Title and Description	Special Educational Needs (& Disabilities) and Inclusion Policy

Date of adoption	June 2020
Approved by	Standards Committee
To be reviewed by	Local Governing Board
Responsibility	Assistant Head Teacher
Review period	Annually
Date of next review	September 2027

Below is an AI generated summary of the full policy, produced to help make this document more accessible. The summary has been checked for accuracy, but the full policy remains the only completely accurate version.

School SEND & Inclusion Policy – Parent Summary

Our Commitment

We are dedicated to making sure all students with Special Educational Needs and/or Disabilities (SEND) are supported, included, and able to achieve their full potential.

Our Key Aims

- Every child has access to a broad and balanced curriculum.
- We identify and support SEND needs as early as possible.
- All students can take part in school activities.
- Parents are kept fully informed and involved.
- Students are included in decisions about their support.
- Staff receive training so they can provide high-quality teaching and support.
- We work with outside professionals when extra help is needed.
- We promote equality, eliminate discrimination, and encourage positive attitudes.

What SEND Means

A child may have SEND if they:

- Find learning much harder than others of the same age.
- Have a disability that affects how they access school facilities.
- Need support that is additional to or different from other children.

Who Supports Your Child?

- **SENDCO (Special Educational Needs Coordinator):** Leads SEND provision and works with staff, families, and external agencies.
- **Teachers:** Responsible for progress and learning of all children in their class.
- **Support Staff (LSAs/HLTAs):** Provide extra help in lessons, small groups, or one-to-one.
- **Headteacher and Governors:** Oversee SEND provision across the school.

Types of Needs We Support

- Communication & interaction (e.g. autism, speech & language difficulties)
- Cognition & learning (e.g. dyslexia)
- Social, emotional & mental health (e.g. ADHD)
- Sensory & physical (e.g. visual or hearing impairments, epilepsy)

How We Identify and Support SEND

- Information from primary schools, parents, students, or teachers.
- Assessments and observations.
- Early discussions with parents and students.
- A four-step cycle: **assess** → **plan** → **do** → **review** to track progress.

Support in School

- Quality first teaching with adaptations to meet individual needs.
- Resources like laptops, overlays, or larger print where needed.

Transitions & Next Steps

- Support is provided at key transition points (e.g. moving from primary to secondary or to college).
- Parents and students are involved in planning for the future.

Plans & Reviews

- Some students may need an **Education, Health and Care Plan (EHCP)** for additional support.
- Progress is reviewed regularly with parents and students.

Students with English as an Additional Language (EAL)

- EAL needs are supported separately from SEND.
- Students receive extra language help while being encouraged to achieve at their ability level.

Staff Training

All staff receive training and updates on supporting SEND students.

Monitoring and Complaints

- The school regularly reviews SEND support to check it is effective.
- Parents can raise concerns with the SENDCO, and if needed, through the school's complaints policy or SEND tribunal.

Local Authority Offer

More information about SEND support across Durham is available here:

👉 Durham Local Offer

Special Educational Needs (& Disabilities) and Inclusion Policy

Ethos and values:

Framwellgate School Durham: Ethos and Values Statement

Like all good schools, we're driven by our values above all else. We define these as:

Excellence - Everyone in our community will know and experience success

The most for those that need the most - We will meet the needs of all our learners

Known and valued - Everyone here will be celebrated for who they are and what they do

Collective endeavour - We will achieve success together

Joy - Everyone will know and create joy

These five values determine all that we do, and every part of the school flows from them. They set the direction and act as a compass to ensure we continue to grow and develop as a school in the way that we feel best supports all our students.

Our school value	How this approach to Inclusion aligns
Excellence: Everyone in our community will know and experience success	We recognise that some students may face barriers to learning and require additional support or adaptations in order to achieve this same experience of success. Our commitment is to ensure that every student, regardless of need has access to the same ambitious curriculum and learning opportunities and has an equal opportunity to succeed.
The most for those that need the most	This will be achieved through ensuring teachers know their students' well and ensure the appropriate support and adaptations are in place.
Known and valued: Everyone here will be celebrated for who they are and what they do	We believe that inclusion means valuing diversity and ensuring that all students feel welcomed, supported, and able to thrive in our school community.
Collective endeavour: We will achieve success together	Teachers, SEN support staff, pastoral staff, parents and external agencies all work collaboratively, with the child at the centre, to ensure the child's access to the curriculum and involvement in school is appropriate and well planned, in accordance with their needs.
Everyone will know and create joy	We are proud to be an inclusive school that provides high quality teaching for all students. We offer a broad and balanced knowledge-rich curriculum designed to help every learner reach their full potential. All students are encouraged to engage with extra-curricular and enrichment opportunities outside of the classroom.

1. Introduction

The aims of this policy are to ensure that students with special educational needs and/or disabilities are well supported in school and have full access to all aspects of education

2. Aims

Our policy and procedures are written so that when implemented we will:

- ensure that our students have access to a broad and balanced curriculum

- ensure the rapid identification of all students requiring SEND provision as early as possible in their school career, in order to support academic progression and good physical and emotional health and wellbeing
- ensure that students with SEND are given opportunities to take part in all school activities
- ensure that parents/carers of students with SEND are fully informed about their child's progress
- ensure that students with SEND are involved in decisions affecting their provision
- provide quality first teaching for all students with SEND
- appropriately train and educate staff in respect of providing support to students with SEND
- keep, monitor and review appropriate records
- work with and in support of external agencies when the students' needs cannot be met by the school alone
- create an environment where students feel safe to voice their opinions of their own needs
- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation in public life by disabled people
- take steps to meet disabled people's needs, even if this requires more favourable treatment

3. Contents

This policy contains the following:

- Section 4: Definition of SEND
- Section 5: Definition of a disability
- Section 6: Roles and Responsibilities
- Section 7 SEND provision
- Section 8: Identification of students and assessment of needs
- Section 9: Consulting and involving students and parents
- Section 10: Assessing and reviewing pupils' progress towards outcomes
- Section 11: Supporting pupils moving between phases and preparing for adulthood
- Section 12: Teaching and Learning
- Section 13: Adaptations to the curriculum and learning environment
- Section 14: Educational Health Care Plans
- Section 15: Students with English as an additional language
- Section 16: Staff training
- Section 17: Evaluating the effectiveness of SEND provision
- Section 18: Complaints about the SEND provision
- Section 19: The local authority local offer
- Section 20 Sharing of SEND information to staff

4. Definition of SEND

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

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

5. Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities'.

The Equality Act has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect and what the period of time is before they experience the long term and substantial adverse effect on their activities

6. Roles and Responsibilities

The SENDCO is Denise Forrest

The SENDCO will:

- work with the headteacher and assigned line manager to determine the strategic development of the SEND policy and provision in the school
- have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- be the point of contact for external agencies and support services
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all pupils with SEND up to date

The SEND governor will:

- help to raise awareness of SEND issues at governing body meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this

The Headteacher will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers will:

- ensure the progress and development of every student in their class
- work closely with any LSAs/HLTAs or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- liaise with the SENDCO to review each pupil's progress and development and decide on any changes to provision

Learning Support Assistants will:

- act as key workers for named EHCP students
- support these students to access the curriculum
- help to implement differentiation/scaffolding and specialist support strategies in the classroom

- keep students focused on learning activities during lessons
- attend all training opportunities related to SEND and differentiation.
- be mainly classroom based
- deliver specific interventions outside of the classroom to students with EHCP's.
- provide support during social time and unstructured parts of the day
- help students to develop effective ways of becoming independent learners
- pass on any concerns regarding progress/emotional and social development to the SENDCO

HLTA's will:

- deliver bespoke SEND programmes to individuals or small groups outside of the classroom
- provide targeted classroom-based support for pupils with the greatest learning needs, working alongside teachers to assess progress, identify barriers to learning and inform the planning and delivery of appropriate interventions

7. SEND provision

In addition to quality first teaching, FSD currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

8. Identification of students and assessment of needs

The emphasis is on the early identification of learning difficulties, thus permitting prompt assessment and appropriate provision. The SENDCO considers:

- Pre-transfer information from primary schools, including information about students with EHCPs
- Concerns expressed by subject teachers and/or Heads of Year
- Parental concerns
- Student concerns
- Formal assessments from other professionals

9. Consulting and involving students and parents

An early discussion with the student and their parents will take place when it is identified whether special educational provision is needed. These conversations will ensure that:

- everyone develops a good understanding of the student's areas of strength and difficulty
- any parental concerns are taken into consideration
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

Notes of these actions will be added to the student's FSD support plan and a copy given to their parents.
We will formally notify parents when it is decided that a student will receive SEND support.

10. Assessing and reviewing students' progress towards outcomes

FSD follows the graduated approach and the four-part cycle of assess, plan, do, review.

SEND department will consult with subject teachers to carry out a clear analysis of the student's needs. This will draw upon:

- the teacher's assessment and experience of the student
- their previous progress and attainment and behaviour
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the student's own views
- advice from external support services, if relevant

11. Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared.

We offer many different provisions to support the transitional stages of students with SEND…

- Dedicated pastoral and SEND team to deal with transition at all key phases
- Parents information evenings
- Parental/student visits and meetings
- Guidance and support throughout the whole process
- Close collaboration with the Local Authority

12. Teaching and Learning

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

13. Adaptations to the curriculum and learning environment

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

- Scaffolding lessons to ensure all students are able to access it, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing word banks, prompts and checklists etc.
- Adapting our resources and staffing
- Using recommended aids, such as coloured overlays, larger font, fidgets, wobble cushions, writing slopes, etc.

In addition, we have the following resources/provision:

- Access to the Achievement Centre during lessons or unstructured times
- Remote access to lessons from the AC via AV1 robots
- Handwriting support through Handwriting Club, alternative pens and writing implements
- Laptops & ipads
- Reading pens
- Standing desks

14. Education Health Care Plans (EHCPs)

Should the SENDCO and team feel that a student would benefit from an Education Health Care Plan, an application will be made.

15. Students with English as an additional language (EAL)

Teachers and relevant support staff will be equipped to teach EAL learners effectively and will be supported from local authority professional services. EAL students have specific linguistic needs but these should not be confused with Special Educational Needs (SEND).

FSD will support EAL students via:

- inductions
- clear assessment to inform planning and target setting
- collaborative / paired work with another student
- Regular reviews of EAL students' progress with English
- Placing students in the highest sets possible, where appropriate and according to ability
- Fostering an inclusive multicultural ethos, where difference is celebrated; demonstrated by our 'School of Sanctuary' status

16. Staff training

Staff will be regularly updated about students with SEND by our SENDCO and SEND team. This will take place in the form of briefings and specialist staff training sessions as is deemed appropriate. The SENDCO has regular opportunities to communicate with all teaching staff through the Monday CPD training time.

17. Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress
- Reviewing the impact of interventions after each intervention programme
- Using student/parental/carer voice questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with an EHCP
- Departmental reviews (Quality Assurance) also focus on SEND provision within each subject area

18. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. Should the complaint not be resolved by the SENDCO, the complainant will then be referred to the school's complaints policy. The parents/carers of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

19. The Local Authority offer

Durham's Local Authority offer can be found here:

https://www.durham.gov.uk/localoffer

20. Sharing of SEND information with staff

All SEND support plans are shared with staff at the start of the academic year, and when changes have been made to the support offered or when advice from professionals is received and actioned. The student SEND information is available for staff to view via Class Charts.

21.Other relevant documents/policies

- EAL policy
- SEND information report (written annually)