

Ellis Guilford School and Sports College

Special Education Needs Policy

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1. National Context

New arrangements for supporting children and young people with special educational needs (SEN) and disabilities (D).

The school policy takes account of all national statutory guidance including:

- the Special Educational Needs & Disability Act (2001)
- the Equality Act (2010)
- the SEND Green Paper published in 2011
- the Special Educational Needs & Disability Act Code of Practice (2014)
- the Children & Families Act (2014)

This guidance provides a statutory framework for Inclusion and strengthens the right of children and young people with Special Educational Needs and Disabilities (SEND) "to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training".

The principles of the SEN Code of Practice (2014) are that children with SEND should have their needs met, that the views of children should be sought and taken into account, that parents have a vital role to play in supporting their child's education, and that children with SEND should be offered full access to a broad, balanced and relevant curriculum in the foundation stage and later years.

A significant change from the national policy reform is that "statements of special educational needs" are being replaced with a single "Education, Health and Care Plan"(EHCP) for children and young people with complex needs. These plans are being supported by an Education, Health and Care Plan Pathway. The EHCP will place much more emphasis on personal goals and will describe the support a child or young person will receive while they are in education. For children with less complex needs but who still require support, a new system called SEN Single Support replaces School Action and School Action Plus.

2. Local Offer

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 include information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
You can review an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:
www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer will cover public services that are available within:

1. Education: e.g. nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers
2. Health: e.g. GPs, paediatricians, school nurses and therapists
3. Social care: e.g. respite services and children's disability services.

It should also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups, nurseries, youth clubs, etc, both in your immediate area and across Nottinghamshire.

Our school has adopted the Local Offer as part of the Children & Families Act 2014 as set out by the Local Authority. The school supports the Local Authority's offer and this is reflected within the school's own provision and curriculum.

3. Definition of SEND

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children have a learning difficulty 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 children of the same age in schools within the area of the local education authority

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.

4. Links to other school policies:

This policy should be read in conjunction with the Equality Policy Framework, Disability Access Plan, Medical Policy, Behaviour and Safeguarding Policies.

5. Mission statement

Our school motto is "Be Your Best" and we try to encourage all members of our school to live up to this. Ellis Guilford is a diverse and inclusive school which promotes tolerance and acceptance for all. We want Ellis Guilford to be a school where:

- We all strive to 'be our best'
- Everyone is valued and treated with respect
- Personal qualities are just as important as academic qualifications
- Expectations are high and achievement is celebrated
- Everyone contributes to the school's success

6. School Aims are:

The school's central aim is to enable all students to develop and achieve to the best of their ability. We are committed to making the best use of the resources available to put in place appropriate provision, intervention and support to enable students with Special Educational Needs & Disability (SEND) to reach their potential and become independent learners.

Wherever possible, this will be delivered through **high quality universal provision** that applies to all students who have access to a broad and balanced curriculum. However, where this is not meeting the needs of students they will receive appropriate provision that is **additional to or different from** the mainstream provision, irrespective of whether or not they have an identified SEND. In all cases, decisions will be made about the most effective use of the resources available.

6. School Objectives are:

- to ensure that all students with Special Educational Needs & Disability are identified and assessed carefully by gathering information from parents, education, health and care services (and feeder schools prior to the child's entry into school).
- that all staff are kept informed of SEND students and any assessments, and are given support strategies and training for those students.
- to make appropriate personalised provision which best meets the student's needs to overcome barriers to learning and ensure students with SEND have full access to the National Curriculum.
- to monitor the progress of all SEND students with regular reviews in order to ensure that individual targets are being met.
- to create a school environment where students have a secure base to feel safe to voice their opinions of their own needs.
- that the School works in partnership with students, parent/carers and external agencies to provide the best possible outcomes for students with SEND.

7. Responsibilities for the SEND provision:

The Governing Body:
The Governors are accountable for the school meeting its statutory responsibilities. Governors have responsibility for monitoring and evaluation of the school's SEN policy and the provision made for students with SEND.

Faculty Staff:

All staff "have a clear understanding of the needs of all pupils, including those with special educational needs ….. and be able to use and evaluate distinctive teaching approaches to engage and support them." (National Teacher Standards)

Subject teachers are responsible for ensuring that they know which of the students in their classes have SEND and have accessed any additional information about these students

e.g. (Student Profiles), that short term planning is in place that meets the needs of students with SEND, ensuring that differentiation is used appropriately and effectively to support the individual needs of students with SEND.

Teaching Assistants working within Faculties should be allocated to support the learning of students with SEND. They should do this through in-class support and small group withdrawal work where appropriate, as well as supporting class teachers by preparing differentiated materials as necessary.

Heads of Department and Heads of Faculty are responsible for ensuring that medium and long term plans identify activities and resources that will enable students with SEND to progress, and that they are monitoring the progress of these students as well as how well they are being taught.

Tutors:

Tutors have a responsibility to ensure that they know which of the students in their tutor group have SEND and what their needs are. They need to monitor their progress and wellbeing and ensure that any concerns are addressed with the House Team or Inclusion Faculty.

Care, Guidance and Support (CGS) Staff:

CGS staff need to monitor the progress of students with SEND in their house teams and liaise with Faculties and the Inclusion Faculty as appropriate.

The Inclusion Faculty:

The Inclusion Faculty work with students who require provision that is **additional to or different from** mainstream provision. This provision may be part time, with students spending the rest of their time in mainstream provision, or full time. These students may have SEND. In addition, the Inclusion Faculty key work students with complex needs and may provide support for them in mainstream provision, either on a temporary or permanent basis.

8. Arrangements for the SEND provision:

The SENCo:
The SENCo will lead and co-ordinate the statutory and additional responsibilities of the SENCo. These include:

- updating the list of students on the SEN Code of Practice (SEN Single Support and students with Education, Health & Care Plans) and ensuring that bi-annual reviews are carried out
- co-ordinating of the assessment, monitoring and reviewing of identified students with SEND

- working closely with House teams, support staff, Departments and Teaching Assistants involved in the above process
- maintaining the record of students with SEN and to oversee the records of SEND students.
- provision mapping for students receiving additional support.
- completing Higher Level Needs requests and subsequently allocate support received as an integral part of the support system of the school.
- liaising with the Inclusive Education Service e.g. Learning and Cognition, Sensory, Physical, Autism , Behaviour & CEPS.
- being aware of staff development needs.
- working closely with primary schools to aid the transition of SEND students to Ellis Guilford.

9. Identification & Assessment of SEND

The school aim is to provide high quality universal provision that meets the need of each individual student. Where this is not enabling the student to progress and staff, parents or students feel that further assessment is required, they should in the first instance contact the Year 7 or House team. They will gather further information using school process or the CAF framework. Where appropriate, they will seek guidance from the SENCo, or refer the student to the Inclusion Faculty for a SEND assessment. Parents may contact the school SENCo to request an assessment for their child.

The Inclusion Team use a wide range of assessment within school, depending on the needs of the student. Where appropriate, they will refer the student for further assessment or support from another service (CEPS, sensory, physical, learning, autism). In the case of behaviour referrals, school staff will usually advise parents to seek a referral from their GP to the paediatric team or Camhs.

This Policy recognises that there are four categories (as within the SEN Codes of Practice (2014), under which support for young people can be provided, these are:

Cognition & Learning:

Children and young people with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties include Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and developmental co-ordination disorder.

Communication & Social Interaction:

Children and young people with speech, language and communication needs may have difficulty in communicating with others.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome, are likely to have particular difficulties with social communication, social interaction and social imagination, which can impact on how they relate to others.

Social, Emotional & Mental Health:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in varied ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, defiant or oppositional behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, oppositional defiant disorder or an attachment disorder.

Physical & Sensory:

Children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

10. SEN Register

A record is kept by the SENCo and updated each term. This shows all students identified as having SEND and records students on Single Support or Education Health Care Plan. Documentation is available to all teaching staff. Termly reviews are arranged for students on the SEN register.

11. Social and emotional and mental health needs (SEMH)

There are a team of other support staff in school including Attendance Officer, Welfare Officer, School Counsellor and Care Assistant. Family Support Worker and a School Nurse are also based at the school. The school works closely with outside agencies including CAMHs, KOOTH counselling and Lifeline Journey (Drug and Alcohol Support Service). Pastoral house team and Inclusion staff can make referrals to other support services. School staff will always encourage young people to give their consent for a parent/carer to be made aware of any support referral, and parents will always be made aware, with or without the young person's consent, if there is concern that the young person is at significant risk of harm.

12. Graduated provision

In line with the SEN Code of Practice (2014), the School adopts a graduated approach to meet student's needs. The graduated response is a three level approach.

Graduated Level	Description
Universal provision	The students accessing mainstream will gain additional support through selected interventions within the school that enable progress and close identified gaps. Provision covers Wave 1 (In class) and 2 (small group) for low level learners in English/Maths/Blue pathway student groups.
Graduated Level	Description
SEN/D Support (SS)	The students identified as SEND support are entitled to provision that is "additional to" or "different from" the universal provisions, allowing reasonable adjustments to access the curriculum and mainstream setting. Provision covers a Wave 2 (small group) or Wave 3 (1:1) capacity. Additionally, appropriate multi agency involvement may be sought to support practice from the Inclusion team or house team.
Education Health Care Plan/Statement (EHCP/S)	Students may have their Special Educational Needs formally assessed through the Local Authority, the findings of which are written into a document" now termed an "Education Health Care Plan." Schools have a legal duty to meet the needs of these students through objectives and monitoring procedures as prescribed in the Education Health Care Plan. Provision to support these students could cover Wave 1 (In Class) / 2 (small groups) and 3 (1:1). These are reviewed annually through a Person Centred Review approach.

13. Provision for students with SEND: (separate by need)

Special educational provision means educational provision which is **additional to**, or otherwise **different from**, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area (SEN Code of Practice, 2001).

Where possible, needs are met by high quality universal provision. However, additional or different provisions that may be used to accelerate the progress of students with SEND include:

- In-class support and team teaching.
- Small group teaching.
- Assistance and advice for Departments to differentiate curriculum materials.
- Advice on Student Profiles shared with all staff.
- Monitoring and key working for students with SEND.
- Provision maps (personalised timetables) as a record of provision.

- Individually tailored support packages.
- The Transition Learning Centre (TLC) and Nurture class
- The Centre for Social Inclusion (CSI)
- ALPs, LINK and the Bridge for students with behavioural needs
- Co-ordination of Outside Agencies and IES staff advice and support.
- Adaptation of school building to facilitate the integration of disabled students.
- Application to examination boards for additional support (Exam Access Arrangements: reader, writer, extra time) in external examinations for some students with SEND who meet the criteria.
- Blue Pathway courses at Key Stage 4 (Year 10-11) with a vocational focus (Key Skills, Motor Vehicle, Horticulture)
- Inclusion Break Club
- Clip tasks - support parent in child's learning

The Inclusion Faculty consists of a number of focused provisions:

- Transition Learning Centre - KS3 MLD learners
- Nurture group - MLD learners ('p', level 1)
- Centre for Social Inclusion - social communication
- The Bridge - social skills group work
- The LINK - Year 7/8 behaviour modification programme
- ALPs - Alternative provision for KS 4 learners
- Internal Exclusion room
- EAL (English as a Second Language)

Staff in Inclusion focus on the student's academic achievements and on their social and emotional aspects of learning. With each ***individual personalised curriculum*** students can access some interventions daily or weekly to encourage progress. These are some examples of academic interventions:

- Curriculum for teaching and learning - English, Maths, Science
- Theme based learning - Humanities and IT
- Alternative curriculum - bicycle project, Photoshop, motor vehicles, horticulture, life skills, skills for working life
- Rapid reading and Rapid maths
- Handwriting
- Precision teaching
- Catch-Up Literacy and Numeracy
- Speech and language intervention
- Phonics
- Clicker 6

These are some examples of emotional and social interventions:

- Group work - self-esteem, emotional resilience, social communication, sexual health, conflict resolution
- 1:1 SEAL key working
- Team building

14. In service training in SEND

The school has a varied CPD programme. The training and development of staff to support SEND learners is an important aspect of the Inclusion Faculty's objectives.

- The school links with external providers like CEPS, IES & Camhs to access their training.
- The Inclusion Faculty provides training from staff with specialist skills like their SENCo (MBACP Accred).
- Staff can also access training from specialist external providers (e.g. Ngage, Health for 'care' procedures, Camhs) and then disseminate the information to staff in school.
- The Inclusion Faculty offers all faculty's training for SEND learners with ADHD, ASD and SpLD, and then additional consultations with either support strategies, 1:1 work or a "circle of adults" (where staff who work with a student share ideas of best ways of supporting them in class).
- The SENCo and Assistant SENCo attend relevant SEND courses and signpost relevant SEND focused external training opportunities for appropriate staff.

Training that has been offered and is regularly on offer around SEN(D) themes:

- SEN - ASD, ADHD, SpLD
- safeguarding
- SEAL key working
- mental health
- self-harm
- secure base
- attachment and trauma

15. Admissions arrangements:

Nottingham City LA is committed to the principles and practice of inclusive education. The students of Ellis Guilford School are admitted according to parental choice and availability of places. The criteria is the same for all students.

The Nottingham City SEN Team Co-ordinates admissions for students with Education Health Care Plans. Where the school is approached and asked to consider admitting a student with an EHCP of SEN, the school will always agree to do so unless it feels that it cannot meet the student's needs and that to join the school would not be in the student's best interests, or that to admit the student would compromise the efficient education of its other students.

For students who join the school as in-year admissions, the House and Year 7 teams will liaise with previous schools to gather any SEND information. A meeting with the school staff member responsible for Admissions and/or House Team manager and SENCo if appropriate is made. Records of student's previous school files are requested and then viewed.

16. Supporting SEND Students at Transition from primary school:

The staff responsible for Transition and Inclusion will liaise closely with primary colleagues to identify students with identified SEND joining us in Year 7. Where appropriate, additional transition or induction support will be put in place, and parents will be made aware of any additional or different provision.

Students with SEND in the Ellis Guilford Family of schools receive:

- Inclusion Faculty staff liaise with Primary School staff
- Attendance by Inclusion staff at review meetings/CAF meetings for students with EHCP's at the invitation of Primary Schools.
- Year 6 Open Evening - opportunity to meet SENCo
- A transition plan is made for students with complex SEND including meeting key staff and visit/s to familiarise students with the school site.
- Before transfer Teaching Assistants deliver group work on transition in primary schools.

Information gathering from primary to secondary:

- transfer of National Curriculum Levels
- Individual Education Plans or student profiles are transferred with students
- liaise with Outside Agencies, IES and Educational Psychology Service
- liaise with LEA transport, when appropriate
- primary school records transferred

Supporting SEND Students at Key stages 3 to 4:

An Options Evening is held to discuss keys stage 4 choices for students in year 9.

Curriculum arrangements which prepare young people for employment, independent living and participation in society are sought.

Further meetings are held with parents and staff to ensure as much support is given so that the best choices can be made for each student with SEND.

Supporting SEND Students at Post 16:

A post-16 transition programme, including Futures, ensures that all young people, including those with SEND, progress successfully with a clear progression route to prepare them for adulthood:

- 14-19 partners are fully aware of Single Support or EHCP students
- Futures hold meetings with students on Single Support or who have an EHCP
- Inclusion staff support those students with complex SEND needs with applications, visits to college, and interviews.
- Students with an EHCP have a full "transition plan" completed

17. Working in partnership with parent/carers (and children)

Our school believe that a close working relationship with parents is vital in order to ensure that their child has a positive and rewarding learning experience. Parent/carers who are concerned about their child should follow the procedures laid out in the "Identification & Assessment of SEND".
If an assessment or referral by parent/carer or school 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 informed and consulted on any points of action drawn up in regards to the provision for their child.

Parent/carers are kept up to date with their child's progress with reports, progress day appointments and regular review meetings are held for students on the SEN register. At all these meetings parent/carers and students will be involved in the target setting and provision made for their child. Clip tasks is one area in which parent/carers can support in their child's learning. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

The SENCo may also signpost parents of pupils with SEND to the local authority Parent Partnership Service where specific advice, guidance and support may be required.

18. Evaluating the effectiveness of SEN Provision

SEND provision is monitored as part of whole school quality assurance and self-evaluation procedures which are carried out at a team and whole school level. Provision for individual students is evaluated as part of the review process and includes the views of the student and parents/carers. The school Governing Body has an identified Inclusion Governor whose remit includes monitoring and evaluating the effectiveness of SEND provision.

The evaluation covers student progress via assessment data, parents views, student's views on what helps them to learn effectively, recommendations from external support services, the impact of CPD and ways in which pupils with SEND participate in the life of the school.

19. Complaints Procedure:

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

20. Links to External support services:

The SENCo builds strong working relationships and links with outside agencies to support our SEND students. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.
The SENCo co-ordinates support from these agencies :

- **The Community Educational Psychology Service (CEPS).** The EP assesses students, attends review meetings, advises, moderates HLN requests for the LEA, liaises with parents and SENCo, conducts and co-ordinates education health care plans.
- **The Inclusive Education Service** supports us through the Learning Team, the Autism Team and the Sensory and Physical Team; The Behaviour Team and Speech and Language service (SaLT).
- **Community Paediatricians** advises on support for students, medical conditions and the appropriate support, and liaises with parents.
- **Physiotherapist** Regular visits to monitor progress and physiotherapy for disabled students. Advises SENCo on students transferring from Year 6 with disabilities.
- **Occupational Therapist**: Advises SENCo on resources and materials to facilitate inclusion of disabled students. Visits Departments to advise on equipment, furniture and resources.
- **Child & Adolescent Mental Health Service (CAMHs)**
- **Targeted Support and/or Youth Offending team (YOT)**: Referral to work with students, staff and families on request (need to meet certain criteria).
- **Positive Futures**: A team of external providers who work with vulnerable learners and their families to support transition and attainment at KS3 and KS4.
- **Physical Disability Specialist Service at Oakfield Special School**: To advise on facilities and support for disabled students in wheelchairs - support with mobility needs, manual handling and make necessary adjustments to equipment.
- **School Nurse**

The SENCo or House Team managers also contact and liaise with Social Care in cases where a child is under assessment or there is a cause for concern, and 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 which preclude this.

21. Glossary of terms:

SEND - Special Educational Needs and Disability
SENCo Special educational Needs Co-ordinator

S - Single Support
EHCP - Education Health Care Plan

Communication and Interaction:
ASD – Autistic Spectrum Disorder
Asperger's Syndrome
SaLT– Speech and Language Difficulties including Specific Language Impairment

Learning and Cognition
SpLD – Specific Learning Difficulties Difficulties (Dyslexia)
DCD – Developmental Co-ordination Difficulties, sometimes referred to as Dyspraxia, Dyscalculia, Tourette's
MLD – Moderate Learning Difficulties

Sensory and Physical
HI – Hearing Impairment
VI – Visual Impairment
MSI – Multiple Sensory Impairment
PD (Physical Disabilities) – Cerebral Palsy, Muscular Dystrophy, Cystic Fibrosis

Social, Emotional & Mental Health Difficulties
SEMH - Social, Emotional & Mental Health Difficulties
ADHD – Attention Deficit Hyperactivity Disorder
ODD - Oppositional Defiant Disorder

TA - Teaching Assistant
C, G & S - Care, guidance and support
CPD - Continual Professional Development (training)
KS 2 - 8-11 years schooling
KS 3 - 11- 14 years school, years 7-9 in secondary
KS 4 - 14 - 16 years schooling, years 10 & 11 in secondary

Also:
LAC - Looked After Children
CAF - Common Assessment Framework
HLN Higher Level Needs (for additional funding, was called MSG)
CEPS - Community Educational Psychologist service
CAMHs - Child and Adolescent Mental Health service

IES Team - Inclusive Education service in Nottingham (Learning, Sensory, Physical, Autism, Behaviour)