



Selston
HIGH SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Updated: Oct 2020

Selston High School

Special Educational Needs Policy

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government reformed the way in which provision and support was made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those

who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

At the centre of Selston High School's ethos is the mission to inspire every individual to achieve their full potential. We are committed to providing high quality, fully inclusive education for all our students and believe that a rich, challenging and stimulating curriculum will benefit all learners. The recognition and meeting of the needs of students with special education needs through quality interventions and support will enhance learning and thus engender a culture of increased self-esteem, trust and success amongst students with special educational needs and disabilities

We recognise that in order to be an outstanding school we need to demonstrate that we are catering for the needs of all of our students, including those with Special Educational Needs and Disabilities. The most effective provision for students with Special Educational Needs and disabilities will only be achieved if it is well planned, supported appropriately, monitored and assessed.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

- To provide an outstanding personalised learning experience for all students with special educational needs and disabilities
- To meet fully the needs of all SEND students
- To ensure that all SEND students make excellent progress and secure attainment commensurate with their ability.
- To provide curriculum and enrichment opportunities which lead to a broad learning experience that includes alternative curricular where appropriate
- To promote inclusivity rather than exclusivity
- To have a whole school impact upon the self-esteem and attainment of all students by fostering an achievement culture where effort, as well as ability, is respected and rewarded in a wide variety of areas, not just academically.

Objectives

- **Identify the needs of students with SEND as early as possible.** This is most effectively done prior to the child's entry to the school by gathering information from parents, health and care services and Information received from Primary Schools: Primary liaison enjoys a high profile and there is much liaison between the achievement manager of the incoming year 7, the SENCo and primary colleagues
- **Monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential. All students are monitored using the school SIMS tracking system and their progress is reviewed regularly by Achievement Tutors and Heads of School. Data on the performance of all SEND students is analysed and made available to staff at every tracking point
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Curriculum Manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for students within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone. This can include but is not limited to the Educational Psychology Service (EPS), Targeted Support, Physical Disability Support Services (PDSS), Health Related Education Team (HRET); Child and Adolescent Mental Health Services (Camhs) and Schools and Families Support Service (SFSS).
- **Create a school environment where students feel safe to voice their opinions of their own needs.** This means providing regular formal and informal one to one meetings between students and their achievement tutor; teaching assistant assigned to that particular year group; and the SENCo and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.
- **Partnerships with local schools** through the schools behaviour and attendance partnership (SBAP). This is known as the SHENK partnership and is used to support behaviour management.

We work closely with the family of feeder primary schools with regular meetings between the head teachers and work with the Head of Lower School and the SENCO over transition.

We also use a variety of external providers to make bespoke provision in certain cases for individuals, this includes Buxton Training, REAL Education, Vision West Notts and First Class Education. Additional providers may be sourced as and when the need arises.

2. Responsibility for the coordination of SEND provision

- The persons with overall responsibility for overseeing the provision for children with SEND are Paul Halcro, Headteacher, and Elaine Jeffery, SEND Governor.
- The person co-ordinating the day to day provision of education for students with SEND is Mrs Linda Smith, SENCO.

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND Support records such as Individual Education Plans – known as Support Plans; previous review meeting minutes; external agency reports and information; intervention records for individual students.

All staff can access:

- The Selston High School SEND Policy;
- A copy of the full SEND Register used for tracking this cohort through the school information management system (SIMS);
- Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans);
- Information on individual students' special educational needs and requirements including support plans; subject targets set; and the outcome of review meetings.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students.

Parents have access to their child's individual support records and an overview of the school provision for SEND students.

A summary booklet is available for all parents.

4. Admission arrangements

Please also refer to the school Admissions Policy

The school aims to meet the needs of any student whose parent/carer wishes to register at this school as long as a place is available and the admissions criteria fulfilled. No student will be refused admission solely on the grounds that he/she has SEND except where he/she is the subject of an EHC plan and the Local Authority has indicated that the provision required is incompatible with that available at the school.

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Smooth transition between key stages and between schools is important for all children. For children with SEN and/or a disability, this process will generally include additional advance planning in order to provide reassurance for parents/carers and children and to ensure that the needs of the child are understood so that appropriate provision is put in place.

For pupils joining this school, the following identification and planning processes will take place:

- The SENCO will liaise with the SENCO/member of staff from the previous school
- All pupils with SEN and/or a disability will be identified through discussion with staff at the previous setting or through discussion during the year prior to transition
- Parents will be involved at all stages and will be encouraged to contact the school directly and arrange an early meeting
- Where it is appropriate, the SENCO may attend a review meeting at the previous setting
- If the pupil is receiving additional support the SENCO will liaise with the setting and seek recommendations regarding the type of provision the pupil will require at the next key stage
- Additional visits will be arranged for pupils with SEND if required prior to admission

For pupils moving from our school:

- The SENCO will liaise with the SENCO/member of staff from the receiving school
- The SENCO at the receiving school will be invited to the final review meeting where appropriate and always for pupils with an EHCP
- The SENCO and class teachers will identify pupils who would benefit from additional visits and these will be arranged with the staff of the receiving school

We also offer a transition club that is aimed at supporting incoming year 7 students who may require additional support through transition. These students are identified with the help of staff from the feeder school, and is by invitation. The transition club aims to familiarise students with the school buildings, meet peers from other schools and build confidence prior to admission.

5. Specialist SEND provision

Under the new code of practice Selston High School had 7.8% students classified as SEN Support or with an EHC plan in 2019-20.

We have 7.6 members of staff who specialise in SEND provision and support.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

6. Facilities for students with SEND

Selston High School complies with all relevant accessibility requirements.

In addition the school is fully wheelchair accessible, has disabled toilets and has appropriate provision for those with visual impairments. The SENCo is qualified in British Sign Language and a number of members of staff have had training in the use of radio aids for hearing impaired students.

We assess students for exam access arrangements where applicable and put systems in place to assist them in their exams as appropriate such as scribes, readers and enlarged print.

The school also has a Learning Support Unit (LSU) in one discrete block which allows the department to function as a real team and offers a base to external agencies. The team consists of the SENCo, teaching assistants and literacy intervention workers. Students benefit from many interventions held within the learning support unit as well as receiving in class support where necessary.

7. Allocation of resources for students with SEND

All students with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some students with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprise of Selston High School and its feeder primary schools – Holly Hill Primary School, Bagthorpe Primary School, Underwood Primary School, Brinsley Primary School, Jacksdale Primary School, Selston C of E school, and Westwood Infant and Nursery). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

ASN: (Additional School Needs) Responsibility for allocating school based funding ultimately lies with Headteacher in consultation with the SENCO. Once identified, needs are met initially through additional support provided in or outside the classroom following discussions between the Head teacher, class teachers, parents/carers, the SENCo, the pupil and any other relevant external agency.

AFN: (Additional Family Needs) Where additional needs are identified, the family of schools operate a process of moderation across all schools using the funding available from the Local Authority. All SENCOs and the Family SENCO within the family are involved in this process. This funding is in addition to the school based funding.

HLN: (Higher level Needs) Further funding as detailed above is provided where needed for complex needs by the LA.

Other funding:

Pupil premium: a grant is received for each child who is entitled to receive FSM or who has been entitled over the previous 6 years. Our school publishes information about how this is allocated to children with SEN and this information is available on our school website. This is used for 1:1 or group work.

Pupil premium plus: a grant for children who are looked after and includes children with residency or special guardianship and those that have been adopted. Again, for pupils with SEN in this category this will mainly be used for 1:1 activities.

Service Pupil Premium: A grant for children of Armed Service Personnel that can be used to support pastoral care or for those with SEND, 1 to 1 support and interventions.

8. Identification of students needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any students who are falling significantly outside of the range of age expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being monitored due to concern by parents/carers or teachers but this does not place the child on the school's SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

- i) Student progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the student's school record. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

This involves clearly analysing the student's needs using the class/subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as, the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the students' strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC plan will generally be taken at a progress review.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or 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.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The appropriateness of the school curriculum for children with SEND is reviewed regularly following discussions regarding progress and attainment.

The whole school SEND provision map is reviewed at least annually and amended as needs are identified. Group and individual interventions are reviewed regularly for effectiveness and adapted changed or alternative interventions provided as required.

Consideration is given to:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision.
- Any decision to provide group teaching outside the classroom may involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

10. Inclusion of students with SEND

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by school curriculum manager together with the SENCo to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub, the SHENK Partnership and Educational Psychology Service.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students throughout the year through staff meetings, parents evenings, student reviews, parent questionnaires and student voice.

Student progress will be monitored on a termly basis through internal tracking systems in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo and Headteacher/SEND Governor and information is gathered from different sources such as child and parent surveys; teacher and staff surveys; parents' evenings; progress review days; and feedback forms. The outcomes of these evaluations will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. The Local Authority profile of SEND at Selston High School is compared to schools locally and nationally and the outcomes of these are also used to influence decision making.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

Refer to the school complaints procedure which can be found on the school website.

If a parent or carer has any concerns or complaints regarding the SEND education, care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and funding is available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. This is a two-way process and all parties including parents/carers will be kept fully involved. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCo, who will then inform the child's parents.

The following services that may be involved as and when is necessary can include but is not limited to:

- Educational Psychology Services (EPS),
- Schools and families support services (SFSS) which include the Cognition and Learning Team; the Communication and Interaction Team,
- Physical Disability Specialist Services (PDSS) which include the hearing and visual impairment teams
- Emotional Health and Wellbeing services
- Child and Adolescent Mental Health Service (CAMHS)
- Child Protection Services
- Social Care
- Targeted Support Services

15. Working in partnerships with parents

Selston High School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Our School has an open door policy for parents/carers to make contact if they have a particular concern about their child and/or the provision being made for their child.

Parents are kept up to date with their child's progress through:

- Tracking reports
- Target review days
- Parents evenings

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor, Elaine Jeffery, may also be contacted at any time in relation to SEND matters.

If a parent has concerns surrounding the progress of their child, contact should be made in the first instance through the tutor.

16. Links with other schools

The school is a member of a SHENK partnership with local schools; our Assistant Head, Nigel Bailey is the school link for this partnership. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

See also the section admission arrangements for details on transition.

17. Links with other agencies and voluntary organisations

Selston High School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is usually the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service (EPS)
- Social Care
- The Family Service and Early Help Unit
- Specialist Outreach Services
- Schools and Families Support Services (SFSS)
- Physical Disability Specialist Services (PDSS)
- Emotional Health and Well being Services
- Child and Adolescent Mental Health Service (CAMHS)
- Child Protection Services

The Family SENCo and representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

18. Covid-19

In light of the recent global pandemic and social distancing protocols, the way in which reviews, meetings and agency reviews takes place have been adapted. From Sept 2020 meetings will be held either through Microsoft Teams, Zoom, on the telephone or through socially distance face to face meetings. This is to ensure that all staff, students, parents, carers and outside agencies are safe. This may also mean that there are delays in meetings, timeframes and consultations.

In the event of school closures we will follow Government guidance and refer to the SEND Code of Practice to ensure that all of our students are receiving the necessary care that they are entitled to. The school website is updated regularly with the necessary information, and guidance can be found on the Government website.

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEND Governor)**

Date _____

This policy will be reviewed annually.