



The Netherhall Learning Campus
and
The Creative and Media Studio School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) & INCLUSION POLICY

Created: July 2019
Developed by: S Greenwood, Sayward Morley, T Hudson,
Approved by: Governors and Senior Leadership Team
Responsible Governor:
Responsible Officer:
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Review	Date of Approval	Version Approved	Approved by	Comments and amendments

Special Educational Needs and Disability Policy

This policy complies with the statutory requirements in the SEND Code of Practice 0 – 25, 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEND information on the school website (SEND Report)
- The LA Guidance – 'Children & Young People with SEND; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: Campus SENCO's (Sarah Greenwood, Trish Hudson, Suzy Mattock), Governing Body, parents, families, etc.

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014 and the 2010 Equality Act.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

Here at Netherhall Learning campus, we believe that:

1. All students are entitled to a broad, balanced and differentiated curriculum that satisfies individual learning needs by realistic and achievable methods.
2. Students are entitled to equal access the EYFS curriculum and national curriculum
3. Students' learning happens alongside their physical, emotional, social, moral and spiritual development.
4. Through quality first teaching, all teachers working with our children are responsible for meeting the needs of the students they teach
5. Our school governors have responsibility for ensuring all schools within the campus implement its Special Education Needs and Disabilities policy.

Definition of Special Educational Needs and Disability

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEND).

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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.
- Are under compulsory school age and fall within the definitions above or would so do 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.

For children of two or over, educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

This SEND policy details how Netherhall Learning Campus and the Creative and Media Studio School will do its best to ensure that the necessary provision is made for any pupil who has SEND and those needs are made known to all who are likely to teach them. Netherhall Learning Campus and the Creative and Media Studio School will use its best endeavours to ensure that teachers in each school are able to identify and provide for those pupils who have SEND to allow them to join in with activities together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Netherhall Learning Campus and the Creative and Media Studio School will have regard to the Special Educational Needs Code of Practice 2015 when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of any decision that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Netherhall Learning Campus recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

A Graduated, inclusive, Whole School Approach to SEND Support

Principles of inclusive education:

1. Inclusion is a process by which our campus, local authorities and others develop their cultures, policies and practices to include students
2. With the right strategies and support all students with Special Educational Needs and Disabilities can successfully be included in mainstream education
3. An inclusive education service offers excellence and choice which incorporates the views of parents and students
4. The interests of all students must be safeguarded
5. The schools within our campus, local authorities and others should seek to remove barriers to learning and participation
6. All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential
7. Mainstream education will not always be right for every student all of the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the student from being included successfully at a later stage

The role of the teacher.

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality first teaching. The whole school Additional Needs Pathways are centred on a cycle of assess, plan and review and this begins with quality first teaching, including key differentiation techniques and strategies (all that are recorded and reviewed in line with the whole school data collection procedures) in every classroom, to referring students who may present as a cause for concern to the additional needs teams where further intervention may be sought.

Identification, Assessment and Provision

Provision for children with SEND is a matter for each school on the Netherhall Learning Campus. In addition to the governing body, the Principal, Heads of School, Senior Leadership Team, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs and then the school may decide, in collaboration with the parent/carer, to place a pupil on the SEND register at SEND Support. Every child/young person on SEND Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs.

Provision

Each school on the Netherhall Learning Campus and the Creative and Media Studio School will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established. The Primary phase is part of the Resourced Provision for physical impairments within the local authority. If the child already has an identified special educational need, this information should be transferred from their previous setting and the SENCO and the child's class or subject teacher will use this information to

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. In order to help children who have special educational needs, a graduated response will be adopted that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. A record will be kept of the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that these records are kept and available as needed. If a child is referred for a statutory assessment, the LA will be provided with a record of the child's work including the arrangements that have already been made.

The role of the SENCO

Each school on the Netherhall Learning Campus has an appointed SEND Coordinator (SENCO) who has completed the National Award for SEND. Each SENCO's responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for children with special educational needs, including the graduated approach
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Ensuring that plans are put in place to fully meet the special educational needs of our children including co-ordinating additional adult support, timely targeted interventions and putting additional provisions in place so that children can achieve their specific, individual targets outlined in their ANP/MSP or EHCP plan.
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Monitoring children's progress

The system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the

need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour.

SEND Need

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called Additional Needs. The triggers for intervention through Additional Needs will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas· presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Shows signs of being unable to self-regulate their own emotions and/or behaviour.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of intervention

The SENCO and the child's class teacher/HOY will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- Different learning materials or special equipment
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.
- Access to LA support services for one-off or occasional advice on strategies or equipment
- External support-Outreach.

Additional Needs Plans (ANP)

Strategies employed to enable the child to progress will be recorded within an Additional Needs Plan (ANP). The ANP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- Any additional, short term interventions that will be put in place for the child
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when ANP is reviewed).

The ANP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual SMART targets that match the child's needs and have been discussed with the child and the parents.

The ANP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

During the review of the Additional Needs Plan, per the graduated response, school may feel it necessary to request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents. This may be due to outcomes not being met.

The external support services, will usually see the child so that they can advise teachers on new ANPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for external agency support will be that, despite receiving individualised support under the additional needs plan, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has social, emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

When the help of external support services is sought, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting ANP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the ANP continues to be the responsibility of the class teacher.

School request for a statutory assessment – Education, Health and care Plan (EHC)

Some children and young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (refer to your provision map). Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Where a request for an assessment is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through the Additional Needs Plans. This information may include:

- Additional needs plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child (where appropriate) and involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs Education, Health and Care Plan

Statutory assessment involves consideration by the LA, working co-operatively with parents, school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for the assessment of the child's special educational needs.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a statement.

An Education, Health and Care Plan will include:

- The pupil's name, address and date of birth
- Details of all of the pupils special needs
- Identify the special educational provision necessary to meet the pupil special educational needs
- Identify clear outcomes that the students will work towards with support
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

- Show a clear picture of joint collaboration of agencies and how they will work together to achieve the specified outcomes for the young person

All children with an Education, Health and Care Plan will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the Education, Health and Care Plan. These targets will be set out in an IEP/ ANP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP/ANP will continue to be the responsibility of the class teacher.

Annual review of an Education, Health and Care Plan

All Education, Health and Care Plan's must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Education, Health and Care Plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. The review should consider the progress made against all outcomes identified on the Education, Health and Care Plan.

At the review in year 2 the aim should be to give clear recommendations as to the type of provision the child will require at the junior stage and in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. During secondary school students will have a transition review in Year 9 as they begin their GCSE courses and then again in Year 11 as they move on to college or some form of further education provision. It will then be possible for the parents to visit schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school, college or provision should be invited to attend the final annual review of pupils with Education, Health and Care Plan's, to allow the receiving school to plan an appropriate ANP/IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Supporting Pupils at School with Medical Conditions

At Netherhall Learning Campus we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2015) is followed.

Also see Campus Medical Policy.

Monitoring and Evaluation of SEND

At Netherhall Learning campus we have a rigorous quality assurance cycle in place and this includes the monitoring, reviewing and evaluation of our SEND procedures in place.

Our monitoring and Evaluating Procedures include:

- Student voice that focuses on the quality of provision and support in place
- Parent voice that focuses on the quality of provision and support in place

- Personalised learning guides for each individual students with either an Education, Health and Care plan in place where specific support strategies are identified
- Detailed reviews of work in lessons, including the quality of marking, feedback and development
- All the information that is gathered throughout our rigorous quality assurance is used at feedback to implement next steps forward for our provision

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

Roles and Responsibilities

- The SEND Governor is Patrice Curtis and she meets with the SENCO regularly and monitors the progress of pupils/students with SEND
- The school employs a number of support staff. They carry out a range of roles across the school including personalised support for students and facilitating interventions where appropriate that are line managed by the SENCO's in each phase. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher's for Safeguarding are:
 - Ruth Dickinson- Safeguarding officer
 - Zoe Lowe- Primary Phase
 - Karen Coates – Primary Phase
 - Suzy Mattock – Secondary Phase
 - Sam Diskin – Secondary Phase
- The member of staff responsible for Looked After Children is Sam Diskin
- The member of staff designated to managing the school's responsibility for meeting the medical needs of pupils/students is Lesley Rhodes.

Key Staff Netherhall Learning Campus:

Governing Body

SEND Governor	Patrice Curtis
Head Teacher Infant Phase	Karen Coates
Head Teacher Secondary Phase	Michael Kent

Assistant Headteacher/SENCO – Sayward Morley:	High School National Award for SEN (NASENCO award)
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Assistant Headteacher/SENCO – Trish Hudson:	Junior School National Award for SEN (NASENCO award)
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Assistant Headteacher/SENCO – Sarah Greenwood:	Infant & Nursery National Award for SEND (NASENCO award)
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