular basis.</p> <p>Documents relating to children with SEND are stored in a locked cupboard in school but all documents are scanned and stored securely on Provision map. Records relating to children who have left are passed to the new school securely as soon as it is practical following a meeting / conversation with the receiving school.</p>

Funding	<p>All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these are determined by a local funding formula, discussed with the local schools' forum, which is also applied to local academies.</p> <p>Schools have an amount identified within their overall budget, called the notional SEN 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.</p> <p>The Academy provides a specific budget for pupils with SEN and the SENCO determines how this is used depending on the needs of the pupils, for example providing specialist resources or teaching according to the needs of pupils in school.</p> <p>Pupils with Education, Health and Care Plans receive top up funding provided by Lancashire County Council to support their SEN in school. This funding is not the same for every pupil and is utilised to meet the needs of the pupil as set out in their EHCP.</p>
Working with external partners	<p>Sometimes it is necessary for us to seek advice from specialists that are more experienced in different fields of SEN. We also have access to a number of external agencies that can provide support for pupils and their families. These include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Audiology</li> <li>• Outreach specialist providers</li> <li>• Specialist Teachers</li> <li>• Educational Psychology.</li> <li>• CAMHS</li> <li>• Community Neurodevelopmental Paediatrics</li> <li>• Counselling services</li> <li>• Inclusion Service</li> <li>• SENDIASS</li> </ul> <p>If this is the case a discussion will be held with the parents/carers to explain the reasons and the processes involved. Consent will always be sought from the parents/carers before any such referral is made and no referral would take place without that consent being given.</p> <p>Most external agencies are invited into the Academy to provide support but if a referral is made to the health service an appointment letter will be received in the post with details of where to attend. The majority of external agencies will require a brief history of the child and their</p>



	<p>difficulties and some will request to see the parents to gather their views as well.</p> <p>All specialists that work in conjunction with the Academy will produce a report containing their views and suggested strategies. From this report an action plan is produced and the recommendations are acted upon. The report is always shared with pupils, parents/carers and they are also given the opportunity to make an appointment to discuss the content should they wish to do so. Parents/carers are also informed of who the contents of the report will be shared with.</p>
Supporting transition	<p><b>KS2-3</b></p> <p>Transition planning for September begins in the summer term, after year 6 have completed their SATs. This comprises of the following:</p> <ul style="list-style-type: none"> <li>• The SENCO and Head of Year 7 visit all of the year 6 pupils that will be starting at Fulwood Academy. These visits are both to meet the pupils and gather information from the teachers.</li> <li>• Following the visits a plan is put into place for those pupils that may need extra intervention when they start secondary school.</li> <li>• Any pupil that has SEN or may struggle with the transition to secondary school is invited into the academy for at least one extra visit to meet some of the key people that will be working with them and to become more familiar with the academy. It is also an opportunity to meet other pupils from different schools.</li> <li>• Induction day where all year 6 pupils attend the Academy for the day and sample some lessons. Teaching assistant support is available during this day for any pupils that may need it. Reading tests may also conducted on this day.</li> <li>• A parental information evening is held following Induction Day and this is an opportunity for parents/carers and pupils to meet their form tutors and key staff that will be involved with the pupils during the school day.</li> <li>• Summer schools are held for those pupils that may need further support before starting at the Academy in September.</li> <li>• On the first day in September the SEN team is available for those pupils that may require support. Where possible interventions are put in place within the first two weeks.</li> </ul> <p><b>KS3-4</b></p> <ul style="list-style-type: none"> <li>• As pupils move towards the end of year 9 and look towards what options they will study in year 10 &amp; 11 they are given the opportunity to meet with the careers advisor who will guide them on the choices that they may wish to make.</li> <li>• Form tutors and the SEN team will also provide support and guidance at this time, through reviews and planning meetings.</li> </ul>



	<ul style="list-style-type: none"> <li>EHCP reviews will address appropriate study pathways prior to option choices.</li> </ul> <p><b>KS4-Post 16</b></p> <ul style="list-style-type: none"> <li>In the autumn and spring terms of year 11 the pupils will be preparing to apply for colleges. As an Academy we again provide as much support and guidance as possible through the careers advisor, form tutors and SEN team.</li> <li>Support with CVs and college applications.</li> <li>Pupils with SEN often find this time difficult and therefore the SEN team is in regular contact with colleges.</li> <li>Pupils can make extra visits to colleges during the day to experience what the college is like</li> <li>Transition teams from the colleges are invited in to reviews or to meet with the pupils to discuss their needs so that the pupils can be as prepared as possible for the next phase of their education.</li> <li>Exam arrangement documentation is shared with the receiving college as agreed with the student</li> </ul>
Pupils with medical conditions	<p>Please read the policy for pupils with medical conditions.</p> <p>Supporting Pupils with Medical Needs Policy</p>
Safeguarding	<p>The safeguarding of pupils is taken very seriously at Fulwood Academy. This is outlined in the linked policy, giving regard to the 'Keeping Children Safe in Education (2022)' statutory guidance.</p> <p><a href="#">Safeguarding Policy</a></p> <p>Through regular assemblies and updates all pupils, including those with SEN are aware of what to do if they feel unsafe in the Academy at any time. As identified by the NSPCC, statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Fulwood Academy endeavour to generate a culture of support and care among pupils, and extra measures are put in place to support these students. Each student has a designated learning mentor and an 'open door' policy encourages students to speak regularly with their mentor. Staff are aware and receive regular training on safeguarding vulnerable students.</p> <p>Key staff members:</p> <p>Designated Safeguarding Lead –Mrs R Walker        Extended Safeguarding Team – All Pastoral Support Team        Designated Teachers for Children Looked After – Mrs H Clipston        Staff with responsibility for Medical Needs – Miss J Clayton</p>

Staff training	<p>At the start of each academic year the SENCO leads a session regarding SEN and key pupils to be aware of in each year group, as well as strategies for high quality teaching.</p> <p>A programme for Continuing Professional Development (CPD) is developed each year and includes sessions for SEND. The topic of these sessions is determined by a staff CPD audit as well as outcomes of learning walks and book looks. Recent training has included:</p> <ul style="list-style-type: none"> <li>• Keeping Children Safe in Education</li> <li>• ADHD</li> <li>• Autism</li> <li>• Graduated Response and Quality First Teaching</li> <li>• Anti-bullying</li> <li>• Mental Health First Aid</li> <li>• Strategies to support learning for all students</li> <li>• Developing strategies to build vocabulary and understanding</li> </ul> <p>Students and staff promote inclusive learning and are encouraged to celebrate our differences and skills.</p>
Requesting EHC needs assessment	<p>The majority of children and young people with SEN or disabilities will have their needs met within local mainstream settings. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.</p> <p>The purpose of an EHC plan is to make special educational provision to meet the special educational needs of a child or young person who needs additional support than what is provided, to secure the best possible outcomes for them across education, health and social care, and as they get older, prepare them for adulthood.</p> <p>The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person between 0 and 25:</p> <ul style="list-style-type: none"> <li>- the child's parent</li> <li>- a young person over the age of 16 but under the age of 25, and</li> <li>- a person acting on behalf of a school (this should ideally be with the knowledge and agreement of the parent or young person where possible).</li> </ul> <p>Anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary. This should be done with the knowledge and, where possible, the agreement of the child's parent or the young person.</p>

	<p>The process of the academy requesting an EHC assessment (Statutory Integrated Assessment) begins with a graduated response of assess, plan, do, review over 2 cycles. This means that a number of strategies and provisions must be carried out before an application can be submitted. During this process the SENCO gathers information of what has already been tried and has or hasn't been successful. During these cycles advice of other professionals such as specialist teachers, educational psychologists or health professionals may be sought and their advice will be acted upon. If a pupil's needs still cannot be met through the school's budget an EHC application for assessment will be submitted.</p> <p>At this stage the local authority make a decision as to whether an EHC assessment should take place. This decision should be made within 6 weeks of the application being received. Following this either assessment is carried out or the reasons why will be communicated to both the parent/carer and the school. If assessment is to be carried out the process then begins. A decision whether an EHC plan is to be issued must be made within 20 weeks of the initial application being made.</p> <p>Further information about the process can be found in the LCC Local offer through the link below:</p> <p><a href="#">Lancashire County Council SEND Local Offer</a></p>
Children with EHC plans	<p>In a pupil's EHC plan there are a number of outcomes listed that they need to work towards. Provisions required to meet the needs of the pupil are also written into the plan, and the Academy aims to work towards these outcomes and put in place the provisions suggested within the funding available.</p> <p>An EHCP review is conducted annually. During the review process views are gathered from the pupil, the parents/carers and anyone else involved with the pupil including social care, health professionals and teaching staff. At the review the suitability of the plan is discussed along with the progress the pupil has made towards their outcomes and the views of everyone involved with the pupil. It may be that we invite specialist practitioners to the meeting e.g. the educational psychologist.</p> <p>If the SENCO or parent/pupil feels that amendments need to be made to the plan, such as increasing funding, amending outcomes or movement to a specialist provision, they may invite the SENDO and Educational Psychologist from the local authority to the meeting to provide advice as to changes that are possible.</p>

	<p>Following the meeting a summary report is produced by the SENCO and this along with any further information required is sent to the local authority. If no amendments are to be made the review date will be set for the following year but if there are amendments to be made the local authority will issue a new EHC plan. The summary report is also sent to parents/carers.</p>
Data Protection	<p>The Academy's person responsible for data protection compliance is Mr David Brookes, Business Director.</p> <p>A child or young person's EHC plan must be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable (this includes any representations, evidence, advice or information related to the EHC plan). An EHC plan must not be disclosed without consent of the child or the young person, except for specified purposes or in the interests of the child or young person. If a child does not have sufficient age or understanding to allow him or her to consent to such disclosure, the child's parent may give consent on the child's behalf. Specified purposes include:</p> <ul style="list-style-type: none"> <li>- disclosure to the Tribunal when the child's parent or the young person appeals, and the Secretary of State if a complaint is made to him or her under the 1996 Act.</li> <li>- disclosure on the order of any court or for the purpose of any criminal proceedings</li> <li>- disclosure for the purposes of investigations of maladministration under the Local Government Act 1974</li> <li>- disclosure to enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or the Children Act 1989 relating to safeguarding and promoting the welfare of children.</li> <li>- disclosure to Ofsted inspection teams as part of their inspections of schools or other educational institutions and local authorities</li> <li>- disclosure to any person in connection with the young person's application for Disabled Students Allowance in advance of taking up a place in higher education, when requested to do so by the young person</li> <li>- disclosure to the principal (or equivalent position) of the institution at which the young person is intending to start higher education, when requested to do so by the young person, and</li> <li>- disclosure to persons engaged in research on SEN on the condition that the researchers do not publish anything derived from, or contained in, the plan which would identify any individual, particularly the child, young person or child's parent. Disclosure in the interests of research should be in accordance with the Data Protection Act 1998 and General Data Protection Regulation (2018) and wherever possible should be with the knowledge and consent of the child and his/her parent or the young person.</li> </ul>

	It is important that teachers or other education professionals working closely with the child or young person should have full knowledge of the EHC plan. School governing bodies should have access to a child's EHC plan.
Complaints process	<p>For complaints, regarding the Academy please following the complaints Procedure on the Academy website.</p> <p>For any complaints regarding local authority decisions regarding EHC assessments and plans please follow the link below:</p> <p><a href="#">Lancashire County Council SEND Complaints</a></p>
SEND information report	Our SEND Information Report can be found on our academy website.