

Toot Hill School

Special Educational Needs Policy

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

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 includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

At Toot Hill School we value the abilities and achievements of all of our pupils and are committed to providing, for each pupil, the best possible environment for learning.

The aim for all of our pupils is inclusion, ensuring that they have access to a broad and balanced mainstream education within school and assimilation into the community outside school.

At Toot Hill we recognise that appropriate support and intervention, through the implementation of this policy, will enable all pupils to experience and enjoy positive achievement.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To provide children with high quality first teaching through regular training at staff CPD sessions
- To have high expectations that each child will reach their potential in all aspects of school life
- To develop independent learners who can transfer these skills to future life
- To educate pupils with SEN, wherever possible, alongside peers in mainstream classrooms
- To assess pupil data regularly and provide appropriate support where it is needed. Effective assessment and provision will be secured in partnership with parents/carers, children and external agencies.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO, Head of Year and curriculum manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. Pupil voice.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is the Head of School.

- The person co-ordinating the day to day provision of education for pupils with SEN is Mrs L Travis (SENCO) supported by Mr L Collen and Miss R Bull.

At Toot Hill, subject teachers are supported by a strong Learning Support Team.

The following teaching positions also have particular responsibilities:

- Head of School: Mr A Rahman
- School Leader, Pastoral: Miss M Paskin
- Special Education Needs Link/Monitoring governor: Mrs A Bear
- Senior Teaching Assistant:
- Teaching Assistants
- Lead Behavioural Coordinator: Mr M Leslie
- Heads of Year
- Pupil Premium Coordinator: Miss C Pierce

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps, structured conversations and subject targets for individual pupils.

All staff can access:

- The Toot Hill School SEN Policy;
- A copy of the full SEN Register used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of targets set.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Core meetings take place between interested parties eg SENCO, School Leader, Pupil Premium coordinator, Lead Behaviour Coordinator and Heads of Year.
- Information on the internal staff IT system on individual pupils and their special needs and requirements
- Information available through Nottinghamshire's SEND Local Offer (www.nottinghamshire.sendlocaloffer.org.uk)

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

We will never refuse to admit a pupil to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

Primary Transfer:

- Parents are invited to meet the SENCO at the Year 6 Open Evening in September to make an initial contact. A record of the meeting is kept.

- The SENCO attends Annual Reviews of pupils (with a Statement of Special Educational Needs, an Education Health and Care Plan, or a pupil on SEN Support) in Year 6 and in some cases Year 5, in order to prepare for the transition to Toot Hill.
- At the end of Year 6 the Toot Hill Family Transfer Form is completed by primary schools and passed on together with other records relating to the child.
- For a small number of pupils a Transition Plan is developed to ensure a smooth transition in September. This may involve a pupil having several pre-visits to Toot Hill to familiarise themselves with the school and the staff.
- During the summer term the SENCO visits all Toot Hill Family feeder schools in order to gather information about pupils.
- Parents are then encouraged to meet the SENCO at the Year 6 Parents' Evening in July.

Transfer from other schools:

The School Leader with responsibility for admissions meets prospective pupils and parents/carers, alongside the SENCO if appropriate. SEN information is sent from the previous school in the child's school file. Parents may also be asked informally during familiarisation visits to Toot Hill about whether their child has any additional needs. Where appropriate a graduated transfer may be put in to support the pupil into Toot Hill School.

5. Specialist SEN provision

At Toot Hill School, we believe that all children who need support should receive it, regardless of a label or a diagnosis. We have 11 members of staff who specialise in SEN provision and support. The members of the Learning Support Department have regular and ongoing training on additional needs including dyslexia, ASD, ADHD, Selective Mutism, anxious learners. This information is then disseminated through the school.

TIME works in collaboration with the Learning Support Department and supports pupils with behaviour management. Both Learning Support and TIME work with pupils to ensure they have healthy social, emotional and mental health.

We do not limit the number of places for pupils with Special Educational Needs. We are a non selective, inclusive school that looks to meet the needs of all learners. The numbers of pupils with SEN changes from year to year dependent on the cohort.

We are committed to whole school inclusion. For more information on our provision for inclusion *including our involvement in specialist programmes to aid inclusion* see section 10.

6. Facilities for pupils with SEN

The school has a range of specialist SEN facilities in place. These include:

- Visual timetables available for individual pupils
- All classrooms have adopted "Dyslexia Friendly" practice
- Dyslexia Screening
- Access Arrangements for internal and external examinations
- Pupils with SEN have priority access to laptops and assistive technology to support with literacy to enable them to access the full curriculum.
- Learning Support Department is open before and after school, during break and lunch times. There is a member of staff always on duty.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Resources are allocated based upon pupil need to include in class support, 1-1 support, additional literacy and numeracy interventions.

A member of staff has responsibility for Pupil Premium children.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the subject teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO

- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Ask Us (Education) on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

The SENCO will ensure that staff are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports and teacher feedback.

Pupils in need of SEN support will have an Individual Provision Plan to assess, plan, do, review their needs. This plan is reviewed twice yearly and closely monitored by the SENCO and the Learning Support Team.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Annual reviews of the curriculum are held by the SENCO and School Leaders to determine subjects to be taught across the curriculum to ensure it meets the needs of the learners. Certain pupils may be disapplied from MFL, entered onto vocational courses or work in groups with external agencies to ensure a curriculum that is personalised.

Arrangements for reviewing the curriculum.

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by a member of the Senior Leadership Team responsible for Curriculum development and timetabling together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Student Review Days and Parents Evenings provide opportunity for parents and pupils to provide feedback to the school.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice and may be evaluated thorough one or more of the following:

- Pupil data tracking after each assessment point.
- Literacy screening on entry and at the start of the year.
- Core meetings around vulnerable pupils with key staff
- Tracking of progress through the Achievement coordinator and Pupil Premium Coordinator
- Tracking through the SEN and intervention provision map

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo and head teacher/SEN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/ parents evenings/ consultation evening/ feedback forms/ school forums. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

Refer to the general complaints procedure.

If a parent or 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 SENCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

- Half termly CPD sessions related to pupils with additional needs and classroom strategies.
- Learning Support Staff attend training and disseminate to the rest of the school.
- SENCO Conferences attended by SENCO.
- Secondary SENCO Forum
- Family SENCO Meetings

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

At Toot Hill we also work with a wide range of external agencies who can give us advice, support and training. The following services will be involved as and when is necessary.

Secondary Springboard meetings are held at least once per term to co-ordinate support for individual pupils and the school attends monthly JAT meetings. The agencies we work with are:

- **Educational Psychology Service:** An Educational Psychologist regularly visits Toot Hill to provide support and training to school staff.
- **Schools and Family Specialist Services:** A team of experts is available to give support with learning.
- **Physical Disability Specialist Service:** A team is available to give support with mobility needs
- **Specialist teachers** for sensory impairments
- **Community Paediatrician**
- **Social Services**, who liaise closely with Heads of Year
- **Targeted Support:** A team is available to work with pupils, staff and families.
- **Positive Futures:** A team of external providers who work with vulnerable learners and their families to support transition and attainment at KS3 and KS4

15. Working in partnerships with parents

Toot Hill School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and student review days. Regular review meetings are held for pupils on the SEN register to ensure targets are being met.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Ask Us (Education) service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor, Mrs A Bear, can also be contacted in relation to SEN matters.

16. Links with other schools

The school is a member of the Torch Academy Gateway Trust; Toot Hill's SENCO works in conjunction with schools within the Torch Academy Gateway Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

It is important that a pupil's special educational needs are identified as early as possible. We will always let parents know as soon as we identify that their child has special educational needs. On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school or transfer from another Secondary school by using one or more of the following.

From Primary School:

- Year 6 Open Evening at Toot Hill in September where parents can meet the SENCO.
- Year 6 SAT results
- PIPs data
- Medical records
- Primary transfer profile
- Transfer information from other professionals.
- SENCO visits to primary schools during Year 6.

From previous secondary school:

- Meeting with parents and pupil and Assistant Head Teacher, Pastoral.
- Contact with previous SENCO or Head of Year
- Reference to previous files.
- Reference to previous Review Meetings.

In School:

- Information from parents
- Referral by tutor or Head of Year
- Referral by subject teacher
- Pupil referral
- Peer referral
- SAT data
- MidYis data

17. Links with other agencies and voluntary organisations

Toot Hill School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO and Assistant Head Teacher, Pastoral are the designated people responsible for liaising with the following:

- Rushcliffe Education Psychology Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, 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.

Signed	_____	<i>[Name]</i>	(Headteacher)
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Date	_____
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Signed	_____	<i>[Name]</i>	(SENCo)
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Date	_____
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Signed	_____	<i>[Name]</i>	(SEN Governor)
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Date	_____
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This policy will be reviewed annually.