



SEND Policy

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Company Number: 7743523

Registered Office: The Becket School, The Becket Way, Wilford Lane, West Bridgford, Nottingham NG2 7QY

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Mission Statement

The Becket is a Catholic school. Our mission is to work in partnership with parents and carers to provide an outstanding Catholic education for all our young people. This means:

- Inspiring and motivating young people to achieve their full potential academically, spiritually, socially and in a full range of extra-curricular activities*
- Helping young people to grow in the love and knowledge of Jesus Christ*
- Developing in young people a deep knowledge and understanding of the Catholic faith*
- Practising Gospel values, such as forgiveness and helping those in need, within our school community and in society as a whole.*

Acts 20:35

I have shown you in all things that by working hard in this way we must help those in need, remembering the words that the Lord Jesus himself said, 'There is more happiness in giving than in receiving

THE BECKET SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

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

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

A student 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.

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 SEND Code of Practice also accompanies this legislation.

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/studentsupport/SEND

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

This information is also available by putting the above web address into the browser of a smart phone or tablet.

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. Aims and objectives

1.1 Aims

We aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. As such our aims are:

- a. To ensure that all students have access to a broad and balanced curriculum.
- b. To provide a differentiated curriculum appropriate to the individual's needs and ability.
- c. To ensure the identification of all students requiring Special Educational Needs provision as early as possible in their school career.
- d. To ensure that students with Special Educational Needs and/or disabilities take as full a part as possible in all school activities.
- e. To ensure that parents of students with Special Educational Needs and/or disabilities are kept fully informed of their student's progress and attainment.
- f. To ensure that students with Special Educational Needs and/or a disability are involved, where practicable, in decisions affecting their future Special Educational Needs provision.

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

The policy takes into account procedures used within the School which are in line with The Behavioural Policy and Departmental Policies.

The teachers and other staff at The Becket School are committed to helping students achieve their potential whatever their level of need.

The School's Development Plan ensures that Special Educational Needs within the School is evaluated regularly and new ideas are implemented to help each individual student.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, teachers and students working together.

1.2. Objectives

- a. Identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the student's entry into the school. We recognise this is an essential part of successful transition.
- b. Monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- c. Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- d. Work with parents to gain a better understanding of their student, and involve them in all stages of their student's education. This includes supporting them in terms of understanding SEND

- procedures and practices, providing regular reports on their student's progress, and providing information on the provisions for students within the school as a whole.
- e. Work with and in support of outside agencies when the students' needs cannot be met by the school alone.
 - f. Create a school environment where students feel safe to voice their opinions of their own needs. Student participation is a right and all students will be invited to their review meetings if they wish to attend. Where they do not, their views will be gathered before any meeting and shared on their behalf. Their views will help inform decision-making.

1.3 Links with external agencies and organisations

- a. The School recognises the important contribution which external support services make in assisting to identify, assess, and provide for students with Special Educational Needs.
- b. When it is considered necessary, colleagues from the LA Children and Young Peoples support services will be involved with students with Special Educational Needs.
- c. The school has an Education Welfare Officer who works across the trust and works closely with the SEND department.

In addition, important links are in place with the following organisations:

- The Futures Service.
- The business community.
- Parents Teacher Association.
- Faith in Families

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Assistant Head with responsibility for Inclusion.
- The person co-ordinating the day to day provision of education for students with SEND is the Leader of Learning for SEND.

Staffing

The SEND team comprises:

Special Educational Needs Coordinator (SENCo)

Lead Teaching Assistant

A number of Level one and two Teaching Assistants

2.1 The role of the Governing body

- a. Ensuring that provision of a high standard is made for students with Special Educational Needs.
- b. Ensuring that students with Special Educational Needs are fully involved in School activities.
- c. Having regard to the Code of Practice when carrying out these responsibilities.
- d. Being fully involved in developing and subsequently reviewing the Special Educational Needs and Disabilities policy.
- e. Reporting to parents on the School's Special Educational Needs and Disabilities Policy.
- f. Ensuring there is a Special Educational Needs liaison Governor.

2.2 The role of the Head teacher

- a. Has the overall responsibility for the provision of Special Educational Needs in School.
- b. Keeping the Governing Body well informed about Special Educational Needs within the School.
- c. Working closely with the Special Educational Needs Coordinator/Special Educational Needs team.
- d. Ensure that parents are informed of the fact that Special Educational Needs provision has been made for their child.
- e. Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

2.3 The role of the Special Educational Needs Coordinator

Working with the Head teacher and Governing Body to determine the strategic development of the policy, supported by the Lead TA and Leader of the Damascus Centre, other responsibilities include:

- a. Overseeing the day-to-day operation of the policy.
- b. Coordinating the provision for students with Special Educational Needs.
- c. Liaising with and giving advice to fellow teachers.
- d. Managing Teaching Assistants.
- e. Overseeing students' records.
- f. Liaising with parents.
- g. Making a contribution to INSET.
- h. Liaising with external agencies, LA support services, Health and Social Services, Futures and voluntary bodies.
- i. Arranging review meetings for students with EHC plans.
- j. Arranging for reports to be produced and circulated.

For effective coordination staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for students with Special Educational Needs.
- The commitment required by staff to keep the Special Educational Needs Coordinator well informed about students' progress.
- Mechanisms which exist to allow teachers access to information about students with Special Educational Needs.
- What exactly constitutes a 'level of concern' and at which point a student is entered onto the SEND register.
- Mechanisms which exist to alert the Special Educational Needs Coordinator to such 'levels of concern'.
- The procedure by which parents are informed of this concern and the subsequent Special Educational Needs provision.

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

2.4 The role of the subject teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- a. Being aware of the School's procedures for the identification and assessment of, and subsequent provision for students with Special Educational Needs.
- b. Collaborating with the Special Educational Needs Coordinator to decide the action required to assist the student to progress.
- c. Working with the Special Educational Needs Coordinator to collect all available information on the student.
- d. Working with students with Special Educational Needs on a daily basis to deliver any agreed individual programmes.
- e. Developing constructive relationships with parents.
- f. Being involved in the development of the School's Special Educational Needs policy.

3. Arrangements for coordinating SEND provision

The Leader of learning for SEND will hold details of all SEND Support records including provision maps, progress data and subject targets for individual students.

All staff can access:

- a. The Becket SEND Policy;
- b. A copy of the full SEND Register
- c. Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans);
- d. Information on individual students' special educational needs, through Individual Student Profiles (ISP's) attached to SIMS.
- e. Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- f. Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff 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 students with special needs and their requirements which will enable them to provide for the individual needs of all students.

4. Admission arrangements

All matters referring to Admission arrangements can be found in the schools admissions policy which can be accessed on the school website.

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Transition

Information regarding students with SEND will be gathered on transition into the school through

- a. Visits to the feeder primary school by the SENCo to discuss students with key KS2 staff
- b. SENCo will attend IEP,CAF or Team Around The Child reviews at the primary school from year 5 onwards for students with complex needs
- c. Information passed to the school from parents
- d. Information passed to the school from feeder school staff
- e. Information gathered through the Springboard process led by the Local Authority
- f. Discussions with parent's on New Intake Evening

There are formal transition review requirements for students in Y9 (transition plans).

5. Specialist SEND provision

The Becket School has experience of supporting students with a wide variety of Special Educational Needs and Disabilities. We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

6. Facilities for students with SEND

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

- a. A lift to allow access for disabled staff, students and visitors between the three floors in the school building
- b. Toilets and showering facilities suitable for disabled students, staff and visitors.
- c. The building is fully wheelchair accessible.
- d. Wide corridors and stairwells making movement around the building easier for students with SEND
- e. A school minibus adapted to be wheelchair accessible.
- f. Assistive technology
- g. Assistance during examinations

7. Allocation of resources for students with SEND

The Governing Body will endeavour to ensure that resources are available to support appropriate provision for all students requiring it.

All students with SEND will have access to Element 1 and 2 of a school's budget. Some students with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Use of Support Staff

The Special Educational Needs Coordinator in collaboration with the subject teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions may be:

- a. Deployment of extra staff to work with the student.
- b. Provision of alternative learning materials or special equipment.
- c. Group support.
- d. Provision of additional adult time in devising interventions and monitoring their effectiveness.
- e. Staff development and training to undertake more effective strategies.
- f. Access to LA support services for advice on strategies, equipment, or staff training.

8. Identification of students needs

Identification

At The Becket School we have adopted a whole-school approach to Special Educational Needs policy and practice. As far as is practicable, students identified as having Special Educational Needs are fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the School. All teachers are responsible for identifying students with Special Educational Needs and, in collaboration with the Special Educational Needs Coordinator, will seek to ensure that those students requiring different or additional support are identified as early as possible.

A graduated approach:

Quality First Teaching

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The student's subject teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
- e) Through (b) and (d) it can be determined which level of provision the student will need going forward.
- f) If a student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their student's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The student is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the student on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.

SEND Support

Where it is determined that a student does have SEND, parents will be formally advised of this. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

This involves clearly analysing the student's needs using the subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The subject teacher remains responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statutory assessment will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO

- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.SENDlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Ask Us Nottinghamshire (formerly Parent Partnership) Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the student's needs are not being met by the support that is ordinarily available. The school and the student's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Students 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.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the student's parents for other flexible arrangements to be made.

To ensure curriculum accessibility it is important to;

- Keep subject staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
- Provide 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 students including those with SEND
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Make sure that individual or group tuition is available where it is felt that students would benefit from this provision.
- Make any decision to provide group teaching outside the classroom in consultation with the parent. This will involve the SENCO providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

- g. Set appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

10. Inclusion of students with SEND

The Assistant Head with responsibility for Inclusion oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

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 students throughout the year. Student, staff and parent voice is used as part of the quality assurance process.

The Governing Body will report annually to parents on the success of the policy and, to facilitate this, we have identified specific objectives which are given under Section 1.2 at the beginning of this policy.

Student progress will provide evidence for the success of the Special Educational Needs policy and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets.
- Use of standardised tests.
- Evidence generated from review meetings.

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

Provision mapping will be used to monitor, review and evaluate interventions used to support students. Information from provision management will be used to identify how effective provision is in enabling students to achieve academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo and Assistant Head with responsibility for Inclusion. Information is gathered from different sources including student and parent surveys, teacher and staff surveys, parents evenings, consultation evening and feedback through review meetings. This will be collated and published by the Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

The School's Complaints Procedure should be used if the need arises.

If a parent or carer has any concerns or complaints regarding the care or welfare of their student, an appointment can be made by them to speak to the SENCO, 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 students with SEND.

Our school accesses training programmes through LA conferences, LA training events, Family of School training events, Trust events, Rushcliffe SENCo Forum events and through private and voluntary providers. Training needs are considered for subject staff, teaching assistants, NQT's, parents and Midday supervisors. The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train *all* our staff on SEND issues. The SENCO, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

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 students 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 student. This will then be brought to the attention of the SENCo who will then inform the student's parents.

The following services will be involved as and when is necessary:

- a. Educational Psychology
- b. Schools and Family Specialist Services(SFSS)
- c. Educational Welfare
- d. School nurses
- e. Social services
- f. Speech and Language therapists
- g. Paediatricians and specialist health professionals
- h. Physiotherapists
- i. Health Related Education Team (HRET)
- j. Any voluntary or community organisations that can provide specific support

15. Working in partnerships with parents

The Becket School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to 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

Parents can contact the SENCo by phone or email. The SENCo will reply as soon as is possible. Parents are kept up to date with their child's progress through progress reports, parent's evenings, progress days, provision reviews, CAF reviews and team around the child meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEND to the local authority Ask Us Nottinghamshire (formerly Parent Partnership) service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. 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 may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school is a member of the South Nottinghamshire Catholic Academy Trust and as such has close links to other schools within the trust. The Becket SENCo also has the role of Family SENCo for the Becket Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

The Becket School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

In cases where a student is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ Mr J. McGeachie **(Headteacher)**

Date _____

Signed _____ Mrs S. Phillips **(SENCo)**

Date _____

Signed _____ Mr L. Sullivan **(SEND Governor)**

Date _____

This policy will be reviewed annually.

Sept 2017

Review Sept 2018