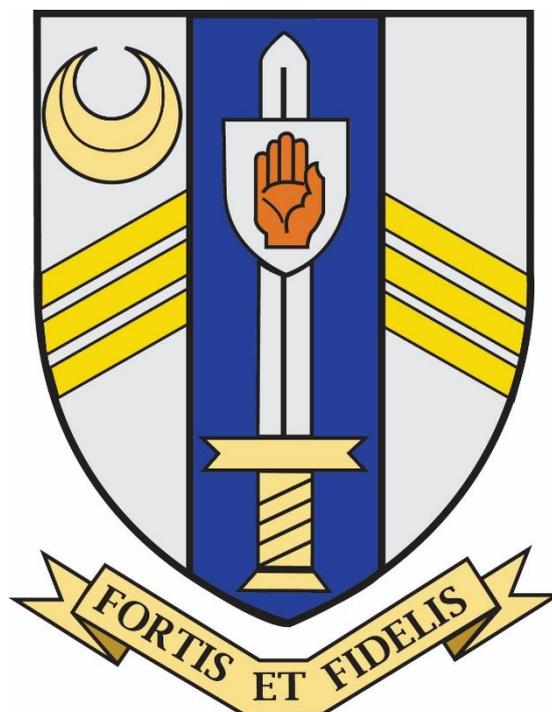


Sir John Nelthorpe School



Special Educational Needs Policy

Author	Mrs C Featherstone
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Consultations / Training	SENCo/Governors

Special Educational Needs Policy

This Policy is to promote the successful inclusion of students with Special Educational Needs and specific disabilities (SEND) at Sir John Nelthorpe School.

At Sir John Nelthorpe School, we are committed to offering inclusive access to the curriculum to ensure the best possible progress for all of our students. Not all students with disabilities have special educational needs and not all students with special educational needs have a specific disability.

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

1. has a significantly greater difficulty in learning than the majority of others of the same age or,
2. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

(Special Educational Needs and Disability Code of Practice June 2014)

Aims

To provide inclusive access to the curriculum for all students with SEND and to encourage full and active participation in all areas of school life.

To develop a whole school approach which promotes best practice, flexible, individual learning and multi-sensory teaching styles.

To encourage all students, irrespective of ability, to develop awareness of, and respect for, individual differences.

To ensure curriculum breadth, balance and relevance and to develop staff awareness of all their student's needs. "Every teacher is a teacher of every student." NASEN 2013

Objectives

To endorse the aims of the school.

To develop and review an active whole school policy for students with SEND.

To support a pro-active approach to meeting students' needs.

To encourage and support teaching and learning styles suited to the individual needs of students

To monitor student progress and develop student self-assessment.

To work with staff in:

- Identification, assessment, planning, doing and reviewing a student's needs
- Provision Mapping development

- Developing differentiated teaching and learning resources

To identify and support staff development.

To update and review resources.

To liaise with outside agencies.

To develop and maintain close links with parents.

To adhere to the budget.

Personnel

Headteacher

Mr R Biglands

SEND Link Governor

Dr R Wardlaw

Special Educational Needs Coordinator (SENCO)

Mrs C Featherstone

Staff

- 1 x L3 Learning Support Assistant (LSA) (full time)
- 1 x L2 Learning Support Assistants (LSA) (part time)
- 5 x L2 Learning Support Assistant (full time)
- 1 x L1 Learning Support Assistant (full time)
- 1 x SEND Administrator

Co-ordination of Provision

All teachers are responsible for the education of all students including those with SEND. The Learning Support Team is led by the SENCO who has responsibility for the identification, assessment, monitoring and review procedures within the school.

Information about students is available at all times to all school staff via the Overview and Year Group Provision Maps. Updates are issued when appropriate and reported via email, staff talk or meetings. Overview changes are logged half termly and shared with staff.

The school makes provision for a wide range of students with SEND. All students are included in mainstream classes with LSA support as far as possible. Some students are offered short term and long term additional withdrawal arrangements for small group intervention to work on specific skills.

At any one time, Sir John Nelthorpe School has students with a range of high incidence disabilities such as Dyslexia, Dyscalculia, Dyspraxia, Autism Spectrum Disorders, Hearing Impairment, Visual Impairment and a range of medical needs which can impact on a student's ability to learn.

Staff training and development is given as students join the school with differing and specific needs and as the staff of the school changes. All new staff are given information and training as soon as they come to work at the school.

Admission Arrangements

The Local Authority determines our admission arrangements in consultation with the Governors of the school.

Facilities

Sir John Nelthorpe School is equipped with a disabled toilet on both the Grammar School Road and Wrawby Road sites. Both schools have ground floor access via ramps to all school buildings. An accessible first aid room is available at both sites.

The School will accommodate disabled students with sensitive timetabling and classroom layout.

The Pupil Additional Support Centre (PAsC) is situated on the Upper site in the Boarding House.

Specialist intervention sessions take place in ~~two~~ three well-resourced rooms with a range of ICT facilities.

Allocation of Resources These are provided from:

- Education Health Care Plans
- School Budget 50% compensatory provision + 5% AWPU.

Resources are used specifically for the management of SEND within the school. This will include:

- Purchase of specialist staff and services
- Employment of Learning Support Assistants
- Purchase of equipment and resources
- Management of 'assess, plan, do review' procedures
- SEND administration.

Identification, Assessment, Monitoring and Review Procedure

Sir John Nelthorpe School is committed to early identification of need and intervention to support a student who is not making expected progress. Underachievement can be as a result of a range of circumstances, for example, an identified learning disability such as literacy or numeracy difficulties, slow cognitive development, sensory impairment, communication difficulties or as a result of complications in their personal life leading barriers to learning and limiting life chances.

Responsibility for the identification of students with SEND lies within the whole school, any previous school and the students' parents. It is an ongoing procedure and amendments and updates are shown on the SEND record.

Students who have SEND are identified in the following ways:-

New students: In-year transfers

- > Student record from previous school
- > Outside agencies
- > Parents/guardians
- > Internal testing on entry

New Students: Year 7

Year 7 students will complete baseline assessments across a range of subjects in the first half term. This will ensure that all students are correctly placed in ability sets.

Year 7 students and new entrants will also complete:

- York Assessment of Reading Comprehension
- Spelling Assessment
- Detailed Assessment of Speed of Handwriting

These assessments provide a range of data which can be used to support setting, exam access arrangements and readability of resources.

Additional Assessments:

- Dyslexia Assessment — this is a basic screening which can also reveal issues with handwriting, visual perception, Irlen Syndrome.
- Termly faculty testing/monitoring — this will indicate if a student is struggling with a specific concept or if there is a cognitive difficulty if he/she is not making expected progress.
- Staff observations
- Use of Strength and difficulties questionnaires to assess Social, Emotional and Mental Health.
- Other professionals e.g. Educational Psychologist, ASET, CAMHS can be invited into school to make specialist assessments for specific issues.

Raising Concern

Teaching staff, support staff and parents can raise a concern about any student at any time. Staff raise concerns with the SENCO. This is done by submitting an Expression of Concern form. Concerns are discussed formally weekly at Guidance meetings.

Students will be assessed using appropriate assessment packages and procedures and then support or intervention will be put in place as necessary. Parents/guardians play a key role in this and are consulted throughout the process.

SEN Support

Once a student is placed on the SEN overview at SEN Support:

- A letter is sent to parents/guardians informing them of the decision
- The student may be part of a target group who may be supported by a Learning Support Assistant in some targeted timetabled lessons
- The student may participate in appropriate intervention sessions

The SENCO will review progress with parents and staff where it could be decided to:

- Remove the student from SEN Support if sufficient progress made and targets reached

- If the progress is unsatisfactory and more support is needed, outside agencies may become involved to offer specialist support.

The SENCO will review progress with parents and staff where it could be decided to; Maintain the student at SEN Support or,

Request an Education Health Care Plan (if not less than two terms of intervention, including support from an Educational Psychologist and possibly other specialist services, has not facilitated expected progress).

Education Health Care Plans (EHCP)

Transfer of existing statements for all students have taken place at the time of the Annual Review.

Requests for a new EHCP can be made by the School or Parents/Carers following not less than two terms of specialist intervention where the student has not made expected/desired progress. (SEN Code Of Practice 2014 pp 91 and 92)

The SEN Panel at North Lincolnshire Council will make the final decision whether to award an EHCP or request further assessment.

A Person Centred Planning approach is used to ensure students with SEND have a voice and are fully included in the decision making progress.

Inclusion, Curriculum Access and Integration

All students are entitled to full access to a full curriculum and we aim to support students with SEND in timetabled classes. Students may be withdrawn for specific intervention programmes and steps are taken to ensure that the student does not miss a whole year of any particular subject.

Tutors and Key Stage Learning Coordinators are responsible for ensuring all students have a broad and varied school experience and may work with the SENCO to ensure that students can access the same opportunities as their peers.

In Year 7, students are placed in a mixed ability tutor group in which they will remain until the end of Year 11. Some subjects may be taught to the whole tutor group whilst other subjects are set according to ability.

The Learning Support Centre supports a Homework Club twice a week and the Lower School Library hosts the Rainbow Reading Club every morning. Course work support for Key Stage 4 is also sometimes available depending on student need and staff availability.

Criteria for the success of Sir John Nelthorpe School's SEND Policy

- That students achieve their maximum potential via all possible support methods. The support will be gradually reduced as appropriate enabling students to generalize their skills and develop independence.
- That all staff deliver quality first teaching to all students including students who have SEND.
- That the SENCO and Learning Coordinators for Key Stages 3 and 4 accept responsibility for the co-ordination of educational and behavioural reviews of students on the SEND overview and for the dissemination of information.

- That parents are fully involved in the process and are actively encouraged to talk to school staff if they have any queries.
- That outside agencies are used as required and the results of their intervention measurable.

Arrangements for considering complaints about Special Educational provision within the school

Any concerns parents express regarding special educational provision and related matters are dealt with informally in the first instance in discussions with Tutor, Learning Coordinator, SENCO and the Headteacher.

The Parent Partnership Manager, for The North Lincolnshire Parent Partnership Service (Hewson House, Station Road, Brigg, North Lincolnshire, DN20 8XJ, tel. 01724 277565) can be approached at any time following initial discussions with school staff if the matter remains unresolved.

If informal discussions do not resolve the issue there is a formal procedure which involves representation to the Governing Body and the Local Authority. Final representation can be made to the Secretary of State for Education if the matter remains unresolved.

Use of Support Services and Outside Agencies

Sir John Nelthorpe School is part of North Lincolnshire Council Education Authority and has links with:

Education Inclusion Service

CEIAG

Education Psychology Service

LEA SEN department

Children's Services

Parent Partnership/SENDIASS

School Nursing Team

Occupational Therapy Service

Speech and Language Therapy Service

EMTAS including Bi-Lingual Support and the Traveller Support team

TAMNET

Visual Impairment Support Team

Hearing Impairment Support Team

Autism Spectrum Education Team

Wellbeing and Young Carers Team

FASST

CAMHS

YICU

CRUSE

Brigg Children's Centre.

Sir John Nelthorpe School also has strong links with the local Primary Schools in the Authority. This involves induction for students who are moving into Year 7. Additional visits and time may be given to students with specific needs. The SENCO will attend Year 5 and/or Year 6 Annual Reviews for students with Statements or Education Health Care Plans who have named Sir John Nelthorpe School as their chosen secondary school. The SENCO will also meet or liaise with staff from Brigg Sixth Form College and the other local Post 16 Colleges.

Alternative Provision

Students can be placed with an Alternative Provider of Education if persistent issues with engagement, failure to achieve even with targeted support, behaviour or irregular attendance cannot be resolved within the boundaries of the School. This is decided by the Fair Access and Inclusion Panel. Funding is for full time or part time placements which could be based at one or more of the following:

The Darley Centre

KEYS

Coritani

TAMNET

Changing Lives

Act Fast

NLC

Skills Centre Plus

References

Special Educational Needs and Disability Code of Practice: 0-25 years DFE/DOH June 2014

Special Educational Needs Support; The Graduated Approach
North Lincolnshire Educational Psychology Service and Specialist Teaching Teams September 2014

Relationship with other school policies:

- Equality Duty Policy
- Curriculum Policy
- Assessment, Recording and Reporting Policy
- Behaviour Policy

Monitoring and Review:

This policy will be reviewed annually by the SENCO and SEN Link Governor.