

David Nieper Education Trust



Special Educational Needs Policy

This policy was originated by Emma Merchant – Assistant Headteacher

Version Control

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Anne Birch	September 2022

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1. Aims

Our SEN policy and information report aims to:

- Set out how our Academy will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Special educational provision is educational or training 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 setting or require the involvement of specialist staff or support services.

As part of using its 'best endeavours', David Nieper Academy have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the Academy or by drawing on support from outside services. The approach set out in this section sets out key elements of how this should work in practice.

- David Nieper Academy is committed to providing an appropriate and high-quality education for all learners attending the Academy. We believe that all learners, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of Academy life.
- We believe that all learners should be equally valued in the school. We will strive to eliminate prejudice and discrimination, and to develop an environment where people can flourish and feel safe.
- We believe that all learners (those with or without SEND) are supported and challenged to achieve better than expected progress that is in line with their peers- this is encouraged through high levels of support and intervention at each wave of provision.
- This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.
- We believe that inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.
- This policy describes the way we meet the needs of learners who experience barriers to their learning, which may relate to sensory or physical impairment, disability, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is the Assistant Headteacher, Pastoral and Inclusion – Emma Merchant –

emerchant@davidnieper.academy

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the Academy
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN 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 SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Roles and Responsibilities:

The SEND team facilitate and coordinate the whole School approach to special educational needs. The Team, which includes specialist Teaching Assistants, work in partnership with all staff in their various roles such as subject teachers, form tutors and Pastoral Support Managers to ensure the effective and efficient implementation of the Academy policies on special educational needs.

Assistant Head / SENCO	Emma Merchant
Assistant SENCO KS4	Anna West
Assistant SENCO KS3	Lindsey Ford
SEND Link Governor	Anne Birch
Teaching Assistants	Kelly Stevens
	Reiss Blunden
	Lisa Bradford
	Thomas Lowe
	Lucy Holmes
	Chloe Curtain
	Emmie Nicholson
	Megan Thompson

SEN information report

5.1 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

The David Nieper Academy have adopted a whole-school approach to SEND policy and practice. Pupils/students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are fully included in the school community and all its activities. The SEND Code of Practice makes it clear that all teachers are teachers of children with special educational needs.

We believe it is vital to identify quickly and accurately where children and young people have SEND that requires additional support so that this can be put in place. All our teachers are equipped to teach children and young people with a diverse range of need and alongside parents and other staff are responsible for identifying pupils/students with SEND in collaboration with the SENCO. This will ensure that those pupils/students requiring different or additional support are identified at an early stage.

Identifying needs

The David Nieper Academy believe that the identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils/students. We will assess each pupil/student's current skills and levels of attainment on entry.

Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils/students. Where pupils/students are falling behind or making inadequate progress given their age and starting point they will be given extra support.

Teachers may suspect that a pupil/student has SEND and whilst informally gathering evidence (including the views of the pupil/student and their parents) will not delay putting general teaching support in place where required. The pupil/student's response to such support can help identify their particular needs.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child/young person's previous rate of progress;
- closes the attainment gap between the child/young person and their peers;
- prevents the attainment gap growing wider.

Where pupils/students continue to make inadequate progress, despite high-quality teaching designed to address their needs, the class/subject teacher, working with the SENCO, will assess whether the child/young person has a significant learning difficulty. Where this is the case, then there will be an agreement about the SEND support that is required to support the child/young person.

SEND Support in the Academy

The SENCO, in consultation with parents/carers, and, where appropriate, the young person will decide whether the student requires SEND Support.

Many of the children or young people who are not progressing as expected, or are falling behind their peers can be supported, and have their needs met, through high quality teaching and learning strategies:- modification to teaching approaches and to classroom organisation, or through the provision of ancillary equipment aids.

However, for those children or young people who have SEND and who require support and/or interventions that are additional to or different from those normally provided as part of the differentiated curriculum offer and strategies, we will need to put in place SEND Support. A child or young person will be provided with such support following discussion with parents about the identified needs, the support to be provided, and how improved outcomes can be achieved.

5.3 Consulting and involving pupils and parents

The David Nieper Academy produce a report for parents on their child's/young person's progress four times a year. Where a pupil/student is receiving SEND support, staff will arrange to meet parents three times a year to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil/student and the Academy.

These meetings will allow sufficient time to explore the parents' views and to plan effectively.

Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all children/young people; they may, however, be longer than most parent-teacher meetings.

The views of the child and young people (where appropriate) will be included in this planning. This could be through involving the child/young person in all or part of the meeting or gathering their views as part of the preparation for the meeting.

Following the meeting, the SENCO/teacher will inform all the appropriate school staff of the outcomes and agreed targets, as well as updating the pupil's/student's record as appropriate.

We will 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 pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or 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 pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil 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 pupil's progress.

5.4 Supporting pupils moving between phases and preparing for adulthood

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

We work closely with our local feeder schools and post 16 providers to provide additional transition and support for SEND pupils at our Academy.

5.5 Our approach to teaching pupils with SEN - Teachers are responsible and accountable for the progress and development of all the pupils in the High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

<ul style="list-style-type: none"> • SEND Support 	<ul style="list-style-type: none"> • Literacy support • Academic Mentors • ELSA • Handwriting support • Life skills • Personalised Timetable in Base • SEND Tutor group • Numeracy intervention • Positive Support • Homework club • Lego therapy • <u>Social skills support</u>
<ul style="list-style-type: none"> • Pastoral – internal support 	<ul style="list-style-type: none"> • Uniform support • Family Support Manager and Pastoral Support Managers • Break/lunch time support – Chill zone • Social skills work • Homework club • Family support and home visits • Counselling • Behaviour Mentoring • Anger Gremlins • Well being support • Internal Alternative Provision
<ul style="list-style-type: none"> • External agencies 	<ul style="list-style-type: none"> • Early help assessment requesting MAT support • Starting Point – safeguarding concerns • Behaviour Support – refer via SLT • School Nurse • Anger management – refer via Nurse • Bamber Cluster – refer via EME -Managed Moves, Support Centre placements, external IU’s • Supporting parents to claim for benefits – 01629 531 535 • Supporting students who are lesbian, gay, bisexual, transgender – 01332 207704, info@derbyshirelgbt.org.uk • Supporting students affected by someone else’s substance misuse – 01246 277422, space.4u2@actionforchildren.org.uk • Domestic Abuse support line – 0800 198 668 • Supporting students in unhealthy relationships – 01629 533190 • External counselling including family and relationship counselling – face to face or online – Relate and Safe Speak – 01332 349177 info@safespeak.org.uk • Supporting students who feel suicidal – Childline – 0800 1111, Samaritans 116 123, Young Minds Helpline, 0808 8025544 • Autism Outreach – refer via AWE • CAMHS - ngreenfield@nhs.net Nicola Greenfield, Team Administrator • Amber Valley CAMHS, Rivermead, Goods Road, Belper, Derbyshire, DE56 1UU Tel: 01773 880554

5.6 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils 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.

5.7 Additional support for learning

We have several teaching assistants who are trained to deliver interventions such as Life skills, Fresh Start, Inference Training, Positive Support and Lego Therapy. Teaching assistants will support pupils on a 1:1 basis when a student requires intense support and receives additional funding. Teaching assistants will support pupils in small groups when pupils need additional support to make additional progress, so that they are in line with their peers.

5.8 Expertise and training of staff

Our SENCO has significant experience in this role and is also an experienced English Teacher and member of the Senior Leadership Team. We also have two full time assistant SENCOs to support the SEND provision at David Nieper Academy. As well as this we have three L3 experienced HLTAs who lead on ELSA, Literacy, Employability and Life Skills.

5.9 Securing equipment and facilities

To secure equipment and facilities to support pupils with SEN we seek support from Derbyshire County Council (DCC) to apply for additional support and resources.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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

All pupils are encouraged to attend any extracurricular trips and residentials.

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

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admissions:

- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

Children can be admitted to David Nieper Academy at any appropriate age and we are always pleased to meet new parents in person and show them around. Please telephone the Academy to make arrangements. We can also advise you on the application process if needed.

However, please be aware that all admissions are coordinated through the Local Authority. As far as possible, Derbyshire County Council's Admissions and Exclusions Team will try to meet parental preferences for schools, but it is not always possible to do so. Places in schools are limited by the physical space in the school and David Nieper Academy has an admission limit of 140 children per year group.

Arrangements for The Admission of Pupils with Disabilities

The Equality Act 2010 defines a disabled person as one who *has a physical or mental impairment which has a substantial and long-term adverse effect on a persons ability to carry out normal day-to-day activities.*

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility.

It is the governors' policy to accommodate pupils with disabilities should parents wish, and individual needs are planned for to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extracurricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities

1. Wheelchair access onto school grounds at the main entrance
2. Wheelchair access into the school at all entrances, and all rooms.
3. Carpeted classrooms to aid hearing impaired pupils' learning.
4. Exterior lighting to improve evening access.
5. Routes to the main entrance are clearly signed and free from obstructions.
6. Disabled toilets
7. Disabled parking is available at the main entrance.

School Accessibility Plan

Our Academy accessibility plan addresses three areas:

- Improving access to the curriculum of the Academy
- Improving access to the physical environment of the Academy

- Improving access to written information to disabled students.

A copy can be found on our website.

Who do I contact for more information?

If you have any further queries or require additional information, please contact the Admissions and Exclusions Team on 01629 537479.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to attend lunchtime and afterschool homework club to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

5.13 Working with other agencies

Involving Specialists

Where a child/young person continues to make little or no progress, despite support that is matched to the child's/young person's area of need, the school will consider involving specialists, including those from outside agencies.

The Academy may involve specialists at any point to advise them on early identification of SEND and effective support. Our Academy will always involve a specialist where a child or young person continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEND support.

The child's/young person's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parent and teaching staff supporting the child or young person in the same way as other SEND support. When the involvement of specialists has been agreed by all stakeholders, the SENCO will write a referral with the help of the class/subject teacher to be presented at one of the termly Springboard meetings.

The class/subject teacher and SENCO, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's/young person's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. Support can be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

The Educational Psychologist

One source of external support that schools and colleges can seek is from the local Educational Psychology Service. These specialists provide on-going advice about children and young people with EHC Plans to education settings and to parents, as well as

contributing to school and college understanding of practical interventions that will support progress and well-being. Educational psychologists also contribute to staff training and development.

Child and Adolescent Mental Health Services (CAMHS)

CAMHS can provide advice, support and consultation to family members, carers and workers from health, children's social care, educational and voluntary agencies. Some children and young people identified as having SEND may benefit from referral to specialist CAMHS for the assessment and treatment of their mental health needs. A variety of working arrangements exist between schools and local health partner organisations to facilitate co-operative partnerships and clear joined up care pathways to support individual children, young people and their families.

Specialist support teachers or support services (MAT)

There are a range of specialist teachers who provide advice, direct support and guidance consultation to children and young people with a range of SEND. In particular, specialist teachers for children with Sensory impairment and those with physical impairment, support schools in modifying their curriculum and environment to ensure needs can be met. SEND support services may be commissioned by local authorities and delivered in a range of ways, including through schools.

Behaviour support teams work to support children and young people with emotional and social difficulties in school. They provide early intervention and preventative work at whole school, group and individual level, and support schools in meeting the needs of those with more complex needs.

Other roles which support children and young people with SEND

Speech and Language Therapists
School Nurse/Health Visitors
Occupational Therapists
Physiotherapists
Paediatricians
Physical Disability Support Service

5.14 Complaints about SEN provision

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENCO and/or Headteacher who will be able to advise on formal procedures for complaint.

The parents of pupils 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

5.15 Referral for an Education, Health and Care Plan (EHCP) and the Local Offer

If a child or young person has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the Academy 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 an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents/carers
- Teachers/staff
- SENCO
- Social Care
- Health professionals

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in 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 pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Pupils with a statement of Special Educational Needs or an Educational Health and Care Plan, on SEN Support or receiving school interventions are reviewed regularly and it will be decided whether the young person will be removed from the Inclusion Register. Further information about EHC Plans can be found via the SEN Local Offer:

<http://www.derbyshireSENlocaloffer.org/> or by contacting Derbyshire Information Advice and Support Service for SEND.

[Welcome to the Derbyshire Information, Advice and Support Service for SEND - Derbyshire Information, Advice & Support Service for SEND \(derbyshireiass.co.uk\)](http://www.derbyshireiass.co.uk)

The local authority sets out their Local Offer, which is a description in broad terms of the special educational provision early years providers, schools, and the full range of post-16 providers and other institutions are expected to provide from their own budgets to support children and young people with SEND, including information about the arrangements in place for children with SEND.

The Local Offer will include arrangements for supporting children and young people who are looked after by the local authority. In addition to the information in the local offer about the special educational provision the local authority expects to be available in early years providers, schools and post-16 institutions, schools are required to publish, under the *Special Educational Needs (Information) Regulations*, more detailed information about their arrangements for identifying, assessing and making provision for pupils/students with SEND.

6. Monitoring arrangements

This policy and information report will be reviewed by the Assistant Head teacher, Pastoral and Inclusion **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 board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Equality information and objectives
- Supporting pupils with medical conditions
- Behaviour Policy
- Safeguarding