



Nailsea School

Special Educational Needs and Disability Policy [SEND]

Headteacher Mrs D. Elliott

Rationale and Aim

The aim of this policy is to:

- 1.1 Enable the best possible outcomes, aspirations and achievement for children and young people educated at Nailsea School and to foster an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND).
- 1.2 Inform as to how SEND are identified and provided for so that children and young people with SEND have access to a full and varied curriculum.
- 1.3 Enable parents, carers and external agencies to work together with the school so that the needs of children and young people with SEND are fully met.

2. Policy

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Sep 2014) and the Equalities Act (2010).

3. Procedure

Definitions:

- 3.1 The 2014 Code of Practice states that 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 him or her. 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.”
- 3.2 “A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”
- 3.3 A disability is defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

Making higher quality differentiated teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

Identifying SEND:

- 3.4 Pupils/students will be identified through ongoing assessments by the child or young person’s teachers, and brought to the attention of the SENDCO following a graduated response, if they are making less than expected progress and in spite of high quality, differentiated classroom teaching.
- 3.5 Limited progress under achievement and challenging behaviour do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.
- 3.6 The SENDCO will then work with other staff to investigate this further and may ultimately engage the help of external agencies to identify the area of need. The Code of Practice 2014 outlines the four broad areas of need as:

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

Special Educational Provision:

- 3.7 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.
- 3.8 Teachers are responsible and accountable for the progress and development of the pupils/students in their class, including where pupils/students access support from teaching assistants or specialist staff.
- 3.9 High quality teaching, differentiated teaching is the first step in responding to pupils who may have SEND. All teachers and teaching assistants at Nailsea School have a wide range of inclusive strategies to meet the needs of different types of learners and a programme of SEND training.
- 3.10 Most students will make expected progress but should there be further concerns for a student, Nailsea School will take a graduated response to supporting children and young people with SEND.

The special educational provision in place should follow the four part cycle:

1. Assess. This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.

2. Plan. This is likely to involve the SENDCO working with teachers to plan appropriate provision, which is clearly communicated to parents and staff. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.

3. Do. The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, ('all teachers are teachers of SEN') Teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.

4. Review. The progress of pupils/students who are receiving SEND Support should be monitored closely and reviewed regularly according to their level of need. Ordinarily the school communicates with all parents three times a year.

4.1 As a result of evidence from the Assess Plan Do Review cycle, further cycles of intervention may be required and recommended for a discrete period of time. This intervention is in addition to high quality differentiated quality teaching. Parents will be informed and the student will be recorded as SEND support on the SEND register. Students will be monitored closely and reviewed regularly and removed accordingly.

4.2 If progress is still not as expected, despite a period of appropriate targeted intervention, further specialist advice may be sought from an outside agency (e.g. Educational

Psychologist, Occupational Therapy) Students with this highest level of need will be recorded on the SEND register as K. Individual passports detailing students' needs will be created in collaboration with parents using 'Class Charts'. These will be updated regularly. Where students attend formal interventions, Individual learning plans will be created and these will be reviewed and shared with parents 3 times per year.

- 4.3 Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENDCO will follow the statutory guidance on requesting an assessment for an Education, Health and Care Plan. These students will be recorded as 'E' for a student with an EHCP on the SEND register. EHCP documentation will be uploaded to 'Class Charts' and available to be seen by all teachers.

Transition:

- 4.4 Nailsea School will work closely to ensure smooth transition at all transfer points to make sure that there is clear communication about SEND. The SENDCO works closely with all feeder schools to gather information and with the school's transition team.

5. Monitoring and Evaluation

- 5.1 This policy and the effectiveness of SEND support in Nailsea School will be monitored throughout the academy year as part of the usual self-evaluation systems in schools.
- 5.2 Every year the SENDCO will publish to Governors a SEND Information Report in response to section 6.74 of the Code of Practice (Clause 65)

6. Implementation and Review

- 6.1 This policy will be implemented by the staff of Nailsea School, and the SENDCO will oversee the day to day implementation.
- 6.2 The policy is due for review annually.

7. North Somerset Resource Base (RB)

The Resource Base is for students with higher functioning Autism. The aim of this provision is for students with an ASD diagnosis and Education Health Care Plan (EHCP) to have an extended transition into secondary school life with them ultimately being able to successfully access the main school full time without 1:1 support. See Appendix 1 for access criteria.

8. Author and Date

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Date:	January 2024
Governor signatory:	Sue Renny, Chair of Governors
Date:	January 2024
Next review date:	January 2025

Appendix 1

Admission Criteria for the ASD Resource Base

- All pupils will have an Education, Health and Care plan
- Must be in the age range appropriate to the school unless individual agreement has been negotiated with the commissioner
- Have a primary diagnosis of ASD, although related diagnoses could also be considered. Irrespective of the terminology of the diagnosis the learner will exhibit significant difficulties in the triad of Communication,
- Socialisation and flexibility of thinking which hinder or prevent them from engaging in mainstream education on a full-time basis.
- Have a range of significant secondary needs such as speech language and communication, behaviour, emotional, social, physical, medical, sensory sensitivity.
- Be able to access a mainstream classroom for part of the week (30% by the end of Term 2 in the academic year of entry)
- Be able to work in small groups (of no more than 10 pupils) and not reliant on 1:1 adult support.
- Pupils will have the potential to cope in an environment that is fully integrated with the mainstream, with appropriate support.
- Pupils will be able to verbally communicate without the need of communication aids. They may still need support and programmes devised by a Speech and Language Therapist (SALT).

Exit Criteria

- A change of educational placement will be considered at the annual review in line with the code of practice.
- The outcomes general to the resource base have been met.
- The pupil is able to manage mainstream provision with or without adult support for at least 80% of lesson time.
- In some case, more specialist provision may be required. Evidence of this would be that, despite being in the resource base for more than one academic year, the pupil is still unable to access a mainstream classroom for at least 30% of lesson time. Any change of placement must be recommended through the annual review process with decisions being made by the Local Authority.

Refusal of Admission

- The agreed number of brought places by the authority is fully subscribed, or the number of children with EHCPs in the required year group is at maximum, and admitting children over this number would be incompatible with the provision of the efficient education or the efficient use of resource
- There is insufficient evidence of a clear diagnosis of ASD.
- There is evidence that the pupil is unable to access small group work without individual support.
- There is evidence of severe or complex learning difficulties
- The admission of a pupil would compromise the health and safety of the pupils/or staff within the School or would compromise or disrupt the education of pupils already in attendance.
- Siblings are not automatically admitted.
- The needs of the child are such that it would be expected that their local mainstream school should be able to meet need or make necessary adaptations e.g. training staff to enable needs to be met