NICHOLAS CHAMBERLAINE SCHOOL

Special Educational Needs and Disability Policy

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Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Students and Families Bill (2014) and associated regulations The policy is fully compliant with the Draft Special Educational Needs (SEND) Code of Practice: for 0 to 25 years (October 2013)

PART 1:

Basic information about the school's SEND provision

Nicholas Chamberlaine School identifies students as having Special Educational Needs if they meet the definition as set out in the Draft Special Educational Needs (SEND) Code of Practice.

This defines SEND as;

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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.*

….. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition."

The school provides special educational provision for students who require *"provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school or require the involvement of specialist staff or support services*

The school provides for students whose special educational needs broadly fall in the areas of

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

NEST Specialist Resource Provision

NEST (Nurture, Empower, Support and Transform), our Specialist Resource Provision is designed to offer specialised support and education for students with additional learning needs. Our goal is to create an inclusive, supportive environment that empowers every student to reach their full potential. The provision creates an inclusive learning space for 12 students, offering a curriculum tailored to each individual's needs. It helps students develop essential social and communication skills in a nurturing environment that promotes their well-being and academic progress. Warwickshire LA authorises all admissions so they are responsible for the allocation of places in the provision.

Our Resource Provision is a dedicated space within the school where students with specific needs can access tailored support. It is designed for children who may require extra help with

communication, social interaction, sensory processing, or other learning challenges including students on the autism spectrum. We offer a personalised learning environment that compliments the mainstream classroom experience. This provision is designed for students who have been identified as requiring additional support, particularly those with an Educational Health and Care Plan (EHCP). Our specialist team works closely with families, students, and external professionals to ensure each child receives the individualised care and education they need.

Guiding Principles

At Nicholas Chamberlaine School we believe that all of our students are entitled to an education that enables them to:

- 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.

We seek to enable those students who have special educational needs to achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

We seek to empower students so that they grow in independence and resilience, ready for adulthood.

Objectives of the school's SEND policy

- The school will manage its resources to ensure, as far as is reasonably possible, that all students' SEND needs are met
- The views of the student will be sought and taken into account
- Our parents have a vital role to play in supporting their student's education
- Our students with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- A student's special educational needs will be identified early
- Provision and progress for our SEND students will be monitored and reviewed regularly, following the assess plan do review cycle
- The school will involve external agencies as and when appropriate
- Education, Health & Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

Where a SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Coordinator (SENDCO) in conjunction with the SEND Representative from the Governing Body using the criteria listed elsewhere. There will be regular quality assurance and evaluation of use of

- Resources
- Identification methods
- Intervention session planning
- effectiveness and quality of individual interventions used
- student progress
- student participation and attendance

- parents as partners
- statutory reviews
- referrals for statutory assessment
- the identification of training needs

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

The arrangements that have been made for coordinating the provision of education for students with SEND at the school

The school's provision for students with SEND will be coordinated by the SENDCo. They will work in conjunction with the Pastoral team through the Team Around the Child planning and review meetings.

The SENDCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.
The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual students with SEND, including those who have EHC plans.

The SENDCo provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENDCo is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that students with SEND receive appropriate support and high quality teaching.

The Key responsibilities of the SENDCo are:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for students with SEND;
- liaising with the relevant designated teacher where a looked after student has SEND;
- advising a on graduated approach to providing SEND Support;
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- liaising with parents of students with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all students with SEND up to date.
- In addition to the SENDCo, there is a specialist team of people who support the work of the SENDCo. Their roles and responsibilities are;

Name	Responsibility
Hannah Roberts	SENDCo
Charlotte Boylin	Deputy SENDCo
Kiel Mullen	NEST Manager
Sharon Haywood	Deputy Head (line manager of SEND)
Matthew Smith	Assistant Head (VI Form and DSL)
Boyd Young	Deputy Head (Attendance)
Marj Farrell	Learning mentor for CLA
Sue Ladbury	Inclusion Manager/Additional Resource Program
A Flounders	Head of Year 7/Primary transition

Admission arrangements

The admission arrangements for students with SEND who do not have an ECHP are the same as the school for a whole. School admissions are completed through Warwickshire local authority.

The school seeks to comply with the 2010 Discrimination and Disability Act. See our school Access Policy for more details.

PART 2: Information about the school's policies for the identification, assessment and provision for all students with special educational needs

SEND Funding

The school's SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a student on the school's SEND register it is because their additional needs are significant and they require additional support that the school funds up to an additional £6k.

Students who have an EHC Plan will have an agreed package of support from the Local Authority which is reviewed routinely. Alongside this in exceptional cases the school can apply to the local authority for additional higher needs funding.

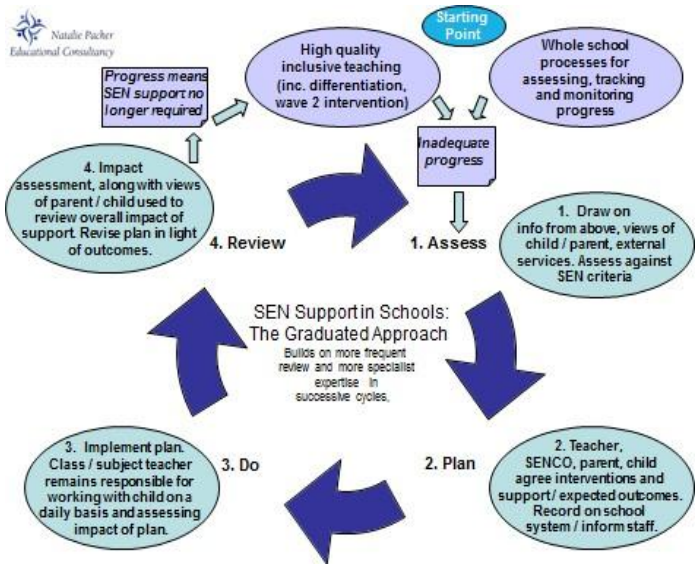
How students with special educational needs are identified and their needs determined and reviewed

Teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from Hub staff or specialist staff. Where a student is not making adequate progress, teachers, the SENDCo and parents will collaborate on problem-solving, planning support and teaching strategies for individual students. High quality teaching, differentiated for individual students, is the first step in our school's response to students who have

or may have SEND. Teachers create class models to plan and routinely review strategies they put into place to remove barriers or add additional challenge for students.

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all students.

In line with the SEND Code of Practice the following graduated response will be followed for students who have SEND. This is reviewed fortnightly during Team Around the Child meetings.



Action by class / subject teacher (prior to involvement of the SENDCO, class / subject teachers will be expected to have undertaken the following actions)

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Don't assume difficulties are within the child
- Use of Schemes of Learning, effective management, ethos, learning environment, curriculum arrangements and wide horizons
- Differentiation to match planning to individual needs through class models
- Use strategies/advice gained from external professional assessments/reports, for example STS and Educational Psychologist
- The school will maintain oversight (provision map) of the support, arrangements and interventions available to ensure that students with SEND can access learning and maximise their achievements.

Arrangements will be monitored to identify those students not making sufficient progress with this level of support because of their special needs, at which point the SENDCo is consulted and a discussion on whether there is enough evidence to place a student on the SEND register will take place.

SEND Register - Placing students on the school's SEND register

- Will be considered when students are unable to make appropriate progress and professional/external agency advice suggests this is appropriate
- Triggers - levels of progress are less than expected or serious behavioural/physical/Sensory/communication/interaction difficulties
- Targeted interventions have not made a significant lasting improvement
- SENDCo and other teachers/staff who know the student well will consider a range of approaches, including the use of IT
- In consultation with the student and parents a plan will be drawn up for support and intervention arrangements
- Plans for the use of support will relate to a clear set of expected outcomes, which should include challenging, relevant and achievable academic and developmental targets (including for older student's targets around preparing for adulthood)
- Progress towards these outcomes will be tracked and reviewed regularly.

The Review Meeting

This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the SENDCo or a member of staff from The Hub. It will provide an opportunity for the parent to share feedback and, together with the teacher, create a plan to continue to develop the student further. Students will also be involved in this meeting.

The School's Approach to Identification and Assessment of SEND

At Nicholas Chamberlaine School we have an agreed approach to identification and assessment of SEND taking into account the nature of the special needs.

Identification should include the use of high quality formative assessment, as well as effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. These arrangements should be agreed and set out as part of the local offer. The school's approach to identifying and assessing SEND is published as part of the information under the Special Educational Needs (Information) Regulations.

Where students do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the Local Authority to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. Parent/Carer and student views are also collected as part of this referral. The LA will need information about the student's progress over time, and will also need clear documentation in relation to the student's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will refer to Chapter 6 of the Code of Practice.

Education Health and Care Plan (EHCP)

Once a student has an EHCP naming Nicholas Chamberlaine School, the Head of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to work towards achieving the objectives within the plan. The school will ensure that teachers monitor and review the student's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a student's SEND change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer on their website.

Access to the National Curriculum

At Nicholas Chamberlaine School we expect our teachers to set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every student achieving. In nearly all cases, such planning will mean that our students with

SEND will be able to fully access our school curriculum. Potential areas of difficulty will be identified and addressed from the outset.

At Nicholas Chamberlaine School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual students, and where appropriate as part of the planning for the student we provide access to ancillary aids and assistive technology.

Preparing for Adulthood (transition)

At Nicholas Chamberlaine School we help our students with SEND to start planning for their future adult life as early as possible, with a range of wide horizon events taking place for every year group. Our aim is to support our students to go on to achieve the best possible outcomes in employment, independent living, so they are ready to participate and contribute fully to society. This could include, for example:

- including preparation for adulthood in the planning meetings with students and parents at an early stage (and particularly from Year 9 when students chose their Options)
- ensuring that career advice and information provides high aspirations and a wide range of options for students with SEND; and
- helping students and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood. Planning will build on action that has already been agreed with the student and will inform decisions about the next stage of education - specifically choices about what GCSEs/ A Levels or other relevant qualifications the child will be studying, the range of post16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life, such as attending University or completing an apprenticeship.

Liaison with regard to the successful transition of students with SEND is undertaken with receiving schools and colleges prior to transfer. Support is provided during visits to new placements where possible, so that there is always a trusted adult there to support the student. The SENDCo will liaise

with professionals during transitions so that all colleagues are aware of provision in place and what the likely next steps will be for the student.

How the governing body will evaluate the success of the education which is provided at the school to students with special educational needs

Through the GST Progress Boards and Improvement/Governor boards the delivery of the school's local offer and progress of SEND students is routinely reviewed.

The Local Offer the school has agreed to;

- identify students with SEND and assess their needs;
- assess and review students' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- support students in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- make adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- secure expertise among teachers and other professionals to support students with SEND;
- assess and evaluate the effectiveness of the provision they make for students with SEND;
- enable students with SEND to have access to facilities and extra-curricular activity available to all students in the setting;
- support and improve emotional and social development, including extra pastoral support arrangements for listening to the views of students with SEND and measures to prevent bullying
- The above should include arrangements for supporting students who are currently in care and have SEND.

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects;

- Number of students with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support students received and the amount of progress they make
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of student participation
- Stakeholder voice e.g. parents, students, external agencies
- The impact of the statutory process on student progress
- The success of involvement of external agencies
- The success of liaison with other schools

Complaints Procedure

Any complaints from parents of students with special education needs concerning the provision made at the school should be made through the school's procedures as set out on the school's website and in the prospectus.

PART 3: Information about the school's staffing policies and partnership with bodies beyond the school

Arrangements for Professional Development for all staff, including SEND staff and learning support assistants, in relation to special educational needs

The professional development of all staff involved in meeting the needs of students with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

- using the 'Give and Get' framework
- Specific sessions for ECTs and staff new to the school
- Professional development sessions and one-off sessions on relevant subjects provided by Inclusion staff. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Attendance at courses offered by external providers, accredited and non-accredited
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENDCo.

The main source of external agency support is from the Local Authority or the school's own commissioned professionals. This could be from the Educational Psychologist, STS, Additional Needs Teachers or Health Professionals e.g. speech and language therapists, physiotherapists etc. Informed parental permission is required before such consultations can take place. Staff also have access to the National College CPD platform.

The role played by the parents of students with special educational needs

All families of students with special educational needs at Nicholas Chamberlaine School are considered to be our partners. They will be supported so they are empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their student's education
- have knowledge of their student's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Nicholas Chamberlaine School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the student's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

Students

The student's views will always be ascertained, but this may not be through direct discussion with the student. Students will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools/next steps, contributions to the assessment of their needs, termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Any links with other schools, including special school, and the provision made for the transition of students with special educational needs between schools or between the school and the next stage of life or education.

At Nicholas Chamberlaine School we are part of a family of schools as part of the Griffin Trust. We are also part of the North Warwickshire Area Ethical Inclusion Partnership where we contribute to and access a range of provision for students.

Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of students with special educational needs.

The school work closely with a range of organisations including:

- CAMHS (Child and Adolescent Mental Health Services)
- The Warwickshire Early Help team
- Social Services
- STS (Specialist Teaching Service)
- Family Intervention Service
- Targeted Youth
- Safeline
- Warwickshire Educational Psychology service
- Warwickshire Flexible Learning team
- SENDIAS (parental support)
- Young Carers support
- Virtual school
- Youth Offending Service
- Speech and Language
- Place2Be
- TFTF (Think for The Future).

Contact is coordinated by the SENDCo and other key members of staff.

Related school documents

In reading the Special Educational Needs policy it is important that reference is also made to the following related Nicholas Chamberlaine School documentation:

- Disability Equality statement
- Teaching and learning policy
- School development plan
- Subject development plans
- Complaints Policy.