



THE MINSTER SCHOOL

SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

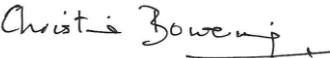
School Lead: Assistant Head Teacher – Student Experience

Governor Lead: Chair of SD&P Committee
Learning Support/SEN Link Governor

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Signed by Chair of Committee: 

Date: 06/10/2020

CTL Learning Support and Special Educational Needs Coordinator:
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This policy has been written with due regard to the Minster School internal equality policy and considered with relation to each of the following protected characteristics:

Age; Disability; Gender; Gender reassignment; Marriage and Civil Partnership; Pregnancy and maternity; Racial groups; Religion or belief; Sexual orientation.

This policy has no adverse impact on any of the aforementioned groups.

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

THE POLICY IN THE CONTEXT OF THE WHOLE SCHOOL

This policy is written within the context of the school's Ethos with regard to the Special Educational Needs and Disability Code of Practice (2015). The policy is amended in accordance with new legislation.

For the purposes of this policy Special Educational Needs and Disability is represented as SEND, the Special Educational Needs Coordinator as SENCO, the Curriculum Team Leader for Learning Support as CTL, the Access Arrangements Assessor as AAA and the Learning Support Department as LSD.

MISSION STATEMENT

Our collective aim is to ensure provision for our SEND students that will result in them performing to the best of their abilities: academically, physically, socially, and spiritually. We work in partnership with teaching/pastoral staff, parents and outside agencies to make a difference to the students' well-being, self-esteem and general enjoyment of their school days, within an inclusive environment.

A STATEMENT OF FUNDAMENTAL PRINCIPLES

All teaching and non-teaching staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for students with SEN.

The Special Educational Needs and Disability Code of Practice (2015) covers the age range 0-25 and reinforces the fact that all teachers are teachers of students with special educational needs. This means that all teachers are responsible for meeting the needs of the students in their care and within their curriculum areas. Subject teachers are supported by a strong Learning Support team.

The School has regard to the Special Educational Needs Code of Practice (2015) and works towards its implementation, aiming to provide equality of opportunity and to help all children realise their full potential and achieve an independent adult life.

All departments have, within their own policies, a statement outlining their provision for students with SEN.

The school complies with the Children and Families Act (2014) and the Equality Act 2010. No-one can discriminate against a person with disabilities and reasonable adjustments need to be made to make the setting and its activities accessible.

All students are valued equally and enabled to develop to their full potential. All students are offered a broad and balanced curriculum. The learning within the curriculum is differentiated where appropriate to meet the needs of the individual, whilst building in pace and challenge for each student at an appropriate level.

We work to ensure that students are included in the educational, pastoral, social and spiritual life of the school. As a whole school we strive to create an inclusive atmosphere supporting children to develop their independence and make positive contributions. Our approaches to behaviour are consistent and restorative and recognise underlying needs.

We encourage student participation in aspects of decision-making, fostering responsibility and growing independence.

We also encourage parents to be involved with the educational process, working to create a partnership. We work towards an increased awareness of SEN issues by all involved in the educational process – teaching/non-teaching staff, students, governors and parents.

Working together across education, health and social care is encouraged to meet the needs of the student. A list of agencies is included in Appendix 1.

The Governing Body is responsible for all policy decisions relating to the management of students with SEND within the school, recognising that this is a whole school responsibility.

It is part of the school's commitment that the needs of individual students are recognised and met when possible from within existing budget resources and from appropriate outside funds.

DEFINITIONS

Definition of Special Educational Needs

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

- Has a significantly greater difficulty in learning than the majority of their peers of the same age; or
- Has 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.

Special Educational Needs and Disability Code of Practice (2015).

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and Mental Health
4. Sensory and/or physical

Special Educational Provision means provision that is additional to or different from that generally provided for children of the same age.

The Equality Act (2010) also stated that the definition of disability includes any significant physical/mental disability such as mental illness, mental health problems, learning disabilities and long term health conditions such as diabetes, epilepsy, cancer and people with severe disfigurement.

THE SCHOOL'S ADMISSION ARRANGEMENTS (EXTRACT)

Our criteria for admission will apply to all children without discrimination on the grounds of any special educational need.

RESPONSIBILITIES

The Governing Body

The overall statutory responsibility for determining the school's general policy and approach to provision for children with SEN lies with the Governing body. They have the central role in setting policy aims, in their implementation and in overseeing the policy is making progress.

The Governors report to parents on the implementation of the school's provision for children with SEN on an annual basis.

The Local Education Authority (LA)

The LA provides a framework in order that schools are supported in carrying out their duties. In addition, Nottinghamshire has published its Local Offer which has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers in its development and review.

For more information on the Local Offer please visit: www.nottinghamshire.sendlocaloffer.org.uk

In accordance with current legislation, the School has produced its SEN information report outlining the implementation of this SEN policy. The report can be found on the School's website and on the LA's Local Offer website.

The Head Teacher

The Governing Body works closely with the Head of School, who is responsible for the day-to-day management of all aspects of the work of the school, including special educational provision.

The Special Educational Needs Coordinator (SENCO)

The key responsibilities of the SENCO are detailed in the SEND Code of Practice.

At the Minster School, the SENCO is responsible for students with SEN who are identified as SEN Support or have an Education Health and Care Plan. The SENCO also line manages the SEN Support Assistants.

Curriculum Team Leader (CTL) for Learning Support

The CTL has particular responsibility for students with learning difficulties who may receive some additional intervention within school and assists departments in differentiating the curriculum to help meet the needs of students with SEN and those with learning difficulties which may be met through quality first teaching within the classroom. The CTL also coordinates a strategic and inclusive approach to small group literacy interventions and supported learning.

The CTL supports English teaching, the delivery of literacy skills and the provision of alternative qualifications where appropriate. .

Access Arrangements Assessor (AAA)

The AAA carries out student assessment where appropriate to support exam access arrangements (EAA) or to determine a picture of a student's strengths and weaknesses to inform teaching. Students are usually referred by the Learning Support Department, teaching staff or parents.

In the case of exam access arrangements, assessment results may form part of the 'picture of need' required by Exam Boards. The AAA works with the Exams officer to obtain the necessary permissions for EAA from the Exam Boards and to ensure these arrangements are put in place.

The Team of SEN Support Assistants

Their role is to support named students, their parents and their teachers, as directed by the SENCO.

All Teaching Staff, including Progress and Achievement Leaders and form tutors

All teaching staff should be aware of the SEN issues of all students they teach and use appropriate teaching and learning strategies.

Staff views and participation are required in all SEN Progress Reviews.

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IDENTIFICATION OF STUDENTS WITH SEN

- Our aim is to avoid escalations of need with timely and appropriate intervention;
- Students with SEND are identified early and supported through a Graduated Approach; This is an ongoing cycle of Assess, Plan, Do, Review which enables provision to be refined and revised.

- Information from primary schools, outside agencies and parents prior to admission is used to ascertain potential needs when these are already recognised;
- Diagnoses from specialists are used to inform our strategies;
- The use of school assessment data (attainment and progress levels for each subject), including Statutory Tests (SATs), Cognitive Attainment Tests (CATs), together with reading and spelling levels, helps identify further need and develop the individual profile of each student;
- Staff who feel that a need may not have been recognised are asked to raise their concerns with the Learning Support department. Further diagnostic assessment may be made where appropriate;
- Parents and students are encouraged to share concerns with the SENCO/form tutor;
- The SENCO has regular meetings with the Schools and Families Specialist Services and other relevant agencies to review the provision and needs of SEN students in line with Nottinghamshire County Council's Local Offer.

Some pupils with SEND who meet the funding criteria may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (a Family of Schools comprises a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the Local Authority and accessed through the Family of Schools. The SENCO will refer individual HLN applications to a multi-agency panel, administered by the Local Authority, which will determine whether the level and complexity of need meets the threshold for this funding.

Many students with learning difficulties will have their needs catered for within the classroom through quality first teaching using appropriate teaching and learning strategies. These students will be noted on the school's SEN Database for **Information** only to alert staff to their needs, but they may not require further intervention.

Where the school provides a student with additional support such as numeracy or literacy intervention, the student may also be identified as on the SEN/ Support database to indicate to teaching staff that such intervention is taking place.

This category is used by the school to alert teaching staff to the profiles and needs of students and are not recognised SEN categories under SEN legislation.

Where the school makes **special educational provision** for a student, including implementation of advice and support from outside specialists or additional or alternative interventions, the student is placed at **SEN Support** on the SEN Database.

Where it is felt necessary for the LA to determine a student's special educational provision an Education, Health and Care Plan (EHC plan) may be applied for. This is for those children with the most complex needs,

We believe that an inclusive education system provides a framework within which all students can be valued equally, treated with respect and provided with equality of opportunity at school. All students are entitled to a balanced broad and relevant curriculum and are taught within mainstream lessons wherever possible. Resources can be differentiated where necessary and reasonable adjustments can be made the learning environment. The School's Access Plan is available on request.

Where necessary, support is given based on a student's individual need and the resources available to the school. Examples of the types of support given are:

- Small group intervention for Literacy and Numeracy
- Some whole class support from a SENSA
- Differentiated class resources, including writing frames, mind mapping
- Use of assistive technology

- Advice to teaching staff on appropriate teaching strategies
- Advice to parents on how best to support their child

HOW WE MONITOR THE PROGRESS OF SEND STUDENTS

The progress and attainment of students with identified SEND is regularly reviewed at the end of each data cycle, alongside the effectiveness of the support and interventions and their impact on the student's progress. We also take into consideration student voice and parental views which further helps us assess the effectiveness of provision.

ADDITIONAL SCHOOL PROVISION FOR STUDENTS WITH SEND

The Retreat is a quiet room within the Learning Support Department. Its use may form part of an individual student's provision.

Breakfast Club is available every morning for targeted students.

Break Club runs every day in the Learning Support classroom and offers a variety of activities and is supervised by SENsAs.

Learning Support staff liaise with the Pastoral Support Assistants, The School Behaviour for Learning Mentor and the Exams officer where appropriate for a student's individual needs.

TRANSITION FROM YEAR 6 TO YEAR 7

The SENCO and Senior SENSA liaise with primary schools during Y6 to begin the transition process. Information is shared concerning students with known SEND issues, learning difficulties or disabilities. The Family SENCO of The Mitre Trust provides additional advice and support. Meetings are arranged with students and parents where appropriate. In a small number of cases, it may be necessary for additional transition visits to be arranged.

Discussion of Individual Needs

- Parents have the opportunity to discuss issues at the Y6/7 open evening in the October prior to admission.
- Early in July (Y6) we hold our Year 7 Induction Day where all students who have gained admission for September are invited to spend the day at the school. Where appropriate, students will also meet Learning Support staff.
- This is followed by an information evening (also in July) where parents of incoming Y7 students can meet form tutors and Learning Support staff to discuss individual concerns.

Communicating with Staff

All information received from schools and parents is collated into the School's SEN Database and SIMs registration system. This information is available to staff at the start of the school year. All students at SEN Support have a SEN Student Profile which is shared with appropriate teaching and support staff. This details their learning profile including specific barriers to learning. It may also provide differentiation strategies, exam access arrangements and information relating to additional classroom support.

Additional Assessments

Within the first two months of arriving at school, all students undertake Cognitive Ability Tests (CATS), reading and spelling tests. These provide a baseline from which learning outcomes can be measured..

SEND AND THE JUNIOR SCHOOL

Where there are concerns about a student's access to the curriculum, the CTL of the Junior School will liaise with the Learning Support Department regarding appropriate support, intervention and/or teaching strategies.

SEND AND THE 6TH FORM

The Director of Post 16 and form tutors will liaise with the Learning Support Department where there are concerns relating to SEND. The AAA will ensure that appropriate exam access arrangements are in place for students in Years 12 and 13.

SEND AND POST 16 FURTHER EDUCATION

The SENCO and Keyworkers work with students, and their families, to support transition to Post 16 and Further Education. This support may include accompanied visits and specialist Career's advice to enable students to fulfil their aspirations. Colleges and other further education establishments will liaise with the Learning Support Department where there are concerns relating to SEN. The CTL, AAA and SENCO will ensure that when requested, information is shared with the Colleges so that this can facilitate transition.

PARTNERSHIPS

Parents

- We recognise that parents know their child best and can offer unique insights into their development
- We strive to work closely with parents in establishing provision for students from within the available resources
- We endeavour to have clear and transparent processes
- We value the support of parents and recognise that close cooperation between home and school benefits the child
- We use email, telephone and virtual conferencing in order to maintain effective communication.. The Learning Support Department has a direct telephone line to the SEND Administrator so parents can contact the Department at all times.
- The SENCO holds annual reviews for students with an EHC plan. Keyworkers organise termly SEN Reviews for Key students and their parents. The SENCO will attend these meetings where appropriate. to EHCP and SEN Reviews .
- We encourage parents to be actively involved in their child's support and education.

Students

- We consult with students and endeavour to keep them involved in all decisions
- Students' views/wishes are considered in all planned intervention
- Students are invited to attend their review meetings and to make a contribution
- Provision map targets are discussed with students at SEN Support or who have an EHC Plan or a Statement of SEN
- We encourage students to be involved in the wider life of the school, including extra-curricular activities and school trips.

Outside agencies

For students with an EHC Plan, a Statement of Special Educational Need or who receive SEN Support, regular contact is made with a wide range of outside agencies as required by their individual needs (see appendix 1).

Other Schools and Colleges

Schools in Nottinghamshire are grouped together in what we call 'families of schools'. We work together to ensure shared approaches to the implementation of the Code of Practice, to standardise requests for support from the Higher Level Needs Panel, to discuss funding arrangements within the family, to plan training events linked to SEN and to ensure the successful transition of SEN students from primary to secondary school. We also have links with colleges in order to ensure effective transition for our SEN students.

The Local Community

The school is conscious of its responsibility to maintain positive relationships and integration with the local and wider community and places a high priority on this. The school ensures that students with a special educational need are fully included and all initiatives are planned with provision for these students in mind.

The SEN Governor

The SEN Governor plays a role in the development and monitoring of the SEND policy and acts as our representative at Governors' meetings.

MONITORING AND EVALUATING THE SUCCESS OF SEND PROVISION

Evaluation involves the active participation of the governing body and the whole school staff who have responsibility for the education of all students in the school.

We encourage feedback from teaching staff, parents and the students themselves to evaluate SEND provision. This includes analysis and review of attainment and progress data at identified points during the year to evaluate whether students are meeting learning outcomes and achieving their potential.

For pupils with significant needs (ie those with an EHC Plan/SEN Support) provision will be formally monitored in meetings with parents up to three times a year.

The school's Governing Body has a duty to evaluate every year the provision the school makes for students with SEND and to report on that through the annual report to parents.

RESOLVING DISAGREEMENT AND COMPLAINTS

Depending on the nature of the complaint the following contacts may be appropriate:

- The member of staff concerned
- The CTL of the Department concerned
- The Form Tutor
- The Head of House
- The CTL for Learning Support/SENCO
- An Assistant Head
- A Deputy Head
- The Head Teacher
- The Governors
- The Local Authority

Parents may wish to contact 'Ask Us Nottinghamshire' who will support them and help with any specific concerns. They can be contacted at:

Tel: 0115 8041740

If you feel that your concerns are not being responded to, school has a formal complaints procedure. A copy is available on request.

APPENDIX 1

OUTSIDE AGENCIES

Nottinghamshire County Council Integrated Children's Disability Services – Assessment Team for EHC plans

Schools & Families Specialist Support Services via referral by the SENCO of the School include:

- Physical Disability Support Service
- Hearing Impaired Service
- Visual Impaired Service
- Communication and Interaction team
- Educational Psychology Service
- Virtual School

Targeted Support - Information can be obtained from the help desk of the Early Help Unit 01623 433500. Referral is usually needed by either Education, Health or Social care.

Local GP – Child Health Services obtained via local Health Centre

Community Child Health Nurse obtained via local Health Centre

Community Paediatrician via referral from local GP or community School Nurse

Clinical Psychiatrist – Child & Family Therapy via referral from Local GP, Community Health Nurse, Community Paediatrician or School.

Clinical Psychologist – Child & Family Therapy via referral from Local GP, Community Health Nurse, Community Paediatrician or School.

Occupational Therapy Services - via referral from Local GP, Community Health Nurse, Community Paediatrician or School.

Social Care - via School

Voluntary Sector – We also value the support of the voluntary sector.

www.nottinghamshire.sendlocaloffer.org.uk