





## THE NOBEL SCHOOL

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# Contents

1. Rationale.....	3
2. Aims.....	3
3. Legislation and guidance .....	4
4. Definitions .....	5
5. Roles and responsibilities .....	5
6. SEND information report.....	7
7. Monitoring arrangements .....	14
8. Links with other policies and documents.....	14

## 1. Rationale

High quality teaching that is differentiated to meet the needs of our students is the first response to supporting students with SEND. Some students will need support additional to and different from that which is ordinarily available for the majority of students; this is special educational provision and the students in receipt of this provision are classified as SEND Support (K code on SIMS). We have a duty to use best endeavours to ensure that provision is made for those with SEND.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

**Every teacher is responsible and accountable for the progress and development of all students in their class even where students access additional support from teaching assistants or specialist staff.**

Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, students, local authorities, specialist providers and other external agencies to meet the individual needs of our students.

## 2. Aims

To provide an inclusive, stimulating, and safe environment which will enhance the learning of all students and help them achieve their full potential. We work to prepare students for the successful next phase of their education, employment, or training. We aim to raise the aspirations and expectations of all students, especially those with SEND. Our SEND policy aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

This policy aims to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice (2014). This will be achieved by these, specific, outcomes:

- To identify and provide for students who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a student with SEND gets the support they need.

- To have regard to the statutory guidance provided in the SEND Code of Practice (2014).
- To operate a whole school approach to the management and provision of support for students with special educational needs.
- To implement a graduated approach to meeting the needs of students identified as requiring SEND Support.
- To ensure the SENDCo (Lynn Amey) has the relevant training and qualification for the role.
- To provide training, support, and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student.
- To embed a PIVOTAL approach and promote this with all students, especially those with SEND.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education and choices for their future.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To enable successful transition of SEND students from their previous educational establishment and beyond their life in the school.
- To provide high quality teaching that is differentiated and personalised to meet the needs of every individual.
- To ensure the Equality Act (2010) duties for students with disabilities are met.
- In conjunction with the Supporting Students with Medical Conditions Procedures, to support students with medical conditions and to have regard for statutory guidance supporting students with medical conditions.
- To have regard to any other guidance issued by the Local Authority and the Government.

The local authority has a duty to publish a Local Offer, which will direct parents and carers to support and services which may be available across the local district. A link to this may be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

### 3. Legislation and guidance

- This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#). The 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.

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act \(2014\)](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations \(2014\)](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

#### 4. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### 5. Roles and responsibilities

##### 5.1 The SENCO

The SENCO is Lynn Amey [lynn.amey@nobel.herts.sch.uk](mailto:lynn.amey@nobel.herts.sch.uk)

The SENDCo liaises and collaborates with class teachers so that learning for all students is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating 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 and contributing relevant SEND CPD for all staff.

- Overseeing the records of all students with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early year's providers, 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.
- Leading on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Head Teacher 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.

## **5.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND Policy and provision in the school.

## **5.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

## **5.4 Class teachers**

- 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.
- All 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 all SEND needs.
- All teachers are responsible for the progress and development of all students including those with SEND.

- All 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 to carry out a clear analysis of student needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment and involve parents/carers and the child from the beginning.
- All teachers will ensure that any student on the SEND register is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Learning Support Officers will liaise with the teachers and SENDCo on planning, on student response, and on progress in order to contribute effectively to the graduated response.
- All teachers and Learning Support Officers will undergo relevant and regular training.

## **6. SEND information report**

### **6.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate, severe and multiple learning difficulties.

### **6.2 Identifying students with SEND and assessing their needs**

The SEND Code of Practice (2014) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Nobel will have regard to the SEND Code of Practice (2014) when carrying out its duties towards all students with SEND and ensure that parents/carers are informed that SEND provision is being made for their child. We identify the needs of the whole student in order to establish what provision is required to meet their primary need, not just by the category in which they are placed.

The progress made by all students is regularly monitored and reviewed as part of high quality, differentiated teaching. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where students continue to make inadequate progress despite support, parental involvement, and high quality teaching, the teacher and Head of Department will seek advice from the SENDCo. The SENDCo will then assess if a student has a significant learning difficulty and agree appropriate support.

Where a student is identified as having SEND, the SENDCo, teacher, and Learning Support Officers, will take action to support effective learning by removing any barriers and put effective special educational provision in place. They will use the Graduated Approach to monitor students' progress, identify outcomes, and evaluate support and provision.

The school will notify the parents that SEND Support is being offered and share with them the provision that is being put in place. This will be reviewed termly in conjunction with the parents and students.

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 register.

### **6.3 SEND Provision at Nobel:**

The provision offered to students requiring SEND Support will differ from student to student. They may include:

- Literacy Target Group/1:1 Literacy support
- Lexia/ Power-Up literacy Programmes
- Additional support from another adult within the classroom
- Access Arrangements
- Team Around the Child Meetings (meetings with all teachers and SSOs of students of concern to share insight, strategies, and action plans moving forward)
- Termly SEND Parent Forums
- Student meetings to set personalised targets
- Differentiated materials, resources or equipment, use of alternative technologies, touch-typing
- Adapted timetable
- Peer Mentoring Scheme
- Reading Buddy Scheme
- Targeted and inclusive range of extra-curricular activities



- Dyslexia screener and specific needs screener (Lucid)
- Timeout pass
- Medical passes
- PLT Club
- Breakfast Club
- GCSE Morning Meeting – Year 11 meetings with SENDCo
- Person Centered Packs
- Assistive/ adapted equipment

#### Statutory Assessment of Needs (Education, Health, and Care Plan)

A small number of students whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these students all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Nobel will follow the local authority's guidance for this process and involve parents/carers and the child from the beginning.

More details for Hertfordshire's EHCP Process can be found here:

<https://www.hertfordshire.gov.uk/microsites/local-offer/support/ehc-plan.aspx>

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

There is also detailed information within the Local Offer of support from Hertfordshire SENDIASS:

<https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendiaass.aspx>

#### **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all students, including those students 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, at least termly. Those with EHCPs will have their Annual Reviews with parents, the SENDCo, and any other relevant professional; all teachers will feed into this and student voice will be at the forefront of the meeting. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## Supporting Students and Families

We value and accept the positive role and contribution parents/carers make. We make every effort to work in full co-operation with them, 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. When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

At Nobel 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.
- Come in to school to discuss their child with the SENDCo.
- Attend termly Parent Forums run by the SENDCo so that parents/carers can meet the SENDCo, hear up-dates on SEND provision, share their views and give feedback and meet other parents.

### 6.4 Assessing and reviewing students' progress towards outcomes

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.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

- The assessment will be reviewed regularly.

### **6.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

All Year 9 and Year 11 SEND students will have a 1-1 meeting with YC Herts to discuss subject choices in Year 9, and school, college or employment choices at Year 11. Students in year 9 with EHCPs will complete a preparing for adulthood form with YC Herts so appropriate subject and educational placements are decided upon.

### **6.6 Adaptations to the curriculum and learning environment**

Students may be included on the SEND Register for a short period of time or for longer, depending on individual need. The academic progress of a student will be reviewed each time there is a progress check, or when an agreed intervention has taken place. If a student is making progress, it may be agreed with parents/carers that the student no longer needs to be included on the Supported Student list.

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **6.7 Additional support for learning**

- The SEND Department aims to ensure that every student, irrespective of age, ability, ethnicity, language and social background fulfils their potential.
- To assist with a smooth transfer from Year 6 into Year 7, senior staff and the Head of Year visit primary schools and the SENDCO will arrange extra meetings/ visits for some SEND students after meeting with primary SENDCOs.
- An initial assessment is produced using information gathered from secondary transfer records, parents and school based assessments. This will be updated as the student moves through the school, but provides initial information for teaching staff.
- The department works closely with teaching and pastoral staff to ensure that all students gain full access to the curriculum and to address any difficulties that may hinder the learning process. This is done by giving advice to subject staff and may involve support by SEND Support Officers (SSOs) in the classroom.
- Priority for SSO support is given to those students who have an EHCP or sensory/physical need e.g. visual impairment which might need practical support in the classroom and adapted resources.

- Some literacy and reading support is offered before school, and during form period.
- The department runs a PLT club (Post/Pre- lesson task) after school where students can ask for support or just have a quiet, supervised place to work.
- Some 6<sup>th</sup> form Ambassadors are trained to support younger students by acting as Reading Buddies or Mentors to support younger students.

We work with the following agencies to provide support for students with SEND:

- Families First
- CAHMS (Children and Adolescent Mental Health Service)
- PALMS (Positive Behaviour, Autism Learning Disability and Mental Health Service)
- Educational Psychologist
- Hearing Impairment Team
- Visual Impairment team
- Physical and Neurological Impairment Team
- ISL (Integrated Services for Learning)
- Autism Advisory team
- ADD-Vance
- ESC (Education Support Centre)
- Back on Track
- ESMA

## **6.8 Evaluating the effectiveness of SEND provision**

The school regularly monitors the quality of teaching and learning for all students. This is enabled via performance management and departmental line management. Feedback is invited from staff, parents (at parents' evenings) and students via Student Voice. The school welcomes feedback at any point in the year and parents may communicate with staff via email or telephone.

We also evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using students questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEND or EHC plans

## **6.9 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s).

All students are encouraged to take part in sports day/school plays/special workshops, etc.

The School's Accessibility Plan is on our website. [http://thenobelschool.org/wp-content/uploads/2019/01/NSPOL\\_Accessibility\\_2019.pdf](http://thenobelschool.org/wp-content/uploads/2019/01/NSPOL_Accessibility_2019.pdf)

## **6.10 Support for improving emotional and social development**

Each Student Support Officer is attached to and works directly with a specific year group; enabling them to build close relationships with both students and families. Their role is predominantly to help the students with any difficulties that they are going through that may affect their learning. These could be friendship issues within school or issues arising at home. The Student Support Officers are also responsible helping to improve behaviour in the school; this may be through mentoring or working closely with student's subject teachers.

The SSO team are responsible for the pastoral care for all students in their year group, with or without an identified additional need.

Student Support Officers work closely with the Heads of Year and are often in contact with outside agencies such as Family Support Workers, ESTMA, Social Care and PCSO's.

To further help support students to improve their emotional and social development the SSO team also run a number of different weekly groups. These can take place in either a small group setting or on a one to one basis.

The groups currently running are:

- Self Esteem
- Social Skills
- Circle of Friends
- Protective Behaviours
- Anger Management
- Supporting to reduce Self Harm
- Dealing with Bereavement

Students are referred to these groups by members of staff.

Although bullying is rare at Nobel, there is a strict policy put in place for any bullying incidents. The Student Support Officers work very closely with the victims, meeting on a regular, sometimes daily, basis. In this scenario, logs and diaries are kept by the victim. The Student Support Officer also work directly with the victim in helping them to improve their self-esteem, confidence and resilience whilst supporting them through this difficult time.

The aim of this process is to stop any bullying within the school and ensure that all students feel safe and supported whilst they are here.

We have a rigorous anti-bullying policy, and all forms of alleged or proven bullying are swiftly dealt with.

### **6.11 Working with other agencies**

- The local authority has a duty to publish a Local Offer, which will direct parents and carers to support and services which may be available across the local district. A link to this may be found at:
- <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>
- There are a number of external agencies which are able to offer support and advice to families who may need it. These are primarily via the LA Children's Services offer mentioned above.
- Please contact the year group Student Support Officer or HoY for further advice and information if you wish to discuss or access these services.
- Students are fully supported at all transition points in their school career. This includes the move from primary to secondary school, between key stages and post 16. The school works closely with primary schools and Herts Connexions service, both with year group information and individual consultations.

### **6.12 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **7.0 Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

### **8.0 Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan [http://thenobelschool.org/wp-content/uploads/2019/01/NSPOL\\_Accessibility\\_2019.pdf](http://thenobelschool.org/wp-content/uploads/2019/01/NSPOL_Accessibility_2019.pdf)

- SEND Information Report <http://thenobelschool.org/wp-content/uploads/2018/12/SEND-Information-Report.pdf>
- Behaviour [http://thenobelschool.org/wp-content/uploads/2019/01/NSPOL\\_B4L\\_Policy\\_SEPT-18.pdf](http://thenobelschool.org/wp-content/uploads/2019/01/NSPOL_B4L_Policy_SEPT-18.pdf)
- Supporting Students with Medical Conditions (available by request from Reception or for school staff through Moodle: [https://vle.nobel.herts.sch.uk/pluginfile.php/59305/mod\\_resource/content/2/Supporting%20Students%20with%20Medical%20Conditions%20Procedure%20October%202018.pdf](https://vle.nobel.herts.sch.uk/pluginfile.php/59305/mod_resource/content/2/Supporting%20Students%20with%20Medical%20Conditions%20Procedure%20October%202018.pdf))