THE NOTTINGHAM EMMANUEL SCHOOL
A Church of England Academy

POLICY:	**SPECIAL EDUCATIONAL NEEDS POLICY**
DATE APPROVED:	**01 SEPTEMBER 2015**
DATE OF REVIEW:	**01 SEPTEMBER 2016**
COMMITTEE RESPONSIBLE:	**FULL GOVERNORS**

SIGNED:

Principal
D Hobbs

SIGNED:

Chair of Governors
H Shewell-Cooper

Together to learn, to grow, to serve

Special Educational Needs Policy

1. Introduction

This policy complies with the SEND Code of Practice, dated July 2014.

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2. Definition of special educational needs and disability (SEND)

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 him or her.

Definition of learning difficulties

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 others of the same age, or

• 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.

Definition of special educational provision

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

3. Our Values and Vision

At the Nottingham Emmanuel School we welcome students with special educational needs as part of our community. We strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum. The Inclusion Department has embedded its practice in the four principles of building secure attachments; nurture, engagement, structure and challenge. Our provision is for the most vulnerable, and SEND, and supports pastoral, learning, behavioural and attendance needs.

The department endeavours to build resilience and embrace challenge through an inclusive environment that is both flexible and responsive. By supporting the process of Quality first Teaching, our aim is to have every child with a special educational need making progress academically, socially, and emotionally.

4. Objectives

1. To identify and provide for pupils who have SEN and additional needs
2. To work within the guidance provided in the SEND Code of Practice, July 2014
3. To operate a "whole student, whole school" approach to the management and provision of support for SEN
4. To provide a SENCO who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with SEN pupils

5. Identification of SEN

Paragraphs 6.28-6.35 of the Code describe 4 broad categories of need – Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical needs. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At The Nottingham Emmanuel School, we identify the needs of students by considering the needs of the whole child which will include not just their SEN.

How We Identify

The Nottingham Emmanuel School will assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Subject teachers, supported by the senior leadership team, make regular assessments of progress for all students. These seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

• 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

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the subject teacher, working with the SENCO, should assess whether the child has SEN.

While informally gathering evidence (including the views of the student and their parents) we will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that the school will listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children and young people themselves.

Social, Emotional, and Mental Health

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

The school should also be made alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. We will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, we will consider whether the child might have SEN.

NB. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Disability

A disabled child or young person has a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.

- 'Mental impairment' includes learning difficulties and mental illnesses (so long as any illness is clinically well recognised).
- 'Long-Term' means at least one year.
- 'Day-to-day activities' are described as: mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or otherwise move everyday objects; speech; hearing or eyesight; memory or ability to concentrate, learn or understand; and perception of the risk of physical danger.

The DDA also covers severe disfigurements; impairments which are controlled or corrected by medication; prostheses, an aid or otherwise; progressive symptomatic conditions; a history of impairment; and children under the age of 6 with impairments which in an older person would result in that person being covered.

HIV, cancer and multiple sclerosis were also included in December 2005. Even where a person is in remission or recognised as cured of cancer, that person is still considered disabled to some extent.

A child with cystic fibrosis (a lifelong and life-shortening disease which can affect digestion, heart and lungs), diabetes or epilepsy would be considered disabled but may have no problems in learning and so require no additional or different help in order to make adequate progress - they would not have SEN but do have needs as a disabled child.

(Conversely, a child in a mainstream school with a learning difficulty or a speech and language delay will require additional or different interventions in class to help them make adequate progress, but these kinds of needs are unlikely to have a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, so such a child would have SEN but not a disability.)

SEN and disability together

Although a child can have SEN and be disabled or vice versa, there will be many children with SEN who will not be disabled and neither will all disabled children have SEN. A medical diagnosis may mean that a child is recognised as disabled but:

- a medical diagnosis or disability does not necessarily imply SEN;
- it may NOT be necessary for a child or young person with any particular disability, diagnosis or medical condition to have a statement, or to need any form of additional educational provision at any phase of education;
- it is the child's educational needs rather than a medical diagnosis or disability that must be considered.

6. SEN Provision

Communication and interaction

Quality First Teaching	• Visual timetables and supports • Outcomes modelled and demonstrated • Clear classroom organisation and structures • Clear unambiguous use of language • Opportunities to work independently without interruption • Time provided for students to process language • Teacher able to access and employ method of communication appropriate to students' need • Clear and simple instructions
Wave 2 Intervention	• Social Stories (1:1 support) • Circle of Friends (1:M support) • Boys Group (1:M support) • In Class Monitoring and Tracking • Key Working • Speech and Language Therapist • Educational Psychologist
Wave 3	Children who require a significant level of long term support will have a personalised plan according to their specific needs. This plan will be written, and provision arranged by the SENCO following guidance and

Intervention	targets recommended by outside agencies and after consultation with parents. Depending on the needs of the child, outside agencies will provide the school with targets and training so the child can access the most appropriate education and support to meet their needs. Teachers, Teaching Assistants and parents will have regular contact to ensure the needs of the child are met at all times. Targets will be reviewed termly and updated as appropriate.

Cognition and learning

Quality First Teaching	• Differentiated curriculum • Reading material accessible to students • Students can present knowledge in a variety of ways • Assessment for learning concepts- students are aware of the next steps in learning and how to achieve them • Accessibility to personalised learning aids such as word banks, number lines etc. • Collaborative working opportunities • Repetition and reinforcement of skills • Multi-sensory approaches to learning • Methods to summarise and highlight key teaching points • Questions differentiated in accordance to level of understanding and emotional needs • Interactive learning opportunities as appropriate • Teaching adapted to a range of learning preferences
Wave 2 Intervention	• Further Literacy • Further Numeracy • Key Worker • In Class Monitoring and Tracking • Educational Psychologist • Cognition and Learning Team • Home-School Partnership • SEND Profile
Wave 3 Intervention	Children who require a significant level of long term support will have a personalised plan according to their specific needs. This plan will be written, and provision arranged by the SENCO following guidance and targets recommended by outside agencies and after consultation with parents. Depending on the needs of the child, outside agencies will provide the school with targets and training so the child can access the most appropriate education and support to meet their needs. Teachers, Teaching Assistants and parents will have regular contact to ensure the needs of the child are met at all times. Targets will be reviewed termly and updated as appropriate.

Social, emotional and mental health

Quality First Teaching	• Tactile sensory objects to calm students • Time out arrangement • Understanding of methods to motivate a range of learners • Recognition of sensory needs and appropriate adjustments made • Positive regular communication with parents • Clear rewards and sanctions • Consistent use of positive language • Range of opportunities to support social and emotional development • Class and school medication strategies • Clear and understood behaviour policy
Wave 2 Intervention	• BASC-2 Intervention • Attachment Work • Emotional Coaching • Key Worker • In Class Monitoring and Tracking • Educational Psychologist • Cognition and Learning Team • Home-School Partnership • SEND Profile
Wave 3 Intervention	Children who require a significant level of long term support will have a personalised plan according to their specific needs. This plan will be written, and provision arranged by the SENCO following guidance and targets recommended by outside agencies and after consultation with parents. Depending on the needs of the child, outside agencies will provide the school with targets and training so the child can access the most appropriate education and support to meet their needs. Teachers, Teaching Assistants and parents will have regular contact to ensure the needs of the child are met at all times. Targets will be reviewed termly and updated as appropriate.

Sensory and/or physical needs

Quality First Teaching	• Environmental adaptations to suit cohort or individual students • Access to equipment to ensure mobility • Awareness of seating positions to take into account sensory difficulty • Adaptations of resources to ensure accessibility • Access to developmentally appropriate materials and resources • Adaptations to presentation of learning • Effective use of resources and technology
Wave 2 Intervention	• Occupational Therapist
Wave 3 Intervention	Children who require a significant level of long term support will have a personalised plan according to their specific needs. This plan will be written, and provision arranged by the SENCO following guidance and targets recommended by outside agencies and after consultation with parents. Depending on the needs of the child, outside agencies will

	provide the school with targets and training so the child can access the most appropriate education and support to meet their needs. Teachers, Teaching Assistants and parents will have regular contact to ensure the needs of the child are met at all times. Targets will be reviewed termly and updated as appropriate.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks from the SENCO, work scrutiny by the SENCO and members of the Senior Leadership Team, observations from the SENCO, periodically updated provision maps, and intervention monitoring logs.

Student progress will provide evidence for the success of the Special Educational Needs policy and this will be analysed carefully through:

- consideration of each student's success in meeting individual targets.
- use of standardised tests.
- evidence generated from review meetings.

Student progress will be monitored at the end of every session we implement, as well as at a 6 week review period in-line with the SEND Code of Practice. Provision mapping will be used to monitor, review and evaluate interventions used to support students. Information from provision management will be used to identify how effective provision is in enabling students to achieve academic and wider outcomes. Further aspects to our quality assurance process come from different sources including student and parent surveys, teacher and staff surveys, parent's evenings, consultation evening and feedback through review meetings.

7. Our Graduated Approach - ASSESS - PLAN - DO - REVIEW

High Quality first Teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about Quality first Teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning all our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy 2014)

Assess: Teacher assessed attainment and progress data, including National Curriculum levels or sub-levels / GCSE predicted grades.

- Analysis of the student's work.
- Observations of the student (in class and in less structured situations).
- Feedback from discussions with parents, students and staff.
- Attendance and behaviour data.

Where a teacher is expressing an initial concern about a student, the first step is for the SENCO to ask the teacher to provide evidence by gathering examples of the above data and to identify what high quality teaching strategies they have already put in place.

At that point, it may be appropriate to carry out further assessment in order to explore the precise gaps in the students' learning, using for example:

- information from external agencies such as the Nottingham City IES Team
- scores from standardised reading (NGRT), spelling or mathematics tests
- other diagnostic assessment testing including the following: BASC-2, CATS-4, WISC, Dyslexia Screening and Portfolio, and Working Memory Assessment.
- Analysis of this wide range of assessment data will support the teacher, SENCO and parent to identify the students' strengths and areas for development.

Plan: This part of the cycle involves the teacher, SENCO, parent and student agreeing the interventions and support to be put in place. The plan needs to focus on what outcomes are expected and the support the school, parents and any relevant agencies will provide.

Again, the first step should be to ensure high quality teaching is in place. Following this, additional or targeted support should be identified. There is an increasing body of research available evidencing what works well for students with SEN.

Once the support has been agreed, this needs to be recorded and shared with everyone involved in supporting the child. This will be done in the format of the SEND Profile which will include the following information:

Student Profile

- Student History
- Student Behaviours
- Student Strategies
- Agencies Involved
- Support Involved
- Baseline Information

Student Passport – Students view of their strengths and difficulties.

Student Trigger Document – For select students who have significant behavioural triggers.

Do: The Code of Practice makes it clear that it is class teachers' responsibilities to implement the plan on a day-to-day basis. For some teachers this may be a challenge and

so the SENCO will have a key role in supporting staff to deliver. This is likely to involve whole-school or developmental training, for example on high-quality teaching, using targeted interventions or deploying support staff effectively.

In addition to whole-school training, the SENCO will provide support to colleagues:

- joint planning or assessment
- co-teaching
- peer modelling
- mentoring or coaching.

Review: Alongside their on-going review of progress, class teachers (supported by the SENCO) will be required to undertake more formal reviews of SEN provision and progress with parents and students. The review process should consider the following key questions.

- Has the student achieved their agreed targets and what is the evidence for this?
- What impact has the support / intervention had on the progress?
- What are the students' and parents' view on the support / intervention?
- What changes need to be made to targets / support for next term?

With an expectation outlined in the Code of Practice that schools 'should meet parents at least three times each year', developing a system for review that is both effective and manageable is a priority. This will be done via a series of different methods and confirmed at the beginning of each academic year.

8. Involving Parents

The Nottingham Emmanuel School firmly believes in developing a strong partnership with parents to promote a culture of co-operation, which then enables all young people with SEN to achieve their potential. We recognise that parents hold key information and have a critical role to play in their children's education and therefore very much value their on-going support. Parents have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Although parents are expected to attend the annual parent evenings, any parent is encouraged to meet with staff at our school at any time to discuss the needs of their child.

Parents of students who have an Educational Health Care Plan (EHCP), or whose child has a keyworker, are expected to attend review meetings held at mutually convenient times. Children with a keyworker will also have access to a Success Tracker document that enables parental involvement, weekly.

In addition there are Dyslexia, Autistic Spectrum Disorder (ASD), and Social Emotional Support forums held in the evenings for parents. These provide opportunities for parents to engage with each other and to share information and strategies to further support their children.

9. Working with External Partners (the Local Authority offer)

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for students with additional needs.

When it is considered necessary, following the graduated approach, colleagues from the following support services will be involved:

- Community Educational Psychologists (CEPS)
- Medical Practitioners
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Behaviour Support Team (BST)
- Inclusive Education Service (IES)
- Educational Service for Physical Disability (ESPD)
- Multi Agency Locality Team (MALT)
- CAMHS

In addition, important links are in place with the following organisations:

- Nottingham Futures
- Education Welfare Officer
- Social Care
- Offsite AP provision
- Home Education Service – City and County

10. Admission Arrangements

The School's admissions policy meets all the statutory requirements and is published in the school prospectus. Our disability and equality policy also provides details of steps being taken to prevent disabled students being treated less favourably than other students, and details of existing facilitates to assist access to the school by students with disabilities.

If we believe that to admit a child would be incompatible with the provision of efficient education for other children, then this is made clear to the LA and evidence is submitted to this effect during the 15 day consultation period.

The admission of students with statements of special educational needs or education health and care plans is outside the normal admissions process and such students are admitted under s324 of the Education Act 1996

11. Supporting Transition

We have a wide range of different transition processes that take place at a number of key milestones during a student's journey at our school. These processes are:

Transition to Year 7 from Year 6 (Primary School):

- Transition Team visit to Primary School to gain information on student
- Meeting with keyworker through additional visits to our school
- Transition Induction Days during the summer term
- Summer School

Transition to Year 10 from Year 9:

- Options Evening
- Employability sessions for select students in Years 7-9
- Discussions with students and parents
- Nottingham Futures for select students
- Support from our internal employability team

12. Accessing exams and other assessments

Access arrangements for examinations are co-ordinated by the school's examinations officer. This can include 25% extra time, and/or provision of reader and/or scribe. Students may also use lap tops in exams. Subject leaders are expected to ensure that the needs of students with SEN are fully met, not just for the final exam, but during the time leading up to the exam. This information is published to staff in the Inclusion Register.

13. Support for students with medical needs

Students with medical care plans are recorded on the Inclusion Register by Achievement and Pastoral Managers (APMs). Details of any medication, together with strategies for staff in relation to supporting the student, are published in a care plan which is co-ordinated by the APM and the SENCO. Once agreed, they are circulated to all staff. Usually most information is collated when the student is admitted to the school through the parental induction meeting.

14. The Inclusion Register

The Inclusion Register can be found on the SEN Dashboard. The Inclusion Register has a SEN register included which is reviewed every six weeks by the SENCO. The review process is a part of the graduated response model which has a focus on the support and SEN stage of the students.

15. SEN Information Report

A summary of this policy and other information pertinent to SEN can be found in the SEN Information Report on our school website; the webpage can be found here.

16. Allocation of resources

As part of the funding reforms, the Local Authority (Schools Forum) agrees the notional SEN budgets for maintained schools and academies based on, amongst other factors, the proportion of children with SEND in the school.

For high needs students, the school contributes the first £6000 of any additional educational support and provision from its notional SEN budget and from the basic funding received per student. Any further funding required for high needs students is allocated by the LA on a per student basis throughout the year. The needs and provision for students with statements of SEN or with an EHCP are determined by the LA and are met by resources provided directly by the LA as well as school resources. As part of the implementation of the Children and Families Bill, a review of the funding arrangements for the highest of needs is currently being undertaken and we await guidance on the new methodology for allocating this funding.

17. Requesting Education Health Care (EHC) needs assessment

The school will follow the Graduated Response approach. If a parent would like to pursue the potential for an Educational Health needs assessment within school, then a meeting with the SENCO will be required.

18. Complaints Process

Any complaints should follow the procedures as published in the Parent and Staff Handbook.

19. Monitoring, Evaluation and Review

The Governing body evaluates the success of the education which is provided for children with SEND through:

- The Governor Champion planned visits
- Reading a sample of SEND TRACKING documents
- Contributing to the review of the SEN policy
- Whole school examination reviews include monitoring of progress for students with SEN and statements/EHCPs as well as those on pupil premium.

20. Relevant other school policies and documents underpinning this SEN policy include:

Teaching and Learning Policy
Equality and Diversity Policy for Staff
Disability Equality Policy / Accessibility Plan
Examinations Policy
Inclusion Register

21. Legislative Acts taken into account when writing this policy include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005