



## THE FORUM CENTRE

### Statutory Policy Document

# SEND (Special Educational Needs and Disability) Policy

April 2025

**‘Striving to ensure every pupil grows in confidence; is ready to achieve success and contributes positively to society’**

**KINDNESS and RESPECT: towards self, others and the environment.  
AMBITION and DETERMINATION: to overcome challenges and be successful**

**Policy Review: Annually**

Approved by Chair of  
Governors:

Mark Everett

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## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### Objectives:

- To identify and provide support for all pupils who have special educational needs and disabilities.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEND Code of Practice 2015 is followed
- To develop all pupils to their full potential and to value them equally.
- To ensure access to the curriculum for all pupils.
- To develop and maintain partnerships and high levels of engagement with parents and carers.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To work in productive partnership with outside agencies, to ensure there is a multi professional approach to meeting the needs of all vulnerable learners.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

### Definition of Special Educational Needs (SEN):

1. A child or young person has SEN if they have a learning difficulty or disability which calls for specialist educational provision to be made for him or her.
2. A child of compulsory school age has a learning difficulty or disability if he or she:
  - has significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Many children and young people who have SEN may have a disability under the Equality Act 2010

### Definition of Disability:

“...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”. (Equality Act 2010)

This definition provides a relatively low threshold and includes more children than many realise. A child is deemed to have a disability if over a long term (i.e. more than a year) they are significantly hindered by their condition from making use of educational facilities of a kind generally provided for others.

Such disabilities include:

- Physical disability.
- Sensory impairment.
- Long term (i.e. over a year) health conditions, including mental health.
- Cognition and learning

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

### Special Educational Provision

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.

Pupils will be offered additional special educational provision when it is clear that their needs require intervention that is 'additional to' or 'different from' the adapted curriculum. The definitions used for SEND and for disability are from the SEND Code of Practice (2015).

## **4. Roles and responsibilities**

### **4.1 The SENDCo**

The SENDCo is Joe Callender, who can be contacted at [j.callender@tfc.dorset.sch.uk](mailto:j.callender@tfc.dorset.sch.uk) or 01258 455202.

Key Responsibilities will include:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this 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 / carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next step providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments, transitions and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Ensure the school SEND policy is carried out and that adequate resources are provided within the limitations of the school budget.

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### **4.4 Class teachers**

At The Forum Centre we believe in quality first teaching: the class teacher is responsible and accountable for the progress and development of all the students in their class, including those with SEND and those accessing support from teaching assistants or specialist staff. It states within the 2015 SEND Code of Practice that 'High quality teaching, adapted for individual students, is the first step in responding to students who have, or may have SEND'.

Each class teacher is also responsible for:

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

#### **4.5 SEND teaching assistants:**

Each teaching assistant is responsible for:

- Working with students individually or in groups, as directed by the class teacher and/or SENDCo, to support learning across the whole curriculum.
- Establish supportive, caring and secure relationships with students, promoting self-respect, self-esteem and a positive attitude supporting the school ethos.

### **5. SEND**

#### **5.1 The kinds of SEND that are provided for**

- Our school currently provides additional and/or different provision for a range of needs, including Social, Emotional and Mental Health (SEMH) difficulties e.g Attention Deficit Hyperactivity Disorder (ADHD)

#### **5.2 Identifying pupils with SEND and assessing their needs**

At The Forum Centre we identify the needs of the pupil by considering the whole individual, which includes not just the special educational needs of the young person

All teaching staff are responsible and accountable for the development and progress of pupils in their class and support learning through a wide range of interventions. Such intervention may include:

- Targeted TA support in class.
- Targeted interventions consisting of 1:1 or small group work (social, emotional and wellbeing support, mentoring, guided reading, literacy support, numeracy support and study support).
- Support from external agencies / professionals (such as CAMHS, Educational Psychologist and Specialist Teachers).

We can identify whether pupils need help if:

- Concerns are raised by parents/carers or the young person's previous school, regarding a pupil's level of progress.
- The pupil asks for help.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need outlined in the SEND Code of Practice 2015

We assess each pupil's current skills and levels of attainment on entry, which will build on information obtained from previous settings and Key Stages. Class teachers will make regular progress assessments for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is required.

### **5.3 Consulting and involving pupils and parents / carers**

We will have an early discussion with the pupil and their parents / carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' / carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents / carers when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents / carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting to which the pupil is moving. We will agree with parents / carers and pupils which information will be shared as part of this transition. We will liaise with the school, college, or other setting the pupil is moving to organise visits, support an induction and explore travel arrangements.

## 5.6 Our approach to teaching pupils with SEND

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

### The graduated approach (Assess – Plan – Do – Review)

- **Assess** –each pupil's current skills and levels of attainment on entry are assessed, which builds on information obtained from previous settings and Key Stages. Class teachers will make regular progress assessments for all pupils, gather the views of the pupil and their parent/ carers, and other professionals
- **Plan** - the class team (teachers and support staff) and SENDCo plan the support needed, involving the pupil and their parents with a timescale for review set.
- **Do** – the SENDCo will help the class team to support the pupil, identifying the pupil's strengths and weaknesses and how best to help them.
- **Review** – the SENDCo and class team will evaluate how effective the support has been and make adaptations informed by the pupil's progress

#### Assess:

- When a pupil enters the school, holistic data about the pupil from their previous education provisions is requested and collated in addition to information gathered during their induction. Many pupils will already have SEND recommendations in place from previous schools that will be discussed at transfer.
- Once deemed settled at The Forum Centre pupils may undertake a series of assessments.
- Assessment data on the pupil will be collated by the key worker/subject teacher in order to make an accurate assessment of the progress to see if they are meeting age related expectations.
- If they are not meeting age related expectations, then the key worker/subject teacher will make steps to identify any barriers to progress. Communication between all stakeholders within the school is useful to gather information and a more holistic picture regarding a pupil's needs and barriers to learning.
- If concerns are raised that the young person may have unidentified SEND, then the SENDCo should be contacted by the key worker/subject teacher through the submission of a Pupil Referral Form.
- Parents / carers will be invited to contribute to the plan of action to improve and support progress.

#### Plan:

- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved, including the parents / carers and pupil will be obtained and appropriate evidence-based interventions identified.
- The teacher will plan inclusive, adapted, individualised and appropriate high-quality teaching and if necessary produce resources to meet the needs of individuals.
- To inform and adapt their teaching, teachers will use information provided via EHCPs, Case Studies, Parent Consultation evening notes, targeted questionnaires, SchoolPod notes and Personal Learning Plans (PLP).
- They will include challenging, motivating, achievable, realistic and relevant academic targets, expected outcomes as well as developmental targets that take into account parents' / carers' aspirations for their child. Parents / carers. The pupil will also be consulted on the actions they can take to support attainment of the desired outcomes. This will be recorded and a date set for reviewing attainment.

#### Do:

- The development of inclusive lessons to meet the needs of SEND identified individuals – e.g. by using dyslexia-friendly strategies, creating a dyslexia friendly environment and resources.
- If required the SENDCo to provide the necessary support for pupils with SEND through intervention such as additional literacy and numeracy support, OT and SaLT support.

## **Review:**

- Progress towards outcomes will be tracked and reviewed with the parents / carers and the pupils.
- Parents / carers informed by teacher how their child is progressing towards the identified outcomes. This will be shared through the school reporting system and parent / carer Consultation Evenings once a term. The subject teacher / tutor may suggest additional ways of supporting the child's learning.
- Parents / carers can arrange an appointment to discuss their child's progress with the tutor and/or subject teacher at an agreed time when they feel concerned or have information they feel they would like to share that could impact on their child's success.
- Teachers provide feedback on pupils work (www.ebi / feedback stamps) and through teacher- pupil conversations.
- It is a statutory requirement that students with an EHCP have an annual review.
- The teaching staff and SENDCo will liaise and collaborate with the parents / carers of pupils on the SEND register irrespective of if they have an EHCP.

## **5.7 Adaptations to the curriculum and learning environment**

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, reading rulers, visual timetables, larger font textbooks/ resources, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, visual clues, reading instructions aloud, etc.

## **Supporting pupils with SEND:**

- All pupils will be provided with quality first teaching that is adapted to meet the diverse needs of all learners.
- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any barriers to learning and to increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
  - Classroom observation and learning walks by the senior leadership team
  - Ongoing assessment and tracking of progress made by pupils using the whole school tracking system SchoolPod. Those pupils failing to make expected levels of progress are highlighted to Phase Leaders and SLT.
  - Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
  - Phase Leader meetings to discuss the needs of pupils with SEND.
  - Attendance and behaviour records.
  - Action relating to SEND support will follow a graduated approach

## **5.8 Additional support for learning**

When required, teaching assistants will support pupils on a 1:1 basis or in small groups. They will support literacy and numeracy teaching in addition to prompting students to remain focus.

We work with the following agencies to provide support for pupils with SEND:

- The Education and Early Help (SEND) Teams
- Educational Psychology Service
- Occupational Therapy Service
- Speech and Language Therapy Service

## 5.9 Support for student's well-being

The Forum Centre offers a wide variety of pastoral support for students. These include:

- An allocated Key Worker
- A Personal, Social, Citizenship and Health Education (PSCHE) SELF curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and support well-being
- Pupils who find social times, (e.g. break and lunchtime) difficult are provided with alternative small group opportunities and action is taken to develop their social interaction skills.
- Designated Safeguarding Lead
- All medicine administration procedures adhere to the LA policy and Department for Education (DfE) guidelines included within Supporting Students at School with Medical Conditions (DfE) 2014 and identified in the school Medicine Administration Policy.

## 5.10 Expertise and training of staff

Our SENDCo has over six years' experience in this role and has worked in specialist schools, alternative provisions in addition to mainstream secondary schools. The SENDCo is allocated protected time each week to manage SEND provision

- We have a team of teaching assistants and one higher level teaching assistant (HLTA) who are trained to deliver SEND provision and 1:1 support.
- We have two Behaviour Mentors who manage student behaviour and support staff with their behaviour management
- We have a Senior Mental Health Lead who support students with their mental health and emotional needs and assist staff with supporting student wellbeing
- We have a team of Learning Reintegration Mentor who support students to overcome range of barriers preventing them from engaging with learning
- All staff are trained in how to best support vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the performance management/appraisal process.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo (or delegated member of staff) to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.

All staff receive regular training in understanding the needs of pupils such as those with an Attachment Disorder and Social, Emotional and Mental Health needs. Additionally, key staff are trained in Therapeutic Thinking (Formerly STEPS Dorset), Maybe Conflict Management and Restrictive Practices. All staff undertake annual Safeguarding training and receive regular e-safety training. Key staff are First Aid trained.

The Centre also operates an internal training programme for support and teaching staff.

## 5.11 Special Educational Provision (SEP):

- If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies, including health and social services, and community and voluntary organisations, for advice on meeting the needs of students with SEND and in further supporting their families. This will be undertaken after parental / carer permission has been given.
- Additional action to increase the rate of progress will be then identified and recorded, to include a review of the impact of the adapted teaching and interventions and, if required, dissemination of additional strategies and /or inclusion of additional adult help to further support the student.
- For those students excluded from mainstream provision and sent to The Forum Centre for assessment and for those who have significant, severe and sustained need a request will be made to the Local Authority to conduct



an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

## 5.12 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the Phase Leaders, SENDCo and SLT
- Holding annual reviews for pupils with EHC plans

## 5.13 Working with other agencies

The Forum Centre works collaboratively with other agencies such as Children's Services, local authority support services and community based organisations in order to meet the needs of all SEND families. We also signpost to organisations and support services such as Autism Wessex and SENDIAS to ensure that families and pupils have access to support external to the school.

Professionals frequently worked with include:

- **Specialist teachers/Advisory teachers** - Teachers who can give advice and support on children with particular needs, for example, children with a hearing or vision impairment.
- **Educational Psychologist** - An Educational Psychologist (EP) provides specialist assessment of learning difficulties. EPs provide advice on teaching and management strategies and behaviour management. The local authority must seek advice and information from an educational psychologist if they carry out an Education, Health and Care needs assessment.

## 5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents / carers of pupils 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

## 5.15 Details of support services for parents / carers of pupils with SEND

- Dorset Council's SEND Local Offer including services in Dorset to help support children and young people with special educational needs or disabilities (SEND) <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>
- Dorset Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). <https://www.dorsetsendiass.co.uk/>

## 5.16 Contact details for raising concerns

If you have a concern regarding special educational needs and disabilities, please contact the SENDCo.

## 5.17 The local authority local offer

Our local authority's local offer is published here: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

## 6. Monitoring arrangements

This policy and information report is reviewed by the SENDCo: Mr J Callender annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## 7. Links with other policies and documents

Please refer to the school's policies on:

- Accessibility
- Behaviour
- Data Protection
- Equality
- Remote Learning
- Supporting Pupils with Medical Conditions

Staff in school, governors and key staff within the Local Authority were consulted about this policy and will continue to be when changes are required. Reference was made to the SEND Code of Practice 2015, the Local Authority's Special Educational Needs Policy and the Equality Act 2010.

SENDCo: Mr J Callender, [j.callender@tfc.dorset.sch.uk](mailto:j.callender@tfc.dorset.sch.uk), 01258 455202

Advocate on the SLT: Mrs K Rickford, Head Teacher

Designated staff for child protection: Mrs K Rickford, Mrs S Gilani, Mrs J Roebuck, Mr J Callender, Mr John Dover, Mrs Jane Fareless, Mrs Vicci Rashleigh, Mrs J Songhurst and Mrs J Fensome

Designated member of staff for managing pupil premium funding: Sharon Broughton

Management Committee SEND Governor: Laura Howieson

**Date published on website:**

## References

- The SEND Code of Practice (May 2015) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014.
- Department for Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2014 and identified in the school Medicine Administration Policy.
- Legislation.gov.uk. (2010). Equality Act 2010. [online] Available at: <http://www.legislation.gov.uk/ukpga/2010/15/contents>