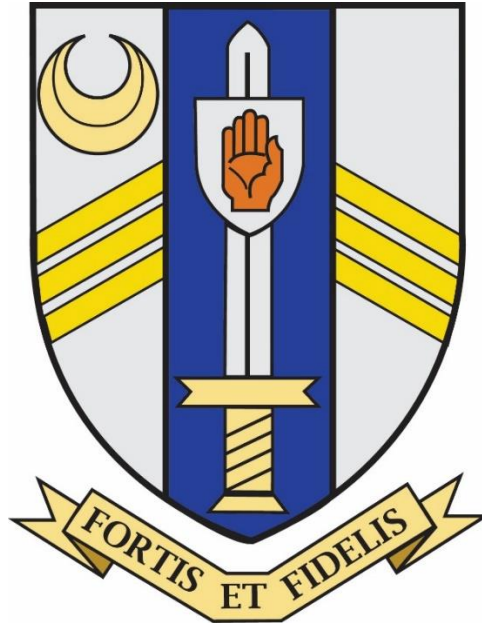


Sir John Nelthorpe School



SEN Policy and Information Report

Author	Mrs C Featherstone
Last reviewed	Autumn term 2020
Next review date	Autumn term 2021
Consultations / Training	SENCO/Governors

Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions.....	3
4. Roles and responsibilities	4
5. SEND information report.....	5
6. Monitoring arrangements	13
7. Links with other policies and documents.....	13

1. Aims

Our SEND policy and information report aims to:

- 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.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 2014 and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- The Equality Act 2010
- Statutory Guidance on Supporting Students with Medical Conditions (Dec 2015)
- Keeping Children Safe in Education (2018)

3. Definitions

We are committed to offering inclusive access to all aspects of the curriculum to ensure the best possible progress and outcomes 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 student has SEND if they have a learning difficulty or disability which calls for Special Educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools and means that students access further support from the *Schools Ordinarily Available Provision* through Element 2 funding. EHCP would require support above this and through Element 3 funding.

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Carrie Featherstone.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that student with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND Governor

The SEND Governor is Dr R. Wardlaw.

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher is Mr R. Biglands

They will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

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

5.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

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

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

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

The 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, processing difficulties, communication difficulties or as a result of complications in their personal life leading to 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. Teaching staff, support staff and parents can raise a concern about any student at any time with the SENCO.

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

- > Assessments e.g. York assessment of Reading Comprehension, Spelling Assessment and Detailed Assessment of Speed of Handwriting Student record from previous school
- > Outside agencies
- > Parents/guardians
- > Internal testing on entry

Additional Assessments:

- Dyslexia Assessment — this is a basic screening which can also reveal issues with handwriting, visual perception, Irlen Syndrome.
- Dyscalculia Screener
- 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, Autistic Spectrum Education Team, Children and Adolescence Mental Health Service can be invited into school to make specialist assessments for specific issues.

5.3 Consulting and involving students and parents

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

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

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

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

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

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

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

The assessment will be reviewed regularly.

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

SEND Support

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

- A letter is sent to parents/carers 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 SEND 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 SEND 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)

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. (SEND Code Of Practice 2014 pp 91 and 92)

The SEND Advisory 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 process.

5.5 Supporting students moving between phases and preparing for adulthood

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

The Local Authority determines our admission arrangements in consultation with the Governors of the school. Sir John Nelthorpe School also has strong links with the local Primary Schools in the Authority. This involves induction for all students who are moving into Year 7. Additional visits and time may be given to students with specific needs. There is a "Meet the Team" event in which parents can meet the PASC team. The SENCO is present for the New Intake Parents Evening for further information and collaborative transition working. The SENCO will attend Year 5 and/or Year 6 Annual Reviews for students with 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 for students with Education Health Care Plans or require SEND support. The SENCO has strong working links with all colleges.

5.6 Our approach to teaching students with SEND

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. All teachers are responsible for the education of all students including those with SEND.

The Learning Additional 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.

The school makes provision for a wide range of students with SEND. All students are included in mainstream classes with LSA (Learning Support Assistant) 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.

We will also provide the following interventions:

- Literacy
- Numeracy
- Dyslexia
- Reading
- Handwriting
- Bedrock
- Back to Basics maths

- Lego Therapy
- Drawing and Talking Therapy
- Social Skills
- Homework Club

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Identified students are assessed under the JCQ examination regulations to determine whether they are eligible for access arrangements in examinations. This could include: extra time, a reader, scribe, use of word processor and rest breaks

5.8 Additional support for learning

The Student Additional Support Centre (PASc) supports students with a variety of interventions. These specialist intervention sessions take place in three well-resourced rooms with a range of ICT facilities.

We have 7 teaching assistants who are trained to deliver interventions such as literacy, dyslexia support, numeracy, back to basics maths, Bedrock, Lego Therapy, Lego group, Drawing and Talking Therapy, Youth Mental Health support.

Teaching assistants will support students on a 1:1 basis when there is an EHCP or PEP in place for the student or they are experiencing a Social, Emotional, Mental Health difficulty.

Teaching assistants will support students in small groups when students require support through the graduated approach.

5.9 Expertise and training of staff

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 once they commence employment at the school as part of intensive induction. SEND training is taken very seriously at the Sir John Nelthorpe School and reflects the SEND profile following a Needs Analysis. For example Autism Training, Mental Health Training and behavior interventions with Educational Psychology Service,

Our SENCO has 6 years' experience in this role and has worked as a SENCO in two secondary schools. The SENCO holds the NASENCO award (merit). The SENCO has worked in variety of schools and has 25 years' experience within teaching.

We have a team of 11 teaching assistants who are trained to deliver a variety of SEND provision.

Staff have been trained in dyslexia awareness, autism awareness, ADHD awareness and strategies, Team Teach and Youth Mental Health Training.

We use specialist staff for exam access arrangements testing.

5.10 Securing equipment and facilities

The school has the following provision:

- A disabled toilet on both the Grammar School Road and Wrawby Road site
- Ground floor access via ramps to all school buildings
- On both sites there is a designated car parking space
- The fire alarm is linked to flashing lights to assist students and adults with a hearing impairment
- Procedures for the safe administration of medicines for those who need regular medication on site to help them to access their lessons
- Where required specific resources are accessed for students with a disability to allow them to access the full curriculum

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

The SENCO is a member of the Senior Leadership Team works to ensure there is a strategic overview in relation to provision, attainment and progress for SEND students.

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

We provide extra-curricular activities and organise trips that are available to all students. The school will support a SEND student to get involved with any activities and trips. For example risk assessments and reasonable adjustments are carried out and put in place to enable the participation of SEND students. Vulnerable students can access PASC at break and lunchtimes.

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s)

All students are encouraged to take part in sports day/school plays/special workshops, etc

No student is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of PASC Friends Group to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

An Emotional Wellbeing Pathway is in place as shown below.

In school the Emotional Wellbeing Pathway consists of support from Emotional Wellbeing Peers (EWP), Emotional Wellbeing Keyworkers (EWK) and Emotional Wellbeing Coaches (EWC). This consists of informal support (EWP/ EWK) through to targeted formal support (EWC)

Any Concerns regarding safeguarding are always reported to the DSL. Advice to access the GP services will always be suggested to rule out a physical illness or the need for medical intervention.

<p>Universal Level</p> <p>Support from school and the wider community</p>	<p>Most students will receive the support they need from peers, teachers, family etc. They will access information from PSHCE work, information around school (posters)</p>	<ul style="list-style-type: none"> • Emphasis on Self-care. Eg websites, apps. • Advice about what to do when things are not 'right' for a period of time. Everyone has ups and downs.
<p>Wave One</p> <p>Informal support in school</p> <p>Emphasis is self-help/self-care</p>	<p>Expression of concern is registered to the Guidance team. Expression of Concerns can be registered by students, parents/carers school staff or outside agency.</p>	<ul style="list-style-type: none"> • Emotional Wellbeing Peer (EWPs). The EWPs will be available during breaks and lunchtimes located in PASC via a drop-in. The EWPs will talk the student and then report to the MHCs their concerns. • Emotional wellbeing keyworkers (EWKs). EWKs provide an opportunity to check in and provide low level support via a listening service. A simple basic diary is kept for these students in case further support needed via the EWCs. • <i>EWK will complete a SDQ and passed to MHC to be scored. After support this will be completed again. This will provide evidence of impact for the student.</i> • Support accessed when required by the student however the EWK will check in every four days to assess EW. This will be done either in tutorial or at breaks/lunches. • MHC/LCO will be made aware of discussions of these students in case further support is required. • Parents not necessarily informed at this stage but that option will be discussed.
<p>Wave Two</p> <p>Formal support</p> <p>Targeted work in house.</p>	<p>If the student has accessed EWP's and EWKs and there are still concerns after two weeks they will be assigned to one of the Emotional Wellbeing Coaches (EWCs) dependent on need via the Guidance Team.</p>	<ul style="list-style-type: none"> • Emotional Wellbeing Coaches (EWCs) • Support accessed weekly, fortnightly or three weekly decided upon by the EWC. • Appointment notes are kept and discussed with the guidance team only. • It will involve a programme of work, EG CBT, rights and responsibilities work. • It requires parental consent, however the work is not discussed at length unless the parent/carer requests it or from a safeguarding point of view it is needed. Notes are not shared with the parent/carer.

<p>Wave Three</p> <p>Targeted Formal support</p> <p>Outside Agency</p>	<p>If there is a particular mental health concern such as self-harm, eating disorders or severe depression or a severe anxiety disorder is suspected, a referral to an outside agency may be relevant. This will be discussed with the MHCs to decide on the best course of action.</p> <p>Access to these services doesn't mean the student has had to access our in-house services first. It may mean it is more relevant to that student's needs.</p>	<ul style="list-style-type: none"> • CRUSE (bereavement counselling) • CAMHS • School Nurse. • YICU • Action for Children • Educational Psychology. • Brigg Childrens Centre • Young Carers. • Children's advocate. • Psychosis Early Intervention Team. • ASET • Crisis team. • SYEDa • DELTA
---	---	--

5.14 Working with other agencies

We are able to seek advice and support from a range of external agencies:

Education Inclusion Service

CEIAG

Education Psychology Service

LEA SEND 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

DELTA

We are aware of a range of voluntary organisations who can be contacted for information advice and support relating to special educational needs and disabilities.

5.15 Complaints about SEN provision

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. They will then be referred to the school's complaints policy.

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. The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

5.16 Contact details of support services for parents of students with SEN

Please go to the local Offer for Details of services or contact Mrs Carrie Featherstone. SENCO

5.17 Contact details for raising concerns

If you have a concern, there is an independent service (SENDIASS – Special Educational Needs Disability Information and Advice Support Service) that provides impartial advice and support for families regarding to issues relating to SEND provision in schools. If you wish to contact please use one of the following:

sendiass@northlincs.gov.uk

01724 277665

5.18 The local authority local offer

Our local authority's local offer is published here: <http://www.northlincslocaloffer.com>

6. Monitoring arrangements

This policy and information report will be reviewed Carrie Featherstone SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan & Disability Equality Scheme

- Behaviour Rewards and Sanctions Policy
- Diversity Equality Policy
- Supporting Students with Medical Needs Policy