

Special Educational Needs and Disability Policy

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

- 1) 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.
- 2) 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.
- 3) 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.
- 4) 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.

New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. These reform the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England

More details about the reforms and the SEND 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

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.

1. Introduction

Carlton Digby is a school designated to educate pupils with a wide range of special educational needs and disability, many of these with co-occurring difficulties.

We endeavour to make reasonable adjustment for all pupils' needs and not to place any one pupil at a disadvantage in comparison with their peers without justification.

Carlton Digby School also has a duty not to treat any one pupil less favourably than another.

We provide a differentiated curriculum, specialist teaching, small group sizes, specialist equipment and an environment appropriate to the needs of these pupils.

All pupils attending the school have individual needs and it is intended that this policy will provide the basis for them to receive additional targeted support where and when it is required.

All pupils' admission arrangements will be within the LA policy. Every pupil attending Carlton Digby School has an Education, Health and Care Plan (EHCP).

2. 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 at Carlton Digby School to ensure effective education are:

- Provide all the pupils with a broad, balanced and enriched curriculum, including the National Curriculum where appropriate.
- Enable pupils to feel secure and supported, encouraging their academic and social experiences to be meaningful.
- Identify any changes in the pupils' academic progress or behaviour, which cause concern, and take appropriate action.
- Work in close co-operation with pupils and their parents/cares.
- Offer a multi-disciplinary approach with regards to assessment, planning and reviewing provision, including working alongside health professionals.
- Enable pupils to reach their full potential and to value them equally, whatever their gender, ethnicity, ability and beliefs.
- Take reasonable steps to ensure that pupils are not placed at a disadvantage in comparison with their peers.
- Celebrate pupils' achievements.

Objectives

- Identify the needs of pupils upon entry to the school.
- Monitor the progress of all pupils
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- Work closely with parents
- Work with and in support of outside agencies
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

3. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is the Head Teacher, who delegates tasks to the Senior Leadership Team and class teachers as appropriate. Class teachers co-ordinate the day to day provision of education for pupils with SEND. Health staff complement and support the SEND provision across the school.

The school has become responsible for many aspects of medical care that previously were the preserve of the NHS. Where pupils have specific medical needs the school will take expert advice and deploy such resources as available in the best interests of the child. These interests include not only the child's physical wellbeing but also their learning. The school will take necessary training and management that is ethical and practicable. It is to be anticipated that there will be some medical needs that are so specialised that it may be inappropriate for school staff to take responsibility or to conduct required procedures. Those who have in-service short training rather than career-path

deep training, may not be able to discriminate between a mechanical process and the theoretical knowledge and experience required to know when a child is likely to be harmed. The safeguarding of children's wellbeing and learning is the priority and our duty is to first do no harm.

4. Arrangements for coordinating SEND provision

The class teachers will hold details of all SEND provision information for individual pupils.

All staff can access:

- The Carlton Digby School SEND Policy;
- Information on individual pupils' special educational needs, including action plans, targets set and copies of records of targets set/outcome monitoring.
- 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 on current legislation and SEND provision
- 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 SEND 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.

5. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010.

Admissions are co-ordinated by the SEND team at Nottinghamshire County Council. All pupils attending or wishing to attend Carlton Digby School must have an EHC Plan.

6. Facilities for pupils with SEND

Please refer the Accessibility Plan for further details.

The school has a range of specialist SEND facilities in place. These are:

1. Lift access to all floors
2. Full wheelchair access
3. Hoists
4. Wide range of assistive technology
5. Access arrangements for exams and assessments
6. Safe and secure building access
7. Safe area for transport loading and unloading
8. Assisted communication

7. Allocation of resources for pupils with SEND

New pupils' levels of need are moderated among other special schools to ensure that resources are allocated in line with all other special schools across the county. These resources are allocated in school with due regard to the specific needs and requirements of the individual child.

Key decisions regarding class sizes and staffing requirements are made within the senior leadership team.

Additional funding sources (pupil premium, year 7 catch up, PE grant, continuing care provision) are allocated as required to target specific pupils.

8. Education, Health and Care Plans

An annual review of the EHC Plan will be coordinated by the school and all parties involved with the child will be invited to contribute and attend. The review will be person centred and where appropriate, the child or young person will attend the review. 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.

Further information about EHC Plans can be found via the SEND Local Offer: www.nottinghamshire.sendlocaloffer.org.uk

9. 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.

The school curriculum is regularly reviewed and runs on a two or three year rolling programme, depending on the department and curriculum in use. The senior leadership team are responsible for ensuring that there is effective curriculum coverage to meet the needs of all pupils.

To ensure this happens we will ensure that:

- Staff are fully informed of the special educational needs of all pupils in their charge including sharing progress reports, medical reports and teacher feedback
- We provide 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
- We make use of all class facilities and space
- We use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- We make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision when resources allow
- We set appropriate, termly individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The Head Teacher 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 Assistant Head Teachers together with the senior leadership team 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 Early Help Unit, the Multi-Agency Safeguarding Hub and Educational Psychology.

11. 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. Questionnaires, feedback from parents evening, feedback from annual reviews and reports and termly pupil interviews are used to ensure provision is effective.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is a formal evaluation of the effectiveness of the school, which includes SEND provision and policy. The evaluation is carried out by the senior leadership team and monitored by governors. Information is gathered from a variety of different sources. 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 a member of the senior leadership team 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 SEND.

Our school operates a comprehensive training programme. This includes CRB (Coping with Risky Behaviours), Moving and Handling, First Aid, Safeguarding, training regarding SEND, various aspects of health, ICT, the curriculum, assessment and staff specific professional development.

All staff are encouraged to take responsibility for their own professional development and as a school, we support the need to train our staff and ensure that training opportunities are matched to school development priorities.

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 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 relevant member of staff who will then inform the child's parents.

15. Working in partnerships with parents

Carlton Digby School believes that a close working relationship with parents is vital in order to ensure

- a) 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

There are formal planned parents' events during the year to allow school and parents to work closely together, these include parents evening twice per year and the annual review meeting.

On an informal basis, parents are encouraged to communicate with school on a daily basis through the home-school diaries and contact school via telephone or in person, if required, to speak with the class teacher or senior leadership team.

Parents are provided with an annual report of progress towards the EHC Plan objectives (through the annual review process) and an annual curriculum report. Parents are encouraged to contribute and provide feedback for each of these processes.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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 can also be contacted in relation to SEND matters.

16. Links with other schools

The school has links with other special schools across the county and neighbouring counties to share good practice and expertise. The school has links with local mainstream schools. The school is part of two teaching school alliances: ITSA and AAFTA. Three members of staff are Specialist Leaders in Education (SLEs).

17. Transition

The transitions co-ordinator is responsible for the smooth transitions of pupils entering and leaving the school. An individualised package is in place for new starters, linked in with the transition days within school.

For the school leavers, transition days are held on an annual basis to allow parents and young people the chance to investigate what is available to them after school. Transitions to the next phase are supported as required to ensure that they are smooth and effective. Information is shared as required.

18. Links with other agencies and voluntary organisations

Carlton Digby School invites and seeks advice and support from external agencies in the provision for SEND. These include:

- Integrated Children's Disability Service
- Education Psychology Service (EPS)
- Children's Social Care
- Speech and Language Therapy Service (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Health (Special School Nursing, Physiotherapy and Occupational Therapy)
- Early Help

September 2020

To be reviewed September 2021