

School Policy for:	SEND Policy		
Date:	November 2021		
Policy Lead(s):	Laura Goodhead		
Approved by (X):	<i>Full Governing Body</i>		<i>Business Management Committee</i>
	<i>Pay Committee</i>		<i>Pupil and Resources Committee</i>
	<i>Curriculum and Students' Progress Committee</i>		
Approval signature and/or date:	17/11/2021 Chair of Governors	<i>Michael Nishe</i>	
Next review date:	November 2022		



SEND Policy

Definitions of special educational needs (SEND) 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. A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age; or

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.

Chilwell School SEND policy operates in accordance with Section 65(3) of the Children and Families Act (2014) and the SEND Code of Practice (2014). Further information about the SEND Code of Practice (0-25) can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
www.education.gov.uk/schools/pupilsupport/SEND

Children with the most complex needs may require an Education, Health and Care (EHC) Plan. These plans are supported by an Education, Health and Care Plan Pathway, in which the local authority agencies work together to offer support packages for young people with highly complex needs. Details of the Local Offer can be found through the following link:

www.nottinghamshire.SENDdlocaloffer.org.uk

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

The Chilwell Vision:

We are committed to being an aspirational learning community where everyone feels valued and individual needs and ambitions are met.

Our high standards and expectations are driven through a challenging, stimulating and enjoyable learning environment where everyone feels safe and supported and each individual works towards their personal best.

As the world evolves so will our community as we produce global citizens for the future. We are committed to the ideals that learning is for life, life is for learning and each and every one of us can determine the success of our future and that of others.

Together we will, Share, Care, Believe and Achieve.

Chilwell School has a clear expectation about the rights of all pupils, including those with special educational needs, to join in the full range of activities available to them in school.

COVID-19

In line with the extensive changes that have proved inevitable to increase safety in schools against this global pandemic, the impact of COVID-19 has led to significant changes in SEND support across all educational settings. Here at Chilwell School we remain committed to supporting students in all key stages across the curriculum.

Our updated provision includes the creation of new support bases in each corridor where support is available to students before school and during lessons. These areas host resources that were previously available in the Learning Support suite and teaching assistants work closely with teaching staff to identify where students may need intensive additional support. The new support bases are spacious and allow students to be able to access support from support staff whilst adhering to social distancing expectations.

In-class support is, unfortunately, very difficult to facilitate as both teachers and teaching assistants are required to socially distance where possible.

Government guidance also cites that in the event of staff shortages, support staff can be utilised in other roles to ensure educational sites can remain open to the majority of students. This again makes it difficult to formally timetable guaranteed support in all areas. However, staff are able to notify support staff where students may need additional support for tests to ensure access arrangements can be put in place for tests and other assessments. We continue to monitor attainment across school and teaching and support staff work collectively to meet individual needs to the best of our ability, maintaining our commitment to support inclusion.

Testing for access arrangements for new exam cohorts continues but due to school closure additional testing capacity at parental request may be delayed due to the backlog of testing between March 2020 and Sept 2021.

Where personal care is needed, support staff have access to PPE to maintain staff and student safety at all times.

Our Key Stage 3 and Key Stage 4 homework support clubs for students with SEND needs will continue after October half term (2021) on Tuesday and Thursday evenings but spaces are limited to students with complex SEND needs. Additional homework support is also timetabled in the library.

Emotional support to assist anxious students in their return to the classroom remains a priority and the support teamwork closely with year leaders and families to signpost support to local or national services. Below are a number of agencies offering support:

Healthy Families text line support service: Both these numbers will give access to timely and appropriate support.

Chat Health - 07507329952 - this is a text messaging service that students can access

Parent Line - 07520619919 - this is a text messaging service that parents can access if they have any concerns relating to their child.

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N.B both these services are manned by trained staff. Students and parents can also speak to someone directly at the Healthy Families Team by calling - 0115 8835500 (This line will often go to voicemail but a member of the team will always call back)

CAMHS: Single Point of Access – 0300123 3387 (Opt 4). Young people or their parents can self refer to CAMHS on this number. Please be aware this is not a crisis service. Parents are advised to take their child to A & E if they are really worried or their child has harmed themselves.

NHS - various “self help” leaflets on a variety of topics - <https://web.nth.nhs.uk/selfhelp/>

Reachout - a comprehensive set of resources related to Autism and Aspergers - <https://www.reachoutasc.com/resources/transition-to-new-class>

Unravel Support - They are currently the nation's experts on the psychological impact of coronavirus via the BBC and regional and national radio and newspapers, and would like to share complimentary resources to support you all as best as possible at this time.

The full spectrum of services we provide is available at www.unravelsupport.co.uk.

Cruse Bereavement Care - Whilst we hope none of our students are directly affected by bereavement it is worthwhile taking a quick look at the link - <https://www.cruse.org.uk/>

Online mental wellbeing community <https://www.kooth.com/> :

BBC Bitesize - Bitesize Secondary Parents' Survival Guide - How to tackle lockdown emotions
<https://www.bbc.co.uk/sounds/play/p08f0wt0>

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. All students should be able to access the National Curriculum, in line with the *Special Educational Needs Code of Practice*.

Fundamental Principles:

- Any pupil with special educational needs should have their needs met as far as provision allows.
- The special educational needs of pupils will normally be met in mainstream lessons. However, there may be occasions when more individual provision is required according to an individual pupil's needs.
- Parents and carers play a vital role in supporting education and will be kept informed and involved with provision for their child.
- Pupils with SEND should be offered access to a broad education. Guidance will be offered when it is thought appropriate to reduce the curriculum to satisfy the needs of individuals.

Our aims are:

Objectives

- **Identify the needs of pupils with SEND as early as possible** by gathering information from parents, education and health care services and feeder schools prior to the child's entry into the school. All Year 7 pupils are screened for literacy difficulties during the first half term and additionally all subject areas undertake baseline assessments to ensure that any unidentified SEND is discovered.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND 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 SEND have full access to the National Curriculum.** This is the responsibility of the subject teacher with support from the SENCO and Learning Support Department.
- **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 SEND 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 SEND policy and the school's SEND work.
- **Work both with, and in, support of outside agencies** when the pupil's needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school.

2. Responsibility for the coordination of SEND provision

- The key staff members responsible for overseeing the SEND provision for students with specific needs are *Mrs A Lawrence, SENCO, and Mrs D Morris, Learning Support Manager.*

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND Support records such as provision maps, individual pupil profiles (IPPs) or 'My Stories' (EHC Plans) for individual pupils.

All staff can access:

- The Chilwell SEND Policy.
- A copy of the full SEND register and data tracking for each cohort.
- Guidance on identification in the Code of Practice 0-25 (SEND Support and pupils with Education, Health and Care Plans).
- Information on individual pupil's special educational needs, including provision maps and individual pupil profiles, where students have an EHC Plan or significant SEND needs that require additional support.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system on individual pupils and their special needs and requirements.
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and updated 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 SEND; those with Education, Health and Care Plans and those without.

We work with feeder primary schools across the academic year developing partnerships, offering 'taster days', induction programmes and cross-phase work.

Chilwell is a fully inclusive school and works with children, their parents, primary schools and external agencies to fully support SEND children to make a successful transition.

When places have been offered to Year 6 pupils there is a programme of induction which is enhanced for those pupils with additional needs who have been identified by primary schools. The Learning Support department contact all schools, feeder and non-feeder, with children making the transition to Chilwell in Year 7 to co-ordinate their needs on transition and continued support.

5. Specialist SEND provision

Within Chilwell Learning Support Department, Mrs Lawrence (SENCO) is a specialist in psychometric testing and access arrangements (CPT3A) and registered with the British Psychological Society. She works closely with Faculty Leaders and Year Leaders to identify and manage SEND needs across the whole school, specifically assessing students' ability to access the curriculum and addressing cognition and learning difficulties. Mrs D Morris, Learning Support Manager / Mental Health Lead, has been trained specifically to work with students with social, emotional and mental health needs.

Members of staff who specialise in SEND provision and inclusion:

Assistant Headteacher:	Laura Goodhead
SENCO:	Ann Lawrence
Learning Support Manager:	Debbie Morris
Chilwell Family SENCO:	Carol O'Connor (based at Meadow Lane Infants school)
Literacy Support/ EAL / PP HLTA:	Kathryn Vickers
Inclusion Manager:	Kieran Heaphy
Behaviour Manager:	Gary Taylor
Behaviour Mentor:	Lennon Fendick (KS3) Rio Henley (KS4)
Learning Support Assistants:	Lisa Harling (Year 7 Key Worker) Millie Johnson (Year 8 Key Worker) Lauren Blower (Year 9 Key Worker) Vanessa Chapman (Year 10 Key Worker) Sean Simpson (Year 11 Key Worker) KL Henshall (Inclusion) Jessica Wild (ARNA) Leah Malkinson (ARNA)

5.1 The Learning Support Team undertakes a range of strategies and procedures to support pupils in coping with school, academically, emotionally, physically and socially. The following provision are currently in place:

- Support in class across the curriculum for children with complex needs.
- Interventions to develop basic literacy skills (Read Write Inc).
- Interventions aimed at encouraging pupils towards independent learning.
- Assisting subject faculties with differentiation.
- Pupils with physical difficulties have specific and practical help according to their needs.
- Pupils with sensory difficulties are supported.
- Pupils with speech, language and communication disorders, such as Autism, are supported.
- ARNA support for students who suffer from extreme anxiety and who have undergone periods of anxiety related absence..
- A sensory room.
- Social skills support for students with autism.
- BIO (By Invitation Only) Club, providing break and lunchtime structured support.
- "Time out" to pupils experiencing emotional and/or behavioural difficulties including internal exclusions.
- One to one mentoring from trained Learning Support staff.
- Pupils with EAL are given extra sessions in language development.
- Paired Reading (Reading Buddies) with older pupils.
- Accelerated reading package (Rapid Reading) to support students with reading ages significantly below ARE.

The BIO Club aims to provide an environment for pupils which allows access to:

- A safe friendly atmosphere, providing a refuge away from difficult situations.
- A place where pupils can enhance and supplement their social skills and develop peer relationships through structured, supervised activities.
- A place to succeed.
- A place where certain pupils can be kept away from potentially challenging social situations.
- A positive, enjoyable learning environment.

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6. Allocation of resources for pupils with SEND

All pupils with SEND needs 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 provided 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.

The request for additional funding and support is made by the SENCO in conjunction with other school leaders, including pastoral staff. It is necessary to gather an extensive amount of information to be able to apply for additional funding and parents'/carers' and pupil voice are all considered in any application for additional support.

7. Identification of pupils needs

Identification

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 SEND they will be closely monitored by staff in order to determine their level of learning and possible difficulties.
- c) The child's subject teachers 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 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 SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of 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 monitored due to concern by parent or teacher but this does not place the child on the school's SEND 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.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEND 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 teachers, 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 teachers remain 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 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 teachers, 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 not 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.SENDdlocaloffer.org.uk

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

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service 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 in 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.

8. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND 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.

Every effort will be made to educate pupils with SEND 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.

In order to assist teachers to meet the needs of SEND Pupils the SENCO and Learning Support Department will be responsible for:-

- 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 SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils, including those with SEND
- Advising staff how to make reasonable adjustments to the teaching environment
- Supporting teachers to ensure that they understand how to differentiate the learning and teaching to meet the needs of all pupils

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- Using in-class provisions and support effectively.
- 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.

9. Inclusion of pupils with SEND

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 the Senior Leadership Team in conjunction with Faculty Leaders and Pastoral Leaders 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 'meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and Inclusion Panel.

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Progress reports for each cohort detailing current progress in all subjects are issued to parents at three points during the academic year. Parents' evenings are held to enable parents to discuss their child's progress in subject areas.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO/Head teacher/SEND governor and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parents' evenings, consultation evenings, feedback forms and school forums.

Evidence collected will help inform school development and improvement planning.

11. Concerns procedure

If a parent or carer has any concerns regarding the care, welfare or progress of their child, an appointment can be made by them to speak to the SENCO.

12. 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 SEND.

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

We recognise the need to train *all* our staff on SEND issues. 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.

13. Links to support services and voluntary organisations

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

Sharing knowledge and information with our support services is key to the effective and successful SEND 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.

The following services will be involved as and when is necessary:

Healthy Families Team
Primary Mental Health Team
Educational Psychologist
CAMHS
Communication & Interaction Team
Cognition & Learning Team
Sensory & Physical Team
Family Service

The SENCO / Learning support Manager are the designated staff members responsible for liaising with these organisations. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

14. Working in partnerships with parents

Chilwell believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- 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.

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 SEND to the local authority Parent Partnership 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 SEND governor may be contacted at any time in relation to SEND matters.

Signed _____ *[Name]* (Headteacher)

Date _____

Signed _____ *[Name]* (SENCo)

Date _____

Signed _____ *[Name]* (SEND Governor)

Date _____

This policy will be reviewed annually.