





THE NOBEL SCHOOL

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Special Educational Needs and Disabilities (SEND) Policy.

Introduction:

The Nobel school is committed to ensuring that the necessary provision is made for every student in the school. Nobel is passionate about inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all young people from 11-18 with a learning difficulty, disability, disadvantage or special educational needs.

Implementation of the policy:

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of the School Improvement Plan.
- Enabling identified students with SEND to reach their full potential.
- Enabling successful transition of SEND students from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalized curriculum at all key stages to meet the needs of the individual.
- Arranging specialized provision to meet the needs of groups with low-level achievement.
- Enabling all SEND students to join in the activities of the school together with students who do not have SEND, as far as is reasonably practical.
- The quality of teaching for students with SEND and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Regular monitoring of the progress and development of all students.
- Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.

- Ensuring that appropriate staffing and funding is in place for students with SEND.

The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Nobel believes that all children with a Special Educational Need (SEND) must have their needs recognized and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. Nobel strives to deliver an appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning

High quality teaching is that which is differentiated to meet the needs of the majority of students. Some students will need something additional to and different from what is provided for the majority of students; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

At Nobel we will do our best to ensure that the necessary provision is made for any student who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those students who have special educational needs or disabilities to allow students with SEND to join in the activities of the school.

The staff and governors of the Nobel School will also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that:

- All teachers are teachers of Special Educational Needs.
- Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from Teaching Assistants or specialist staff.
- Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of students with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, children's services and all other agencies.

Context:

A child is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action Nobel needs to take to support students in mainstream education. It is not to fit students into specific categories.

School Admission:

No student will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act (2010) we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims:

To provide the structure for a student-centred process that engages students, families, the school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives:

The SEND Policy of The Nobel School reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are:

- To ensure the Equality Act (2010) duties for students with disabilities are met.
- To enable students with special educational needs to have their needs met.
- To take into account the views of the students with special educational needs.
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs.

- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for students with special educational needs.
- Make arrangements to support students with medical conditions in conjunction with the Supporting Students with Medical Conditions Procedures Policy and to have regard to statutory guidance supporting students at school with medical conditions.
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process.
- To develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- To employ a collaborative approach with learners with a SEND or disability, their families, staff within school and other external agencies including those from health and social care.
- To actively pursue collaboration with other agencies in the interests of our students
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the school and local learning community.
- Make efficient and effective use of school resources.
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs.
- To acknowledge the role played by staff other than the SENDCO in delivering the aims of this policy.

A Graduated Response to SEND

Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support students with SEND.

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers.
- Match or better the students' previous rate of progress.
- Close the attainment gap between the student and their peers.

- Prevent the attainment gap growing wider.

Where students continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a student has a specific learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parents/carers.

When considering whether a student has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies.
- 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 an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support programme.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review:

Where a student is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For students with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all students by Heads of Year, subject teachers and tutors. For those students with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and could include a six weekly Personal Profile review or the termly Student Progress Meetings.

Graduated Response:

Assess:

In identifying a student as needing SEND support the class teacher, working with the SENDCo or other school-based professional, should carry out a clear analysis of the student's needs.

This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the school. Identification of needs may also come from Primary School liaison notes. Assessments may also be based upon information gathering tools developed by school staff.

The student's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services. These will be recorded on a Personal Profile.

The school and parents/carers will meet and where appropriate, other agencies will contribute including those from Health and Social Care to create and up-date the Personal Profile.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the student responds to an intervention.

Plan:

Parents/carers, with their child, will meet with the SENDCo or other school-based professional to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a Personal Profile with a date to review the plan. The date for review will depend on the level of need present.

The profiles will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the profile will be reviewed. A copy of this will also be attached to SIMs.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

The plans will usually involve a contribution by parents/carers to reinforce learning at home.

Where appropriate, the Personal Profile will detail the support from other agencies and how this will support the student in achieving the desired outcomes.

Parents/carers will then be formally notified by letter when it is decided to provide a student with SEND support (although parents/carers should have already been involved in the assessment of need). So, if it is agreed that a student requires SEND support, all parties meet and develop an IEP detailing the support which will bring about the next part of the cycle.

Do:

The class teacher remains responsible for working with the student on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo or other school-based professional will support the class teacher in the further assessment of the student's needs, in problem solving and advising on the effective implementation of support.

The class teacher is equally responsible for the daily implementation of the profile and will contribute to reviews of the provision.

- There will be a review of the Profile on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the student and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- a student has complex needs involving more than one agency it will depend on the student's needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
- This review will feedback into the analysis of the student's needs, then the class teacher, working with the SENDCo or other school-based professional, will revise the support in light of the student's progress and development, with decisions on any changes made in consultation with the parent and the student.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria:

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the student will be removed from the school's SEND data file.

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the IEP will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate. The School SENDCo will hold Annual Review meetings on the behalf of Hertfordshire County Council and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND:

Regular monitoring of the quality of provision for all students including those with SEND follows the school's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

Student progress is tracked termly and where students are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Students and Families:

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At The Nobel School, we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.

- Make their views known about how their child is educated Have access to information, advice and support during assessment and any related decision making process about special educational provision.
- Parents/carers of a child with SEND will have the opportunity to meet with the SENDCo. The SENDCo is happy to meet with parents/carers, with prior arrangement, whenever possible. Parents/carers of a child who is supported in school by other school-based professionals will meet regularly as specified by the Personal Profile.
- Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Roles and Responsibilities:

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a child with SEND gets the support they need. This means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCo.
- Inform parents/carers when they are making special educational provision for a child.
- Review a SEND information report and the arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the Headteacher and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy supported by other school-based professionals and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

- Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.
- The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy alongside other school-based professionals.
- Co-ordinating provision for SEND students and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Overseeing the records of all children with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.

- Monitoring the impact of interventions provided for students with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo and other school-based professionals to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- Teaching Assistants will liaise with the class teacher and SENDCo on planning, on student response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs:

The Children and Families Act (2014) places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical needs of such students.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using the appropriate paperwork. For those students with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that students 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 with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010: Please see the schools Medical Policy for further details.

Children in Hospital:

The member of staff responsible for ensuring that students with health needs have proper access to education will liaise with other agencies and professionals*, as well as

parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. medical agencies, Hospital School, DPLS.

SEND Information Report:

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for students with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The SEND information report can be found on the school website.

Monitoring and Accountability

Accessibility:

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users and has disabled toilet facilities. The Nobel School staff work hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information:

Student SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf.

Responding to Complaints:

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Provision Mapping

Transition for SEND and vulnerable children:

- The Head of year 7 along with SEND and the Pastoral Team visit all students in their primary setting prior to entry to the school.
- Information is gathered from primary liaison files, notes are reviewed and data from Year 6 is passed to SENDCO during Spring/Summer term to plan provision.
- Provision is made for visits supported by the SEND team for those students with high SEND needs and vulnerability for whom transition could be especially traumatic.

- Information gathered and contact made with advisory teams and outreach working with individual children.
- Follow up meetings are arranged as required.
- Any vulnerable students who require a key worker are assigned a member of staff to support them through transition.

SEND provision and differentiation for vulnerable children:

- Audit, identify, plan, do, monitor, review.
- All year 6 students undergo CATs tests on entry to Nobel.
- Students are set according to the results of the CATs tests together with their primary SATS results where appropriate.
- Students are identified for intervention for literacy and numeracy through this data and their reading ages.
- Students are monitored and regularly tested according to individual need.
- Progress is monitored through lesson observations and other whole school methods.
- Students with BESD are identified via the pastoral system and supported in house and via external agencies to meet their individual need.
- Students and families are invited to attend a Year 9 options evening and pathway interviews.
- Year 10 Exam Access Arrangements are completed by a specialist assessor.

Intervention provision:

- Vulnerable children are supported through a wide range of interventions both in house and through external agencies.
- Data gathered from transition and teachers is used to identify children for literacy and numeracy intervention.
- All teaching staff kept informed of SEND needs, progress, behaviour and in class strategies.
- Regular testing carried out to establish progress and continuation on the intervention programme.
- A panel of senior staff meet weekly to review the progress of all vulnerable children in the school.