



Alderman White School

A member of The White Hills Park Trust

Special Educational Needs

&

Inclusion Policy

Although this policy applies to Alderman White only, overall statutory responsibility lies with The White Hills Park Trust. The Trust is responsible for the monitoring of SEND provision and evaluation of its effectiveness, and the school is responsible for its implementation.

Statutory or non-statutory:	Statutory
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It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background, or area of need.

This should enable 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

The formal definitions of special educational needs (SEN) are taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 child 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.

Although 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, consideration should be given when assessing needs.

The framework for supporting children and young people with special education needs is contained within the SEN Code of Practice. A copy of which can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Nottinghamshire has developed a SEND Local Offer, which is a resource that 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. www.nottinghamshire.sendlocaloffer.org.uk

Mission statement

This Policy builds on The WHP Trust's core values and ethos, namely, to raise attainment of every student within the schools which make up our Trust. At The Alderman white School this is linked to our INSPIRE values. Our central belief is that every student will have the opportunity to reach their full potential and have their individual needs catered for.

We believe that all students should be valued equally. We will strive to eliminate prejudice and discrimination. We will work to develop an environment where all can flourish and feel safe.

The school is committed to Inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

1. Aims and objectives

Aims

- To ensure that all students have access to a broad and balanced curriculum including the national curriculum in line with the Special Educational Needs and Disabilities Code of Practice.
 - To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEND provision as early as possible in their school career.
- To ensure that students with additional needs and disabilities take as full a part as possible in all school activities.
- To ensure that parents of students with SEN are kept fully informed of their child's progress and attainment.
- To ensure that students with SEN are involved, where practicable, in decisions affecting their future SEN provision.
- To ensure that students with SEN are provided with opportunities in relation to preparing for adulthood.

Objectives

- **Identify the needs of students with SEN as early as possible.** This is most effectively done by gathering information from the student, parents, education including feeder schools and other educational agencies where appropriate, health and care services prior to the child's entry into the school.
- **Monitor the progress of all students** in order to aid the identification and progress of students with SEN. Continuous monitoring using assessment and progress data of students with SEN by their subject teachers will help to ensure that they are able to reach their full potential. In addition to this further monitoring will be conducted by SLT, Progress Leaders and the SENCo and Learning Support team.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum.** This will be co-ordinated by the *SENCo and curriculum manager* 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 using a graduated response.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. Engage in open and supportive discussions that encourage parental confidence to share information that would be helpful in supporting

their child This will include supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for students within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work. This forms part of the school's SEN Information Report. Consideration needs to be given to presenting information in a way that is responsive to the individual needs of parents.

- **Work with and in support of outside agencies** through a graduated response when the students' needs cannot be met by the school alone. This includes, but is not limited to, Local Authority Educational Psychology Service, Nottinghamshire SFSS, Links with feeder primary school, The South Broxtowe SBAP, Early Support Service and Social Care.
- **Create a school environment where students feel safe to voice their opinions about their needs and the provision made to meet them.** This means *providing regular one to one meetings between students and their teacher/SENCo* and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life so students with SEN can make a positive contribution *e.g., membership of the School Council, participation in extracurricular activities and trips.*

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the Trust's provision for children with SEND is Paul Heery [Executive Principal]
- The person responsible for overseeing the school's day to day provision for students with SEN is Annwen Mellors [Headteacher]
- The person co-ordinating the day-to-day provision of education for students with SEN is Patricia Padley [SENCo]
- The person responsible for monitoring the school provision of education for students with SEN is Jim Yates [SEN Link Governor]
- The people responsible for the daily running of the inclusion units are Samantha Neal [KS3 IMP Manager] and Elaine Murphy [KS4 IMP Manager].

3. Arrangements for coordinating SEND provision

The SENCo will hold details of all SEN Support records such as provision maps, Student profiles or structured conversations and subject targets for individual students.

All relevant staff can access:

- The Alderman White School SEN Policy;
- A copy of the full SEN Register;
- Guidance on identification in the Code of Practice (SEN Support and students with Education, Health, and Care Plans).
- Information on individual students' special educational needs, including action plans, targets set copies of their Student Profile and records for monitoring targets and outcomes;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on the School staff IT system on current legislation and SEN provision, individual students, and their special needs and requirements;
- Information available through Nottinghamshire's SEND Local Offer;

This information is made accessible to all staff and parents in a clear summary version in order to aid the effective co-ordination of the school's SEN 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. All staff are made aware of their responsibility for the management and protection of data, in particular the increased need regarding sensitive data in accordance with GDPR.

4. Admission arrangements

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health, and Care Plans and those without. Please refer to the School's Admissions Policy for more information.

The school has a designated Co-ordinator of transition who liaises with both feeder and non-feeder schools. In addition to this the Family SENCo and SENCo regularly liaise with both feeder and nonfeeder primary schools to share information and aid transition for students with SEN. This also includes a programme of additional visits for the student and meetings with parents.

5. Specialist SEN provision

The school has 110 students with identified SEN and receiving SEN support or having an EHCP.

We have twelve members of staff who specialise in SEN provision and support. We have staff with experience in supporting students with a wide range of needs including Autistic Spectrum Conditions, visual Impairments, hearing impairments, physical disabilities, ADHD, Attachment disorder, Anxiety, including Anxiety Related Non-Attendance, social, emotional, and mental health difficulties, and dyslexia.

We are committed to whole school inclusion. Inclusion covers more than special educational needs and would incorporate gender, sexual orientation, race, religion, and culture. It is important to recognise that some of these additional barriers may exist for some children and young people with special educational needs so that we may promote understanding and ensure that support and provision is tailored to meet the individual needs of the child or young person. For more information on our provision for inclusion see section 10.

6. Facilities for students with SEN

Alderman White School has a range of specialist SEN facilities in place. These include:

1. Flat entry points to all buildings.
2. Ramped access to the student support centre, Hall, and English block.
3. Designated disabled toilet facilities, including a wash/dry device.
4. Textured paving/carpets to support those with Visual Impairments.
5. Yellow painted edges and railings to steps to support those with Visual Impairments.
6. Designated laptops to support individuals with writing difficulties and visual impairments.
7. Reading pens and other assistive technology.
8. Text Help read and write software, an assistive software programme for reading text and producing written work from speech.
9. Appropriate exam access arrangements in line with JCQ criteria.
10. Additional provision in Individual Mentoring Programme for KS4, A small group Nurture provision for KS3 and The Autism friendly HAVEN for anxious learners.

School Access Plan

With the introduction of the Disability Discrimination Act (DDA 2005) there is a new duty to promote disability equality. This has been strengthened by the Equality Act 2010.

This involves a plan that describes how the school intends to improve access to learning for students who have disabilities. This plan is reviewed annually and updated every three years. It is our intention to:

- improve access to the physical environment
- improve access to the curriculum
- improve how we provide information, in a range of formats, for students with disabilities.

From the Spring Census of 2013, there is a statutory requirement to identify those students who have a disability. The Equality Act states that someone is disabled if *'they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'*

There is an expectation that schools will make reasonable adjustments which will meet the practical needs of children with disabilities.

7. Allocation of resources for students with SEN

All students with SEND will have access to Element 1 and 2 of a school's budget which equates to up to £6,000. This is called Place Funding. Place funding is used to support individual students with interventions relevant to their needs. Interventions can be 1:1 or in small groups as appropriate. These can include Literacy Interventions e.g., Switch On Reading, Literacy Progress Units, Numeracy Interventions e.g., Catch-Up Numeracy, Rapid Maths, Other interventions e.g. The Socially Talented programme, Social Skills Programme, Anxiety programme, Understanding Autism, In-class support, 1:1 withdrawal, preparation of suitable materials.

Some students with SEND may access additional funding called Top –Up funding – Element 3. A student is assessed by the SENCo in consultation with the Family SENCo and other professionals where relevant to ascertain if they meet the criteria for additional funding as published by the Local Authority. This additional funding might be from a budget which is devolved to our Family of Schools (AFN – Additional Family Needs) for moderation by the SENCos within the School Family and is managed by the Family SENCo. For those students with the most complex needs, additional funding is retained by the local authority (HLN – High Level Needs). The school SENCo with the support of the School Family and the Family SENCo will refer individual applications to a Local Authority multi-agency panel, the High-Level Needs Panel, who will determine whether the level and complexity of need meets the threshold for this funding.

Allocation of resources is determined by the level of needs of the student and is made in conjunction with the school and/or Trust policies, Senior Leadership, the SENCo and other relevant professionals. Resources can include: Literacy Interventions e.g. Rapid Reading, Step Up To English, Literacy Progress Units, Numeracy Interventions e.g. Catch-Up Numeracy, Rapid Maths, ELC Maths, The Socially Talented programme, Social Skills Programme, Anxiety management 1:1/1:2 In-class support, 1:1 withdrawal/mentoring, nurture provision, preparation of suitable materials e.g. large print, purchasing additional aids such as computers, specialist reading software, reading pens, electronic spell checkers, coloured overlays and printing and alternative programmes of study. Funding can be used to support students who benefit from a blended education with access to an alternative provision, chosen to meet their needs.

In addition to the funding detailed above some students may be eligible for other sources of funding. These other sources include pupil premium funding, which is used for literacy and numeracy interventions, *continuing care packages, equipment provided through inclusive technology etc.*

8. Identification of students needs

Identification

See definition of Special Educational Needs at start of the policy

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, or who exhibit challenging behaviour, 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 child's class/subject teacher will take steps to provide differentiated learning opportunities, or utilise a range of behaviour strategies, which will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Where appropriate the child's views will also be sought as they may be able to identify what sort of support might help them and their strengths and interests will be utilised to improve motivation and engagement.
- 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 child 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 child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the school's SEN 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 child. The frequency of these meetings is dependent on the individual child's needs and progress being made. Liaison between home and school may be done with the SENCo, keyworker, form tutor or Progress Leader.

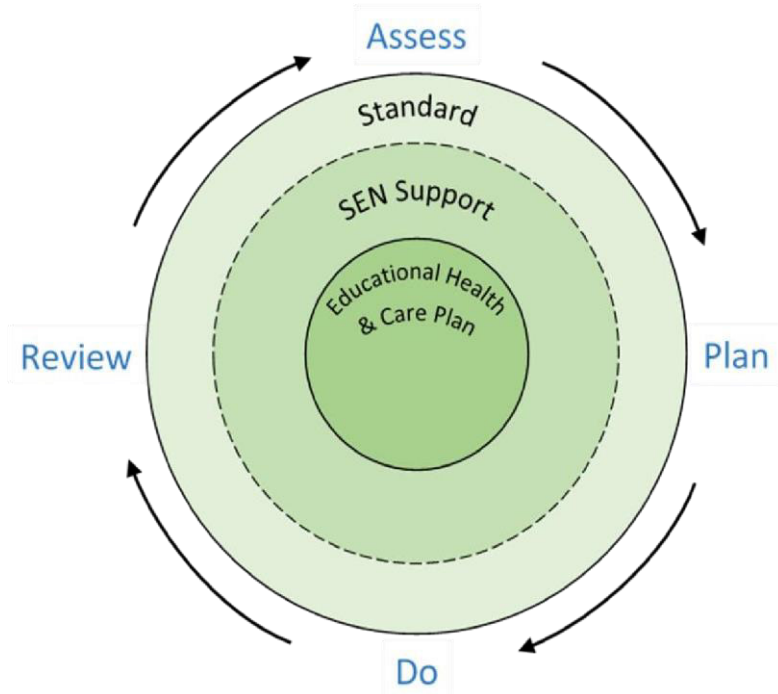
SEND Support

Where it is determined that a student does have SEN, parents will be formally advised of this, and the decision will be added to the student's school records. The aim of formally identifying a student with SEN is to help college 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 ongoing 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 substantial 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 is also encouraged to share their thoughts and feelings so that a greater understanding of their difficulties is gathered 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. The student's views and feelings are also sought so that provision decisions can be planned to fit with their wishes and aspirations. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

When planning provision, staff are mindful of including opportunities to prepare students for adulthood and to develop skills of independence for making their own decisions, taking on new responsibilities and making positive contributions.

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. Information sharing will be done through the Student Profile, which the student contributes to.

Do

The subject teacher remains responsible for working with the child 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 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. All staff will work together to encourage the student to develop independence as a learner so that they learn to self-manage their difficulties and do not become over reliant on adult support. 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. Reviews will be person centred ideally with the student attending and sharing their views, wishes and aspirations. It will also take account of the views of 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.

Request for an assessment Education, Health, and Care Plan

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENCO.

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

<https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

or by speaking to the Integrated Children's Disability Service on:

0115 804 1275 or by contacting the Ask Us Nottinghamshire on:

0800 121 7772.

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

- Parents
- Students
- Teachers
- SENCO
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Education, Health, and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire 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 developing and producing the plan.
- b. 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.
- c. 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 SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs, and views of the individual.

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made. Student's views and feelings are also taken into account, as it is important that they are happy with these provision decisions.

Procedures and Review:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports, student views and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEN.
- Reviewing annually in consultation with SLT and curriculum leaders the exam courses available and offered to individuals and groups to ensure they are appropriate and accessible.
- Supporting students to make course and setting choices that will help them to fulfil their aspirations.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.

- Regularly seeking student views to ensure that they feel happy and safe with their provision arrangements.
- Using and reviewing relevant and appropriate interventions to narrow the gaps in literacy and numeracy skills for SEND students.
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Offering appropriate alternative provision where necessary and always in consultation with parents and students.
- Setting appropriate individual targets that motivate students to do their best and celebrating achievements at all levels.

Curriculum Accessibility for students with SEND needs and disabilities.

At Alderman White School we take a personalised approach to meeting the SEND needs of our students. The information below indicates some of the strategies and interventions we use to ensure that students with SEND needs and disabilities can access our curriculum. Wherever possible, students are supported to access a full mainstream timetable. This includes additional support or intervention in mainstream classrooms but also interventions in small groups or out of the classroom to accelerate skill development and support reintegration into the classroom. This is not an exhaustive list, and interventions are regularly reviewed and amended in discussion with parents / carers and students.

All our students with SEND needs are supported by a student profile which indicates to staff their strengths and any adjustments that will support them within mainstream lessons. Students will have a keyworker who may be their form tutor or a member of our support team.

For students with Cognition and Learning Needs:

Personalised inclusive in-class adjustments including, but not limited to: chunking down information, verbal and written prompts, printed or electronic desk copies of information from the board, extra time or reduced demands (e.g. alternate questions), shared reader support, scaffolds and writing frames, alternative methods of recording information, differentiated tasks, regular check ins by teachers, use of ICT to reduce barriers to accessing texts, peer mentoring, regular praise.

Assessment for appropriate exam access arrangements.

Dyslexia portfolio to screen for literacy difficulties and inform teachers of strengths and needs via a student profile.

Switch On reading intervention in Y7 and 8.

TA reader support in Y7/8 library lessons.

Use of coloured overlays and coloured papers.

Text Help read and write software is available to all our students. This is a reading and dictation software programme and can also be used for KS4 exams.

Reading pens.

Entry Level Certificate Maths delivered in a small group as a step up to developing basic skills in preparation for GCSE.

Step up to English small group intervention to develop student's literacy skills in preparation for GCSE.

Appropriate exam access arrangements including but not limited to a reader, extra time, use of word processor or scribe etc.

For students with Communication & Interaction Needs:

Personalised inclusive in class adjustments including, but not limited to: chunking down information, verbal and written prompts, printed or electronic desk copies of information from the board, regular check ins by teachers, extra time for processing information, extra time or reduced demands (e.g. alternate questions), scaffolds and frames for writing, choice of task, use of ICT to reduce barriers to learning, movement/sensory breaks to aid concentration, suitable seating position in class, alternative ways of seeking support e.g. red/green disc to display, peer mentoring, regular praise.

Assessment for appropriate exam access arrangements.

Access to calm space (HAVEN) and sensory area.

1:1 understanding Autism intervention.

1:1 or small group understanding relationships / healthy relationships intervention.

Sensory feedback activities and recommended OT programmes.

Wobble cushions, writing slopes, fidget toys and other relevant equipment to support in class learning.

For students with Social Emotional & Mental Health Needs:

Personalised inclusive in-class adjustments including, but not limited to: verbal and written prompts, extra time for processing information, extra time or reduced demands (e.g. alternate questions), shorter tasks and rest breaks/time out, regular check ins by teachers, suitable seating position in class, alternative ways of seeking support (e.g. red/green disc to display), printed or electronic desk copies of information from the board, use of ICT to reduce barriers to learning, movement breaks to aid concentration, peer mentoring, regular praise.

Assessment for appropriate exam access arrangements.

An emotion coaching approach by support staff.

Emotional literacy intervention delivered by a trained ELSA.

Comic Strip conversations as reflection.

1:1 or small group social skills programmes.

Anger management intervention.

Trained mental health first aider to deliver appropriate anxiety management intervention.

Confidential School counsellor intervention.

For students with Sensory, Medical and Physical Needs:

Personalised inclusive in-class adjustments including, but not limited to, extra time or reduced demands (e.g. alternate questions), rest breaks as appropriate, regular check ins by teachers, printed or electronic desk copies of information from the board, use of ICT and other equipment to reduce barriers to learning, alternative methods of recording, task adjustments, peer mentoring, regular praise.

Assessment for appropriate exam access arrangements.

Practical assistant support in class.

Touch typing and handwriting interventions to support students to record work effectively in lessons.

Access to appropriate magnifying equipment and adjusted font size both electronically and on paper to enable students with visual impairments to access mainstream lessons.

Staff trained in the use of radio aids/multi mics to enable access to all lessons for students with hearing difficulties.

Adjustments to seating arrangements in class to enable students with physical difficulties to access mainstream lessons.

Accessible wash/dry toileting facilities.

Appropriate OT recommended interventions and exercise.

Safe spaces for efficient administration of relevant medicines for a variety of conditions to ensure students can remain in school.

Wobble cushions, writing slopes and other relevant equipment to support in class learning.

Personal Emergency Evacuation Plans (PEEPs).

10. Inclusion of students with SEND

The inclusion of all students with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation, and religion. It is recognised that some students with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team together with the *SENCo* to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings,' Healthy families, Team Early Help Unit, ICDS and the Multiagency Safeguarding Hub (MASH), SBAPs, Family *SENCo*.

External Support agencies can include:

- Educational psychologists.
- Schools and Families Specialist Services.
- Medical staff, including Healthy families team practitioners, GP, Paediatrician, CAMHS
- Speech therapists.
- Physiotherapists.
- Occupational Therapy
- Health Related Education Team (HRET)
- Family Service
- Social Care

Extra-curricular activities are an integral part of the Trust and available to all students. Students are actively encouraged to attend and make a positive contribution to these groups, and this can be supported where appropriate. This includes languages, sports, visual and performing arts. Inclusiveness in extra-curricular activities is important to us at the Alderman White School.

11. Safeguarding

We recognise that students with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. This Schools Safeguarding policy is adhered to and reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

12. Evaluating the success of provision

To make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents, and students throughout the year.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice and individual targets. Information about progress is recorded, tracked, and analysed termly using Go4 Schools. Parents are informed of progress through their My Child at School access and at review meetings and through formal written reports and minutes of meetings.

The impact of intervention programmes is also tracked and reported on annually to ensure programmes are appropriate in meeting students' needs and narrowing gaps.

There is an annual formal evaluation of the effectiveness of the school's SEND provision and policy. The evaluation is conducted by the SENCo, Headteacher & SEN Link Governor and information is gathered from various sources including student and parent surveys, teacher and staff surveys, consultation evening feedback forms, parent forum, lesson observations and book scrutiny. This will be collated and published by the proprietors of Academy schools on an annual basis in accordance with section 69 of the Children and Families Act 2014. This is commonly known as the SEND Information Report.

Evidence collected for the SEND Information Report will help inform school development and improvement planning.

13. Complaints procedure

The school's complaints procedure is outlined in the Complaints Policy, which is available from reception, on request.

We are always happy to talk to parents and to listen to any concerns they may have. We operate an 'open door policy' and can be contacted at any time should a concern arise. Parents may speak to their child's form tutor, Head of Year, Key Stage Inclusion Team, the SENCo or directly to members of the Senior Leadership Team. We will always do our best to resolve any issues that are raised.

The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents and carers as required.

14. 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. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion, more widely.

The school offers all staff CPD opportunities and an annual programme of wider training across all phases of education.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts appropriate SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENCo, with the Senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our students with SEND and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

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

- Educational psychologists.
- Schools and Families Specialist Services.
- Medical staff, including Healthy Families, GP, Paediatrician, CAMHS
- Speech therapists.
- Physiotherapists.
- Occupational Therapy.
- Health Related Education Team (HRET).
- Alternative Training providers e.g., Buxton Training.
- Family Service.
- Social Care.

16. Working in partnerships with parents

No student will be entered onto the school's SEND Support List/Register without prior discussion with parents.

The school endeavours to recognise and remove barriers for pupils with SEND through an ongoing discussion with parents to develop an evolving understanding of the student's strengths and needs. This will be informed by the:

- early and accurate identification and assessment of SEND leading to appropriate interventions and provision.
- detailed tracking to ensure the continued social and academic progress of children with SEND.
- reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the student.

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 SEN to the local authority 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 will be consulted, and their consent sought before the school seeks to involve external education support services.

If a parent or carer has any concerns or complaints regarding the provision, care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint (see separate complaints policy).

The school's SEND governor Jim Yates can also be contacted in relation to SEN matters.

17. Links with other schools

The Trust consists of Alderman White School and Bramcote College, incorporating the former Bramcote School. Our SENCo works closely with colleagues at each site. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Through the family SENCo there are strong links with the feeder primary schools in the Alderman White and Bramcote Park families of schools. Through the South Broxtowe SBAP we also have links with neighbouring secondary schools.

Transition

In preparation for Transition from primary to secondary phase, the SENCo, Head of Year or appropriate Keyworker will be invited to attend Y6 Annual Reviews. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues. Where appropriate Y6 students are invited to attend additional transition visits to become more familiar with the new setting and key members of staff. Information about strengths, difficulties and strategies is shared to allow student profiles to be produced for distribution to secondary teachers.

At Year 9 reviews for students with SEND formal transition plans are produced to determine the most appropriate routes to employment, further education, work-based training, higher education, and adult life. We also offer a Preparing for Adulthood course as part of the Y9 specialisms process for specific students. Where appropriate, the school will organise a Student-Centred Transition Review to ensure that an Action Plan is in place for Key Stage 4. Additional careers interviews will be offered as part of this process.

Students with SEND are supported with transition to post-16 education through selection of appropriate courses, supported visits with staff, sharing of students' profiles and other relevant information with the new setting, additional input from 'Ideas4Careers'.

The school recognises that where a student with an EHCP continues to attend after compulsory education i.e., after age 16, the local authority may decide to maintain this until the age of 25.

17. Links with other agencies and voluntary organisations

The Alderman White School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Designated Safeguarding Lead and LAC Co-ordinator is responsible for liaising with Social Services. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care

- Speech and Language Therapy Service (SALT)
- Social Emotional and Mental Health Team (SEMH) – primary phase or the Behaviour Partnerships
- Child and Adolescent Mental Health Services (CAMHS)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

Parents will normally be invited to and informed about meetings held concerning their child unless there are over-riding safeguarding issues.