

Featherstone High School

SEND Policy



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Statutory Policy

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (29.07.15) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (29.07.15)
- Schools SEN Information Report Regulations (2015).

Mission Statement

Featherstone High School believes that every student is entitled to a broad and balanced education whatever their ability and educational needs. As a school we are committed to matching the variety of individual and special educational needs through an appropriately differentiated range of provision within the school, so that the needs of all students are addressed, and their potential fulfilled.

Our SEN Policy is one of Inclusion. We believe 'Every Child Matters', and therefore the wellbeing of our students is important to us in order for them to achieve and get the best from their school years. The aim of the school is to ensure the happiness and success of those students who need additional guidance and support during their school careers. Raising the aspirations of and expectations for all students including those with special educational needs is important to us. Our Motto "Together We Achieve" encapsulates our ethos of partnership in the pursuit of high achievement. As a school we strive to support our students in their emotional, social, physical and academic development, which means that personalised learning is at the heart of the school's teaching and learning policy.

Aims and Objectives of the Policy

As a school we aim to match the quality of our provision to the changing needs of all our students. We aim to:

- Identify, assess and provide for students who have special educational needs and additional needs as early as possible, according to the SEND Code of Practice for the Identification and Assessment of Special Educational Needs 2015
- Work within the guidance provided in the SEND Code of Practice (2015), so that our SEND students are integrated as fully as possible into the educational and social life within the schools setting. Where this cannot be the case, to ensure that suitable alternative provisions are made
- Ensure students with SEND are the shared responsibility of all staff
- Provide guidance, training and advice to staff working with special educational needs students by the SENCo, SEN Department and Staff Developer team
- Ensure all students are of equal value and are entitled to a broad and balanced curriculum which is differentiated to ensure maximum progress. All teachers are teachers of Special Educational Needs
- Work in partnership with the parents and carers of students with special educational needs
- Involve students where ever possible in planning for and reviewing the provisions they are provided
- Work collaboratively with all external providers of support.

Identifying Special Educational Needs

The '**Equality Act 2010**' states: A person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

Where a disabled young person requires special educational provision they will also be covered by the SEN definition. From Education Act 1996 section 312 'special educational provision' means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA. Some students have a Special Educational Need and disability. For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping'
- Students with SEND and/or disabilities admitted to Featherstone High School could have difficulties with one or more of four broad types of Special Educational Needs and Disabilities outlined below in COP.

Definition of Special Educational Needs (C.O.P xiii and 5.32)

The Code of Practice 2015 defines SEND as:

"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 a young person has a learning difficulty or disability if they:

- a. Have a significantly greater difficulty in learning than the majority of others of the same age: or*
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

The SEND Code of Practice outlines four broad types of Special Educational Needs and Disabilities:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory or physical.

Further details of the 4 board areas of needs can be found on page 97 and 98 of the [SEND Code of Practice 2015](#) on section 6.28.

As a school when identifying the needs of a student we take in account the needs of the whole child and not just the special education needs of the student. We believe that many students, at some point in their school life, may experience difficulties which affect their learning (long or short term). We recognise that students learn at different rates and that there are many factors that can affect progress and attainment, including ability, emotional state, age, maturity, attendance, looked after child, EAL and disability. The Code of Practice suggests that students are only identified as SEN if they do not make adequate progress once they have had all the intervention, adjustments and good quality personalised teaching put in place.

Our systems of identifying special educational needs are rigorous and robust. Students with special educational needs are identified in the following ways: -

- Prior data (formal assessment, SATs) and diagnosis from the students Primary or previous school. If a student is already identified as having special education needs prior to their entry provision is put in place to ensure a smooth transfer for the first day
- Teacher assessments and Student Progress meetings. The school has a robust assessment and tracking system, which enables teaching and pastoral staff to identify any student that is under achieving across the curriculum, even after differentiation through Quality First Teaching has taken place. If a child has been identified as underachieving by the teacher despite good quality personal teaching taking place, then they will consult with the SENCo and further strategies will be put in place
- Staff referral to the SENCo if they have concerns
- Parents may express concerns about their child's progress and attainment
- External agencies which are involved with the child may express concerns about the child
- EAL Coordinator concerns about an EAL child which is not making progress despite intervention being put in place
- Within the first term the New Year 7 are screened for reading and comprehension using the Group NFER online tests and the online CATs tests.

Graduated Approach to SEN Support (Identification, Assessment and Provision)

Featherstone High School will continue to adopt a graduated response to meeting the needs of SEND students in accordance with the SEND Code of Practice 2015. As a school we recognise that there is a range of special educational needs and we will first of all, where possible, try to meet individual needs, within the classroom and school resources, through ensuring that our planning, teaching and approaches are differentiated, before any consideration is made to moving a student on to the SEND register or seeking support from outside agencies.

At Featherstone High School all teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Personalised learning is at the heart of the schools teaching and learning policy and high quality teaching, differentiated for individual students and is the first step in responding to students who have or may have SEN. Teachers will use a range of strategies to meet the needs of all students in their class room before consulting with the SENCo or external specialist expertise. However, where it may be necessary we will look for specialist support from external agencies for support with barriers that a student may be experiencing. As a school we believe that taking early action may mean that a student will make enough progress and will not need to move onto the next stage(s) of assessment. It is only when a student continues to be a cause of concern that further action is required.

We regularly review the quality of our teaching and learning provisions through lesson observations to identify any training that may be required to assist teachers in using various strategies to identify, assess and support vulnerable children and improve their knowledge of the range of SEND students within their classroom and the school. Teaching staff regularly liaise with the SENCo to discuss strategies that they can implement in their classroom. They also have access to the FHS SEND guide on the school's staff shared area for information on the SEND need types within the school, this document also includes strategies that can be employed by staff. The SENCo also will deliver sessions on SEND to ITTs, ECTs and support staff starting the school as part of their Induction programme.

Assess

Some students arrive at Featherstone High School with specific SEND needs already assessed from either their Primary Schools or previous schools. For other students that this does not apply to, we need to ensure early identification takes place of students with barriers to learning which may impact on their ability to fully access the curriculum, progress or attainment. Students with special educational needs are identified through our tracking systems mentioned in section 3 of this document (**Identifying special educational needs**). Concerns that a student may have learning or other difficulties can be initiated by the class teacher or the student's parents/carers. Once these concerns are expressed a discussion will take place with the student's parents or carers. During this discussion any other relevant background information is taken into account to help make an initial assessment of the difficulties. It may or may not be decided at this point to refer a child for further assessment from one of the outside agencies. The majority of students with special educational needs will not require multi-diagnostic assessment and their needs will be addressed by appropriate differentiated curriculum and will be met by the school's own resources. However, a small proportion of students with difficulties may require extra provision that would be identified through a range of multi-diagnostic assessments.

Plan

Once the initial assessment of the student's needs has taken place and it is found that he or she is not making satisfactory progress, or presents with other concerns, the class teacher will liaise with the SENCo for strategies and approaches they can use, which they are currently not using. As a school we already have a range of strategies in place to meet the student's needs. The teacher will look at and discuss with the SENCo how they can further develop teaching materials, teaching styles and differentiation so that the student is able to access learning more effectively. These strategies will be reviewed and their effectiveness will be evaluated. For some students it may be decided that further intervention is required, as the review may lead to the conclusion that the student needs additional help and support from SENCo, trained teaching staff or our Teaching Assistants. Where a student has been identified as needing SEN support through the assessment and planning stages the parents/carers will be kept informed of the interventions put in place and the progress their child is making.

Do

The needs of all students will be addressed through QFT whereby all teachers plan, prepare, deliver and review differentiated lessons and resources. Teachers will plan lessons and strategies that will ensure that students are provided with an engaging curriculum, which motivates all students to learn and progress whatever their ability. In some cases, Teaching Assistants will be timetabled to support groups and/or individual students in class, under the direction of the classroom teacher and/or SENCo. In some cases, a few children may require further interventions to support their literacy and numeracy skills, as well as their social skills outside of the classroom. These interventions will be delivered by the SEN Teacher, Teaching Assistants, Learning Mentors, SENCo and trained teaching staff or external providers, which may take the form of group sessions, 1:1 sessions and recommendations from specialist reports (such as Speech and Language, OT etc.). Where interventions take place outside of the classroom the class teacher will still retain responsibility for the student. They will work closely with staff involved in delivering the intervention, to plan and assess the impact of support and interventions. All the interventions will be used by our staff to provide extra support for our students to overcome barriers to their learning. The schools provision map for each year group will show where students are receiving support in addition to the adjustments made in class. Our provision map and SEND register are reviewed and updated regularly as students' needs can change over time.

Review

All students that have been identified as having special educational needs will have their progress carefully tracked and monitored by their classroom teachers, Student Progress team and the SEN team on a termly basis and where it may be required, on a half termly basis. At Featherstone High School teachers carry out formal and summative assessments on all students throughout the year which are based on the school's assessment calendar. These assessments inform the teachers' planning and interventions that need to take place within the classroom first. The progress of all students including those with SEND will be discussed with the parents/carers and the student regularly so that outcomes can be set and progress reviewed. Many students will make excellent progress and only need extra support for a short or specified period of time. However, there will be some students that may require different types of extra support throughout their time at the school. Where a student is failing to make progress against the expected targets set out for students of a similar age, despite receiving differentiated resources and support, the classroom teacher will consider other different and additional strategies. If the student does not respond to this personalised approach and continues to be a cause of concern, further school based action will be sometimes necessary. The class room teacher will discuss the progress made with their line manager and any identified barriers with the SENCo and with the child's parents/carers. At this stage it may be decided that further support or an intervention programme may need to be put in place with targets set to assess the impact of the support/intervention received by the student. The classroom teacher and SENCo will continue to review the student's progress and amend the support as and when it is necessary. For a few students the school may feel it will be necessary for them to have a one page SEN profile/passport (similar to an IEP). This document will contain a brief description of the student's needs, strategies to support them in class and the expected outcomes. If a child continues to be a cause of concern and internal school based interventions continue to have had little or no impact on the student's progress, then it may be decided at this stage that further assessment, advice or support may be required from external agencies such as the Educational Psychologist. All referrals to external agencies will require parental /carers consent and will always be discussed with parents and carers.

Application for an Integrated Assessment of special educational needs and an Education, Health and Care Plan (EHCP).

For very few students the extra provisions provided to support them may not be sufficient to enable the student to make adequate progress and they may be highlighted as a cause of concern. The SENCo will discuss with the parents/carers whether they agree to the school applying to the Local Authority for an Integrated Assessment of special educational needs of their child's needs to be carried out, as his or her needs cannot be met under the existing resources. Statutory assessments of education, health and care needs will take place for those few children and young people with complex SEN. Most (but not all) will be given an Education, Health and Care Plan (EHCP) if the Local Authority agrees to the Integrated Assessment of special educational needs. The EHCP replaces the school request for statutory assessment. Where an application for an integrated assessment is made the student will need to have demonstrated significant cause for concern.

Education, Health and Care plan (EHCP)

When the Local Authority agrees that a child should be given an EHCP they may be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs. This will be monitored by the SENCo through the Annual Review meeting with the student and their parents/carers.

All plans must be reviewed at least annually with the parents/carers, the student, the school and professionals involved invited to consider whether any amendments need to be made to the description of the student's needs, or to the special educational provision specified in

the plan. At the annual reviews, the aim should be to give clear recommendations as to the type of provision the student will require through their time in the school. The views of all parties involved in the annual review will play an important role in this process. At the annual review previous targets will be reviewed with the child and their parents/carers during the meeting and new targets will be set for the following year. Students will play an important role in reviewing and setting their own targets and outcomes.

Managing Students Needs on the SEN Register

All teachers have a responsibility for identifying and meeting the educational needs of all students, whatever their learning difficulty. Every student should be recognized as an individual that develops at their own pace, academically, socially, emotionally and spiritually. However, many children will at some time experience needs arising from one or more of the following:

- Learning difficulties
- Social and Emotional difficulties
- Sensory or physical difficulties or other medical conditions
- Long term absences.

Most students placed on the SEND register are usually identified early via Primary School information or upon entry into Year 7 following the NFER Group Reading tests. Occasionally there are students who are not on the SEND Register who may experience difficulties. When that is the case the SENCo is alerted by the member of staff who has expressed concern. The matter will then be investigated and a review of the strategies used will take place between the class teacher and SENCo, which could lead to the conclusion that the student requires help over and above that which is normally available in class. At this stage consideration may be given to putting the child's name on the SEND register. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active support. The SENCo will also liaise with parents/carers to discuss the process of organising additional support to meet their child's needs. This may involve consultation and advice from outside agencies.

SEND Register

The SEND register is a confidential document which identifies the provisions that have been put into place by the school for students with SEN. The SEND register is the sole responsibility of the school's SENCo, who needs to ensure that records are promptly kept up to date and are available as required. The electronic SEND register and SEND Passports are available on the schools sharepoint (staff intranet), Classcharts and SIMs to staff only and will include information about the students' need type and SEN status (SEN Support or EHCP). Students are only placed on the register after parental consultation via a letter home. The parents and carers of students identified as having SEN prior to arriving at our school would have already been informed that their child has been placed on the register by the students Primary and previous school.

The register is reviewed and updated termly by the SENCo using assessment data, achievement and behaviour logs, as well as information from staff. The SENCo will liaise as and when required with the Head of Year and their support team (TAs and LMs) for each year to discuss the progress of individual students on the register. The information gathered will be used by the SENCo to decide whether a student should be moved on, up or off the SEND register (see stages 1, 2 and 3 intervention sections).

Each student on the register has a file kept in the SEN cupboard. Files are available to school staff upon request to the SENCo. Files have recently been re-organised to a standard format in order to facilitate access and storage of new material. The school has continued to move

towards information being stored on SIMs and Class charts so all staff have access to (SEN passports and other relevant documents).

The SENCo is responsible for maintaining the schools SEND register any changes to this document can only be made under her direction and agreement.

The procedures for amending the SEND register are as follows.

- The Register is updated three times a year in line with teacher assessments
- In September the New Year 7s are added to the register based on the information received from Primary School (already identified as SEND) and the previous year's Year 11, 12 and 13 are removed if they leave or do not intend to stay on into the Sixth Form
- During meetings between the SENCo, SEN Teachers and Teaching Assistants, students on the SEND register will be discussed and the provisions provided will be audited. This audit will take place under the direction and guidance of the SENCo. Any students identified during the meeting as experiencing difficulty will be brought to the attention of the SENCo, who will have an assessment carried out or observation of the child in the classroom (learning difficulties)
- Once the SEND register has been amended it will be placed on the shared area for all staff.

Process for placing Students on the SEND register

The school will continue to use a graduated response as outlined in the SEND Code of Practice 2015. Please read the Assess, Do, Plan and Review section of this document for how we carry out this process. If a student is placed on the SEND register as having special educational needs they will be placed on the register as needing SEN support.

Once a student has been put on the SEND register the following will take place: -

Stage 1 Intervention

The SENCo may facilitate further assessment of the student's strengths and weaknesses to identify support required through discussions with staff, students and parents/carers. The student's class teacher will remain responsible for working with the student on a daily basis and for planning personalised strategies and individual programmes to support the student, with the advice from the SENCo. Parents/carers will be consulted and kept informed of the action taken to help their child and how they could help their child at home. Interventions at this stage are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies.

The SENCo and the student's class teacher(s), parents/carers at this stage where possible will liaise to discuss the action needed to help the student to progress in the light of their earlier assessment.

This may be in the form of:

- Extra individual or group support within the classroom from Teaching Assistants
- Extra support in literacy, numeracy, social skills or other specific skills, individually or within a small group outside of the classroom delivered by Teaching Assistants, SEN Teachers or Learning Mentors (this will depend on financial resources and staff availability)
- The delivery of a specific intervention and the monitoring of its effectiveness
- Differentiated learning materials or special equipment over and above that usually made available by the classroom teacher

- Staff development and training to staff (new effective strategies which have not been used).

The progress made by the students at this stage of SEN support will be regularly monitored and reviewed by the classroom teacher and SENCo using assessment data, the student's engagement in lessons and the intervention programmes. Collation of all information on the student is a vital part; information will act as a baseline on which to plan appropriate intervention. If the student has made adequate progress and it may be decided that the student is removed off the SEND register, the parents will be informed. In some cases, the student may not make sufficient progress despite receiving additional support and intervention. It may be decided that the school will consider seeking support or guidance from external expertise. The parents/carers of the child will be informed of the school concerns and we will seek an agreement from them for this to take place.

Stage 2 Intervention

The triggers for this stage of intervention could be that, despite receiving an individualised programme and/or concentrated support: -

- The student continues to make little or no progress over a long period. S/he continues to work at levels significantly below that expected of a child of a similar age
- The student continues to have difficulty in developing literacy and numeracy skills
- The student requires direct intervention from specialist service for sensory or physical needs
- The student continues to have ongoing difficulty in terms of communication or interaction that causes substantial barriers to learning.

The SENCo may make a request for support from external services such as Speech and Language Therapist, Educational Psychologist, Occupational Therapist or Ealing Special Educational Needs Service, SAFE Adolescent Service, CAMHS (sourced from the LA or externally). This will follow after the SENCo has liaised with the student's parents/carers of the schools concerns and sought their agreement in involving external expertise. At this stage there is a need to see the student's complete records which include strategies already employed and targets set and achieved. The external agencies will then advise on new and appropriate targets and strategies for the student. This could include additional specialist assessment to inform planning and measuring progress.

The SENCo and the student's class teacher(s), parents/carers at this stage where possible will liaise to discuss the action needed to help the student to progress in the light of their earlier assessments and concerns.

In addition to the Stage 1 intervention this may include:

- Assessments from Educational Psychologists or other specialists.

All SEN students have a SEN passport which will include information about them (strengths and weakness), as well targets and outcomes expected. This information will be used by staff when planning lessons and resources.

The student's class teacher and tutor will be responsible for liaising with the parents of the SEN students in his/her class or form group to discuss their progress and any concerns they have.

The SENCo will also be available for discussion, support or information. For some students, the SENCo may be involved in meeting with their parents/carers as these children often have more complex or severe needs which require external professional advice.

Stage 3 Intervention

See information in bold on pages 5 and 6 as to the intervention process we put in place. The parents and carers of students can also request for a statutory assessment.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Views of the student, parents or carers
- Views of the school - evidence of the nature of the student's SEN (physical, emotional social development and health needs), academic attainment and progress
- Evidence of actions taken by the school to support the student
- Evidence that progress is due to Additional SEN support in place
- With 18 +, whether staying in education would help them make a successful transition into adult life
- Involvement of other professionals which may include the Educational Psychology Service, Social Services and Health services.

Information gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set will be used by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Information on the assessment process and what should be included in the EHC Plan can be found in the [SEND Code of Practice](#) Chapter 9.

The SENCo will plan the additional school based support and interventions required to support the student make progress based on the information included in the EHC Plan.

In addition to the Stage 1 and 2 interventions this may include:

- Assessment and advice from external professionals
- More complex physical or medical needs will be provided for through a Health Care Plan or on an individual case by case basis.

Maintaining an Education Health Care Plan (EHCP)

- All staff working with the student must be aware of the EHCP
- The SENCo has created an electronic SEND Register with information about students and strategies for teaching and support staff to implement in lessons, so all students with SEND can access the curriculum
- Annual Reviews take place yearly to review the EHCP and its provision for that student
- Teaching and support staff will be asked to submit a short statement about the student prior to the meeting taking place
- The meeting will be conducted according to a person centred review process
- From year 9 onwards, discussions must take place about adulthood as part of the review which will include the student's views (aspirations, goals, living as independently, Health and Community access) and the views of all other parties involved in the EHC Plan.

The SENCo will be responsible for arranging the Annual Review Meetings for the parents and carers of all children with an EHC plan.

Working in Partnership with Parents

At Featherstone High School we recognise the importance of working in partnership with parents and carers and welcome the valued support they can offer. We are aware that parents have unique knowledge and information about their child that can contribute to the identification and assessment of their child's needs and are encouraged to discuss any concerns with class teachers if they arise. It is therefore important to us that the wishes and permission of parents/carers are sought and taken into consideration regarding aspects of assessment, support and interventions. As a school we understand the anxieties that parents/carers may have when they first realise that their child has special educational needs or is experiencing a barrier to learning. It is important to us that all parents/carers feel supported and we will endeavour to be sensitive to their feelings and assure them that confidentiality will be observed at all times. We update parents/carers with relevant information and consult with them before involving outside agencies, or placing their child on the SEND Register. Parents/Carers are invited to attend all stage review meetings and Annual Review Meetings, where they will have the opportunity to meet the SENCo, SEN Teacher and Teaching Assistants.

Student Voice

As a school we feel it is important that students take ownership of setting their targets and outcomes. Students are involved in setting their own targets and outcomes throughout their time in the school with their class teachers, tutors and support staff. Students have the opportunity to discuss and review their progress, set targets and contribute to the setting of their own strategies, during tutorials with their form tutors, as well as during subject evenings. Students with EHC Plans are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to reviewing and setting their own targets and strategies.

Criteria for exiting the SEND register

The register is reviewed and updated regularly by the SENCo, using assessment data, achievement and behaviour logs, as well as information from staff. After viewing the data, the SENCo may need to liaise with the Head of Year and their support team (TAs and LMs) if a student has made progress. This is to discuss as to whether or not the student has made sufficient progress to be moved off the register. Students will be removed from the register if they: -

- Have made adequate progress and that they are working within age related expectations
- Their progress is in line or above their expected target set against their KS2 data
- Leave the school or decide not to remain in our Sixth Form.

Students will be removed after the SENCo has informed the parents. The views of our parents/carers play an important role in this process.

Supporting Students and Families

Parents/carers main point of contact at school should always be their child's tutor. Parents/carers can start by contacting the tutor, who will be able to discuss concerns raised. If parents/carers need to speak with other staff members, such as the Head of Year in charge of their child's year group, or the Special Needs Co-ordinator (SENCo), then the tutor will be able to help you arrange this.

Parents/carers can also arrange to meet the SENCo at the following email address APatel@featherstonehigh.ealing.sch.uk or alternatively, by phoning: 0208 843 0984.

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- SEND Ealing Local Offer –
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>
- Special Educational Needs
https://www.ealing.gov.uk/info/201020/children_and_families/2110/special_educational_needs_and_disability/1
- Educational Psychologist
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=taV36bzyQrA>
- Ealing Speech and Language Communication Services:
https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=jEvPsTV_LRU
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=WV27ckxQsao>
- CAMHS, Child and Adolescent Mental Health Service:
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=ntcu8LQ9dX8>
- Therapy:
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=TnNwGxtCtJY>
- SAID (Impartial Support, Advice and Information on Disabilities and Special Educational Needs)
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=l-VLX650d-0>
- IPSEA (Independent Parental Special Education Advice)
www.ipsea.org.uk
- SAFE - Supportive Action for Families in Ealing
https://www.ealing.gov.uk/info/201023/children_and_families_social_care/1187/safe_-_supportive_action_for_families_in_ealing
- British Deaf Association
www.bda.org.uk/
- British Dyslexia Association
www.bdadyslexia.org.uk/
- Ealing Dyslexia Association
www.ealingdyslexia.org.uk/
- Royal National Institute of Blind
<https://www.rnib.org.uk/about-us>.

Links with External Agencies and Support Services

We maintain close links with both the Local Authority and other external support services to ensure that the school makes appropriate provision for students with special educational needs. Where it is necessary to contact external agencies, the SENCo will make the necessary arrangements and consult with parents/carers accordingly. These agencies normally include: -

- Educational Psychologists
- Special Educational Needs Service
- CAMHS
- Speech and Language Service
- School Health
- Social Care
- Occupational Therapy Service
- Visual Impairment Advisory Teacher
- Hearing Impairment Advisory Teacher

- Spring Hallow Outreach team.

Admissions Arrangements for Students with SEND

Students with SEND, other than those with an EHCP, are admitted according to the same criteria as other students. Click here www.featherstonehigh.ealing.sch.uk/about-us/policies/. In the case of EHC Plan, the school considers carefully whether it can meet the needs described in the EHC Plan before advising ESCAN of its decision. The school admits those students that ESCAN directs it to admit. The SENCo makes visits with the feeder schools from May for the purposes of gaining information about SEND students, as well as other students transferring to Featherstone High School.

Examinations Access Arrangements

Some students will be allowed special examination arrangements as a result of learning difficulties or medical or sensory problems. In these cases, the SENCo will liaise with the exams office to coordinate special arrangements for internal and external examinations. In general, students will be granted special concessions only where:

- There is a documented history of SEN provision over a considerable period, and certainly since before the year in which examinations are taken
- There is documentary evidence from a qualified person of a specific learning difficulty such as dyspraxia or dyslexia, or evidence of illegible handwriting, or medical evidence of a disability.

Reasons for Granting Concessions

The following are examples of reasons for which special arrangements may be given.

| SEN Need | Examples of Access Arrangement |
|---|---|
| A specific learning difficulty such as dyslexia | Extra time or a reader |
| A medical problem | Rest breaks, access to computer and/or 25% extra time |
| Hearing impairment | A small room or a reader |
| Visual impairment | Enlarged examination papers, a scribe or amanuensis |
| Illegible handwriting, severe dyspraxia | A scribe or amanuensis/or word processor |

How do we help students when they move to our school?

Before any child moves to our school we try to find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school so they know what to expect. (Please see the section on identification of needs before coming to our school).

Once we know that a child has SEND we gather as much information from their previous school (SENCo and teachers) and where required from parents. Our aim is to help a child settle into school easily and happily. This transition should only take a short amount of time

and will be decided prior to the child entering the school in year 7 or when the student transfers into school as an In Year Admission.

The SENCo will attend where possible to the year 6 Annual Review meeting if they are invited by the students Primary School.

How do we help students when they move to another school?

Whenever any child moves to another school we always pass on school records to the new school.

If a child has SEND we also:

- Pass on SEN records to the new school including Annual Review Paperwork or EHC plans and “one page profiles” drawn up
- Liaise with the SENCo/ year group leader of the new school or college to clarify any information necessary
- If needed, we can include ways to support a child to have a settled move to a new school through their SEN support plan or EHC plan. For example, do some work to help prepare them for the transition – e.g. working on a new one-page profile for the new school
- If possible we invite the new school, or sixth form to the last annual review of a child with an EHC plan and a transition plan can be set up as part of this meeting.

How do we help students when they move between classes and /or phases of education?

When moving classes or phases in education

- All staff have access to the electronic SEND register about the student's needs, as well as scanned reports from professionals which are attached to the student's SIMS profile so all staff can access them, including EHCP plans and Annual Reviews
- Students with an EHC Plan who are moving on to further education are supported by the Ealing's Connexions Service. A Personal Advisor will be invited to attend all Annual Reviews from Year 9 onwards to help plan and organise support for the move to college or vocational training
- All students in Years 11 meet with the Connexions Personal Advisor to discuss possible routes for training or further education. If required students in year 9 and 10 can have early meetings with the Connexions Personal Advisor as and when required
- The school arranges visits to further education fairs for all students in Years 11 to 13 who are at risk of becoming NEETS as and when required. The schools Careers Advisory will liaise with the Connexions Personal Advisor to support students with finding and applying for apprenticeships
- We send SEND records to the new school including reports from Professionals, Annual Review Paperwork or EHC plans.

How do we manage the Medical Conditions of students?

At Featherstone High School we have clear guidelines to all staff on how we manage the medical conditions of students. The school aims to ensure all students at Featherstone High School are able to access their learning in a supportive environment which is sensitive to their medical needs. [Click here](#) to view the policy 'Supporting Students with Medical Needs'.

Supporting students at school with Medical Conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

It is the responsibility of parents/carers to inform the school if their child will be absent from school whether it is for a day or over a period of time. If a student is absent from school for periods of time due to their medical condition, then the Welfare Officer will liaise with the student's subject teachers and Head of Year to arrange for work to be sent home to the student so they do not fall behind. Work will either be e-mailed to the student at home or the parent may wish to collect the work from school. The student can also e-mail their subject teachers if they require assistance with the work set. In addition to this, students have online access to work and a wide range of resources from the schools VLE and Google Classroom.

If a student is unable to get to their lessons the Welfare Officer will arrange for the student to work in the library where the student will have access to computers and staff if they need support with the work.

If a student is unwell during the school day, then they will be sent to the Student Services and if s/he is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The Welfare Officer will decide if the student is well enough to stay at school or not. In a medical emergency, the Welfare Officer or a first aid trained member of staff from Student Services will attend urgently. Students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year by the Welfare Officer.

Long-Term Medical Needs

It is the responsibility of parents/carers to inform the school if their child has long term medical needs before their child starts school or as soon as possible following concerns or diagnosis.

A written Health Care Plan will be drawn up by the School Health Nurse, in discussion with parents, it will include:

- Details of the student's conditions
- Special requirements e.g. dietary
- Details of student's GP
- What to do and who to contact in an emergency.

The written agreement between the school and parents/carers will clarify for staff, parents/carers and the student the help that the school can provide and receive. Others who may be involved in the drawing up of a health care plan may be dependent on the nature of the case.

How does the school manage the administration of medicines?

Medicines for students are managed by the Welfare Officer and the Student Services team. Medication is administered in accordance with our Supporting Students with Medical Needs Policy. Please Click here www.featherstonehigh.ealing.sch.uk/about-us/policies/.

Monitoring and Evaluation of SEND

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at Featherstone High School includes:

- The Assistant Headteacher in charge of the Pupil Progress team is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for subject leaders when planning the curriculum and additional support for students
- Heads of Year are responsible for monitoring the progress of all students in their year group including those with SEND after each data drop. They will identify underachievers and place them on the academic mentoring cohort. Tutors will meet with this cohort of students to discuss strategies to help students improve their progress
- Data collection each term/half term, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and Head of Department in each subject area can track the progress of students across the school year and intervene if students experience difficulties. Where students have fallen behind departments will put into place intervention programmes for the students to catch up
- Teachers are observed by Senior Leaders and Line Managers as part of the school Performance Management and appraisal; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured
- Progress of Intervention programmes for SEND is reviewed every term, which might include testing. These programmes are reviewed by the SENCo, who use the information to plan and design the next term's intervention programme
- In-class additional support is reviewed by the SENCo through discussion and lessons observations
- The school's positive behaviour management system (Class Charts) provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides the Pastoral teams with evidence for how well a student is learning at school
- The views of parents/carers and students are sought during Subject/Parents evenings. In addition to this during the Annual Review meeting the school asks both the student and their parents/carers to complete a short form about the provisions that the student is receiving. This forms part of the Annual Review discussion when targets and provisions are reviewed and set/planned.

Training and Resources

Allocation of Resources

At Featherstone High School we ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available.

The SEN budget is allocated on a needs basis and the students who have the most complex needs are given the most support.

Our provisions are arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

Featherstone High School receives funding directly to the school from the Education Funding Agency to support the needs of SEN learners which is called the Notional SEN budget and funding from the Local Authority, which is distributed as 'top up' funding for SEN learners who have an EHC Plan.

The SEN budget is spent on additional resources and staffing costs which are allocated to support groups or individual students with SEN. Teaching Assistants may be targeted to work with identified students, under the guidance of a teacher, and in consultation with the SENCo. SEN Teachers are allocated to work with individuals or groups of students with learning difficulties. Learning Mentors are allocated to work with individuals or groups of students with social, emotional and mental health issues under the direction of the Inclusion

Manager. The SENCo, SEN Teacher and Teaching Assistants will work with groups or individual students with SEN who are working below age expected levels to improve their literacy and numeracy skills. Occasionally, children may be allocated a Top Up funding by the Local Authority to enable them to receive further individual support. A statutory assessment of special educational needs and EHC Plan, and high access funding, usually determine this.

The SENCo will determine how the funding for teaching assistants will be allocated according to the student's needs. She will also consult the Teacher Developer team, as well as with the SEN Team, to discuss the student's needs and what support would be appropriate. There are always on-going discussions with parents/carers for any student who requires additional support for their learning as and when required.

Teaching Assistants are attached to a group of SEND students from years 7 to 13, where they support students with SEN and EHCP. The deployment of the TAs is determined by the SENCo based on the student's needs. Teaching Assistants are also attached to year teams.

Learning Mentors are each attached to a year group and work with students on a 1:1 or group basis which include students on the SEND register to remove barriers to their learning, this includes low confidence/self-esteem, mental health issues, and lack of motivation, bullying, anger management, peer pressure, underachievement, low attendance and family issues. Their primary aim is to enable all students to realise and achieve their true potential and they work closely with the Head of Year.

Training and Development meetings

All teaching and support staff participate in training and development meetings, held according to the schedule in the school diary, which also serves as a forum for discussion of professional interest and to support their professional development. We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school. We will continue to raise the skills, knowledge and understanding of all staff as well as enabling individuals to develop higher levels of expertise in specific areas of need. Training for all staff will be delivered in a variety of ways: Inset relevant to all staff will be arranged by the SENCo in collaboration with the Assistant Headteacher in charge of Staff Development, this will include training from outside specialists and our outreach services and in house training. The SENCo also delivers sessions on SEND to ITT, ECTs and support staff who will work with students in the school as part of their Induction programme. Where required individual staff may request further support and training from the SENCo with regard to a SEND student in their class.

The SENCo attends The Secondary High School SENCo meeting organised by the Local Authority in order to keep up to date with local and national updates in SEND. The SENCo is also a member of NASEN (National Association for Special Educational Needs).

Professional Development Review

All staff in the school are involved in the Professional Development Review process. Teaching Assistants reviews are undertaken by the SENCo and any training will be identified as part of this process.

Roles and Responsibilities

SEND Governor

The current SEN Governor is Mrs Purewal. The SEN Governor and the governing body should ensure:

- That appropriate provision is made for any student with SEND
- All staff are aware of the importance of identifying and providing for students with SEND

- That the needs of students with SEND are made known to all who are likely to teach them
- That a student with SEND joins in school activities with students who do not have such needs so far as is reasonably practical and compatible with the student receiving the necessary special education, the efficient education of other children in the school and the efficient use of resources
- Have regard to the Code of Practice when carrying out its duties to students with SEND
- Parents/carers are notified if the school decides to make special educational provision for their child and they are fully informed about SEND issues, so that they can play a major part in school self-review
- Are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources
- The quality of SEND provision is continually monitored, evaluated and reviewed.
- They set up appropriate staffing and funding arrangements, and oversee the schools' work for students with SEND
- They, and the school as a whole, are involved in the development and monitoring of this policy
- SEND provision is an integral part of the school strategic plan.

The SEND Coordinator

The named teacher with responsibility for the overall coordination of Special Educational Needs and Disabilities (SENCo) provision in the school is **Miss A Patel**, Assistant Headteacher and Director of Pupil Progress and Children with Additional Needs.

The responsibilities of the SENCo are:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating the provision for students with SEND
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising staff on the graduated approach to providing SEN support.
- Helping staff to identify students with SEND and supporting class teachers in devising strategies, setting targets appropriate to the needs of the students. Advising on appropriate resources and materials for use with SEN and on the effective use of materials and personnel in the classroom
- Liaising with the relevant designated member of staff (Mr Adams) where a looked after student has SEND
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with parents/carers of students with SEND
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaising with the SENCos in primary schools to help provide a smooth transition to Featherstone High School
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Assisting in the monitoring and evaluation of progress of students with SEN through the use of existing school assessment information, e.g. class-based assessment/records
- Contributing to the in-service training of staff
- Overall management of the teaching assistants
- Maintaining the school's SEND register and records so they are up to date
- To liaise with parents, carers, staff, governors and external agencies
- To arrange annual reviews of students with EHC Plans
- To liaise with the exams office to coordinate special arrangements for internal and external examinations

- To ensure students are assessed on entry and providing staff with baseline information such as reading age (**Identification, Assessment and Review Procedures**)
- To communicate the needs of students with SEN to staff
- To update staff and the Senior Management Team on developments in SEND
- Working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Teachers

Each teacher is responsible for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for meeting an individual student's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

Teaching Assistants

The overall line management of the Teaching Assistants is carried out by the SENCo, Assistant Headteacher in charge of Student Progress and Children with Additional Needs/SENCo.

Teaching Assistants should:

- Be fully aware of the SEN policy and the procedures for identifying, assessing and making provision for students with SEN
- Aim at increasing students' inclusion in the learning with their peer group
- Have appropriate responsibility for the student's specific needs during their time with that student. They will be led by the class teacher and SENCo on planning to ensure progress
- Work in collaboration with the class teacher to provide for an appropriately differentiated curriculum
- Work in partnerships with the class teacher to ensure that students are made aware of the learning objectives/outcomes and how it fits into what they already know and what they are to do independently
- Teaching Assistants should give feedback to teachers about students' responses to tasks and strategies
- Teaching Assistants will keep the SENCo of the progress and concerns, as well as complete any reports related to the students they support.

The role of Teaching Assistant needs to be read in conjunction with the school's deployment policy of support staff.

The named member of staff responsible for LAC is Mr Adams and the named member of staff managing the school's responsibility for meeting the medical needs of students is Mrs Sond (Office Manager).

Storing and Managing Information

SEN documents are stored in line with the school's policy on Information Management and confidentiality policy. The register is available on the schools shared area and SIMs to staff only and will include what level of support students are receiving. Each student on the register has a file kept in the SEN cupboard and files are available to school staff upon request to the SENCo.

Reviewing the SEN Policy

Our SEN Policy is reviewed by SENCo, Headteacher and the Governing Body annually in light of any changes nationally to SEND.

Accessibility

SEND students where possible have full access to all school activities so far as it is reasonably practical and relates to the student's needs. Unfortunately, there are no lifts in the main school building and we cannot offer full access to students in wheelchairs. However, we have adapted some areas so that they can be reached via permanent ramps, meaning that the ground floors of all buildings are accessible for wheelchair users or those with impaired mobility. The school's newly built Sixth Form building is equipped with a lift that enables those students with a physical disability to gain full access to all floors. The parents/carers of any student with SEND are very welcome to come and discuss whether the school would be able to cater appropriately for their child.

The schools [Accessibility Policy and Plan](#) can be found on the website.

Extra-Curricular Activities and School Trips

Students with SEND are fully integrated members of the school community. All students are encouraged to take part in extra-curricular activities at lunch time or after school. Support staff attend all one day trips to support students with SEND. This ensures that students with SEN support and EHC Plan in particular, continue to receive their usual degree of support. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. Where we consider an event unsafe for a student to take part in, then we will look at alternative activities which will cover the same curriculum areas within school.

Information and timetables for extra-curricular are placed on form tutor boards in each class room and are accessible to all students. Calendared events are accessible to parents/carers and students through the school website.

Curriculum

SEND students have equal access to the curriculum and as a school we offer a broad and balanced curriculum which not only draws upon the cultural experiences of the students in our school, but also nurtures and enriches all students' learning, equipping them with skills for life-long learning.

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are required to adapt the curriculum to ensure access to learning for all children in their class.

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met
- Our teachers will use specific resources and various strategies to support your child individually and in groups, this might include using:
 - a. Visual timetables
 - b. Visual and concrete cues
 - c. Visual prompts when recording and re telling stories
 - d. Multi-sensory teaching approach
 - e. Modelling
 - f. Breakdown of tasks and instructions into manageable chunks
 - g. Rehearse sentences and vocabulary for speaking, reading and writing e.g. use of role play
 - h. Enlarging text and other resources VI students
 - i. Writing frames
 - j. I-pads, laptops or other alternative recording devices
 - k. Small group or 1-1 learning with an TA

- l. Pre-teaching content or vocabulary
 - m. Over-learning topics
 - n. To set alternative activities for home learning
 - o. To provide specially targeted texts and resources appropriate for students' reading ages
 - p. To provide additional apparatus or materials
 - q. To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties
 - r. Peer buddy systems
 - s. Positive behaviour rewards system.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. When this is required then, the SENCo is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- Additional adult support in the classroom; Teaching assistants (TAs) support the teacher in helping the learning of whole classes; the SENCo also is able to direct a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that students are significantly below the expectations for their age
- Withdrawal sessions – when students come out of some lessons for pre-arranged sessions with SEN Teacher, for example, literacy, numeracy, to limit withdrawal from lessons so students do not fall behind in their learning, some interventions will take place after school
- Withdrawal sessions – outside of the timetabled lessons with the teaching assistant, for example literacy and numeracy
- Homework club. In the LRC from 7.30 am until 8.15 am each day which are supervised by the cover supervisor. This practice is part of the school's drive for an inclusive approach to school development. Homework club is open to all students who need a quiet place and some assistance in order to complete homework or coursework, regardless of the subject. IT facilities are available, together with access to the internet.

The school's Curriculum is regularly evaluated to ensure equal access to all students, and there are various programmes available to take into account, 'students aptitude and abilities. Students at Key Stage 4 and 5 have the opportunity of following both an Academic and Vocational route to broaden their curriculum experience.

- GCSE's
- BTEC Courses
- Apprenticeships
- Alternative Curriculum Courses.

We feel that working in partnership with all parents leads to the happiest children and the best education. If at any time parents/carers are concerned about their child, they can arrange an appointment with your child's class teacher/ form tutor, Deputy Head of Year or Head of Year as soon as possible in order to discuss them. If parents/carers cannot get into school an initial phone call or letter is a good start in letting the school know. If, after further investigation, we believe that their child may have some special education needs then we will always arrange a meeting with the child's parents/carers in order to identify these needs further and develop ways to support their child.

Promoting a culture of positive behaviour and mutual respect

At Featherstone High School we have high regard for the educational progress, personal development and the well-being of every student. We aim to provide a safe, caring, well-ordered environment, which is vital for effective teaching and learning to take place. All members of the school are therefore expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

Students, including those identified as having SEND are expected to model and promote our values to help sustain and promote our positive behaviour culture. If students continuously fail to adhere or violate our FHS values, a range of sanctions will be implemented by the school. These may include detentions, Form Tutor or Head of Year report or even seclusion or a fixed term exclusion.

If a student has an Educational Health Care Plan of Special Needs (EHCP), SEN Support or has safeguarding, child protection concerns or is a child looked after (LAC), their needs will be fully considered before any decision to exclude is made.

The Behaviour Policy can be found on the link below:
www.featherstonehigh.ealing.sch.uk/about-us/policies/

Bullying

One of Featherstone High School's main responsibilities is the protection of students in our care. We want all our students to feel that they work and play in a secure and caring environment, free from any kind of abuse.

Positive behaviour in school is based on respect, fairness, equality of opportunity and social inclusion. The core theme of the school's behaviour policy is to recognise, encourage, reward and celebrate positive and good behaviour. The policy will reflect this theme as a priority issue.

Anti Bullying

All staff, students and parents/carers should be aware of the negative effects that bullying can have on individuals and the school in general. We will work towards ensuring that students can work in an environment without fear. We will take note of bullying perpetrated in and outside of school. The school will do what is reasonably practicable to eliminate any such bullying. We take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others; therefore, every allegation of bullying will be taken seriously.

The schools Behaviour Policy can be found by [clicking here](#).

Dealing with complaints

If at any time a parent/carer is worried about their child, then it is important to contact the school and discuss this so that any issues can be sorted out. We take any concerns raised very seriously and will do everything we can to resolve them.

The first person to contact would be the child's subject teacher if concerns are about progress in the subject or the form tutor if there are general concerns regarding behaviour, progress etc.

If the parents/carers still feel concerned then they can contact the student's Head of Year, Deputy Head of Year, Lead Teacher or SENCo to discuss their concerns. We would expect any problems to be resolved after this.

However, if the parents/carers still feel that their concerns have not been addressed they can contact in the first instance the Deputy Headteacher or Assistant Headteacher for their child's year group, before contacting the Headteacher. An appointment can be made via the Headteacher's Personal Assistant, school office and/or reception, or a message can be left asking the member of staff to call the parents/carers with some brief details as to what it is regarding if possible. If it is easier, an email or letter can also be sent addressed to the Deputy Headteacher, Assistant Headteacher or Headteacher to Featherstone High School, 11 Montague Way, Southall, Middlesex, UB2 5FH.

If the parents/carers are still unhappy despite all these discussions then they can complain to the Governors Complaints Appeal Panel c/o the following address: Featherstone High School, 11 Montague Way, Southall, Middlesex, UB2 5FH.

The school's complaints policy can be found by [clicking here](#).

We endeavour to answer all complaints as soon as possible (See school policy).

Appendices

SEN Report

<https://thegvoffice.com/public/sls-featherstone/0>

Admissions Policy

<https://thegvoffice.com/public/sls-featherstone/0>

Complaints Policy

<https://thegvoffice.com/public/sls-featherstone/0>

Supporting Students with Medical Needs Policy

<https://thegvoffice.com/public/sls-featherstone/0>

Accessibility Policy and Plan

<https://thegvoffice.com/public/sls-featherstone/0>

Teaching and Learning Policy

<https://thegvoffice.com/public/sls-featherstone/0>

The schools Behaviour Policy

<https://thegvoffice.com/public/sls-featherstone/0>