

NORTON CANES HIGH SCHOOL

SEND Policy & Information Report



2021 - 2022

Approved by:	Beryl Hall	Date: October 2021
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Last reviewed on:	November 2021
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Next review due by:	[Date]
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1. Aims

Norton Canes High School is a unique mainstream school. Although small in size, with less than 500 pupils in years 7-11, we have a large cohort of students with special educational needs and disabilities (SEND). We currently have around four times the national secondary average for students identified as receiving an education, health and care plan (EHCP) and above average number of students requiring SEN support. We also have around 10% of students identified with a diagnosis of autism. As well as support offered by staff at the school, there is further support by staff from two resource bases on site. These are led by the autism outreach team (AOT).

Norton Canes High School has the highest expectations for all its students, regardless of need. It is our endeavour to allow students with SEND to flourish and succeed. To enable this to happen, it is essential that the school makes reason adjustments to enable students with SEND to have the same provisions and opportunities as students without SEND. As a consequence, all students follow the same key stage three curriculum, although adaptations will be made where required. The option system in key stage 4 is the same for all students, although there will be consultation with pupils and parents/carers where required. All students are able to apply for key stage 5 provision.

Our SEN policy and information report aims to:

- Set out how the school identifies students with SEND
- Set out how our school will support and make provision for pupils with special educational needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Provide further guidance and support for pupils and parents/carers

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

3. Definitions

A pupil has SEND 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 the 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 Mr S Stokes (01543) 622600 s.stokes@nortoncanes-high.staffs.sch.uk

The Assistant SENCO is Mrs J Simms (01543) 622600 j.simms@nortoncanes-high.staffs.sch.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school'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 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 SEND up to date
- Monitor and track the performance data of students and provide guidance or intervention as required

4.2 The SEND governor

The SEN governor will:

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

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- Delivering quality first teaching, enabling all students to follow subject schemes of learning
- Working closely with teaching assistants or specialist staff in the planning and delivery of lessons/interventions. This includes knowledge of student's pupil passport and EHCP

- Working with the SENCO/Assistant SENCO to review each pupil's progress and development and decide on any changes to provision (Annual Reviews, EHCNA, APDR cycle)
- Attend/complete all relevant education, training and coaching sessions (e.g. Team Teach) to improve practice and knowledge of students

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school 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 SEND and assessing their needs

As stated in the SEND Code of Practice, a child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. This provision, as stated in the SEND Code of Practice, should be "additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area". A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age

There school states that all students with an education, health and care plan (EHCP) are identified as SEND. However, there are other students who may not have an EHCP, but the school identify as SEND, as their needs require "special educational provision, that is additional or different". These students will be identified as SEN K (requiring SEN support). To ensure pupil needs are identified and monitored, we will assess all pupil's current and continued progress termly. We will also assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress (expected to be termly):

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Shows areas of significant concern in social, emotional and mental health that is having impact on areas such as attendance and behaviour

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where a pupil is identified as having special education needs (EHCP, SEN K) they will be placed on the school's SEN register. During assessment of progress, where the school decides that desired outcomes are met, for students identified as SEN K, they will no longer be identified as SEND. These students will be removed from the school's SEN register and moved to the school's additional educational needs register (AEN register). Pupil and parents/carers will be informed. It should also be noted that additional students who do not meet threshold for SEN (e.g. child in care), may also be placed on the AEN register for monitoring. The school will decide if pupil and parents/carers are informed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are (e.g. potential educational psychological assessment)
- Everyone is clear that the pupil will be placed on the school's SEND register, whilst they are identified as SEND

Notes of these early discussions will be added to the pupil's record and given to their parents. This will be through the pupils assess, plan, do, review (APDR)

We will formally notify parents when it is decided that a pupil will receive SEN support (SEN K).

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** for pupils identified as SEN.

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 APDR cycle will be termly, therefore there will be a maximum of three APDR during an academic year. For pupils identified as SEN K, if the outcomes of the APDR are met, the school may decide to remove the SEN K identification (see section 5.2).

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will endeavour to share information with the school, college, or other setting the pupil is moving to. We will endeavour to agree with parents and pupils which information will be shared as part of this. For students in year 11, identified as SEN, post 16 advice, information and guidance (AIG) will be available from the school's careers advisor, who will make scheduled meeting/s with pupils stated. There will also be additional consideration for students with an EHCP, through the annual review. A similar process will apply for students in year 13. Where a child identified as looked after, also has SEN, further considerations will take place during the pupil's personal education plan (PEP) meetings.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class, this includes students with SEND.

Quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions (not exhaustive and reviewed):

- Gross motor skills
- Fine motor skills
- Memory support
- Nurture programme
- Numeracy support
- Fresh start
- Lego therapy
- Emotional support (through trained ELSA)
- Behaviour support (including directed work at pupil referral units)
- Living for sport (expected December 2021)
- Aspire programme (expected December 2021)
- Counselling sessions (expected December 2021)

5.7 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.
- › Appropriate seating plans

5.8 Additional support for learning

We have a team of teaching assistants/learning support assistants who are managed by an Assistant SENCO. Within the team there are 8 teaching assistants/learning support assistants and one apprentice teaching assistant who are employed to provide in-class support for students with an EHCP and SEN K (where required). We also have two additional teaching assistant/learning support assistant who support two students who are visually impaired (VI). There is also a teaching assistant who is employed to manage The Hub. The Hub's aim is to support students who are unable to access all lessons due to issues with SEMH (to be reviewed). The final part of the team is a learning support assistant whose role is to support the learning interventions programme for identified students. These interventions include (but not exhaustive):

- › Gross motor skills
- › Fine motor skills
- › Memory support
- › Nurture programme
- › Numeracy support
- › Fresh start
- › Lego therapy

Please note: Teaching assistants/learning support assistants will only support pupils on a 1:1 basis when identified specifically within the EHCP or deemed required by the school. Teaching assistants will support pupils in small groups when identified on a pupil's EHCP or deemed required by the school.

We work with the following agencies to provide support for pupils with SEN (not exhaustive):

- › Autism outreach
- › Staffordshire SEND and Inclusion Hub
- › CAMHS
- › Action for Children
- › YESS
- › Chaselea PRU
- › The Bridge PRU

5.9 Expertise and training of staff

Our SENCO has two experience in this role and has worked as Assistant Headteacher for Inclusion previously. They are allocated ten hours a week to lead and manage SEND provision.

The SENCO is support by an Assistant SENCO, who is a TA. They are allocated 25 hours a week to manage SEND provision.

We have a team of 12 teaching assistants/learning support assistants and one apprentice teaching assistant who are trained to deliver SEN provision.

In the last academic year, staff have been trained in (not exhaustive); safeguarding level 1, behaviour, supporting students with SEMH, acute childhood experiences, attachment aware and trauma informed training.

We use specialist staff for (see 5.6) behavior support, counselling, support and guidance

5.10 Securing equipment and facilities

The school will have a SEN budget that is used to support the provisions available to students with SEN. The SENCO and business manager will consider best practice in relation to its use. This will consider not only staffing, but also equipment and facilities that are used by students with SEND.

5.11 Evaluating the effectiveness of SEND provision

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

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

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

As stated in our Aims (section 1), we have the highest expectations of all pupils, regardless of need. It is our endeavour to make reasonable adjustments to ensure students with SEN have the same opportunities as students without SEN. These include (but not exhaustive):

- All of our extra-curricular activities and school visits are available to all our pupils, including after-school clubs.
- All pupils are encouraged to go on our residential trip(s)

No pupil is ever excluded from taking part in these activities because of their SEN or disability. However, there are identified extra-curricular activities that are targeted for students with identified needs. Consideration towards a pupil's SEND is considered on entry following a transition meeting with the SENCO of the previous school. Following this, provision and arrangements are secured. SEND provision and arrangements are discussed at the highest level. Where provision and arrangements are amended, these are discussed at SLT, with the presence of the school's SENCO to ensure changes are in accordance to the needs of students, identified with SEN. The school's accessibility plan provides further guidance in to how the school support's the education and provision of students with disabilities.

5.13 Support for improving emotional and social development

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

- There is a trained ELSA who provides support for identified pupils
- There is a personal development curriculum the provides AIG for students

- Subjects offer challenging opportunities to develop resilience
- All SEN students are provided a key worker who provide weekly support
- Pupils with SEN are encouraged to be part of the school council
- There is a trained counsellor to support identified pupils
- Pupils with SEN are encouraged to become anti-bullying ambassadors (December 2021)

We have a zero tolerance approach to bullying.

5.14 Admissions

On receiving an admission for a student with an EHCP, we will endeavour to meet the student and parents/carers and carefully assess the needs of the student against the school's ability to meet those needs and inform the appropriate authority.

5.15 Working with other agencies

The school endeavours to engage and provide communication with outside agencies that are part of the wider provision for identified students. During the APDR process, agency information is requested and where meetings are required, attendance is also considered. This is for consideration during Annual Reviews.

5.16 Complaints about SEN provision

If you have a complaint regarding SEN provision, please refer to the school's complaints policy on the school's website <https://www.nortoncaneshighschool.co.uk/>. Support and guidance can also be provided by other services, including SENDIASS <https://www.staffs-iass.org/home.aspx>

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

5.17 Contact details of support services for parents of pupils with SEND

At Norton Canes High School, we appreciate there are outside agencies who can support the needs of pupils with SEN and their parents/carers. Below is a list of possible support services (not exhaustive), although we would always recommend consideration to Staffordshire's local offer (see 5.18):

- Action for Children
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=M0LUXiR7V7M>
- Staffordshire Autism outreach team
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=hS9EITNMhoo>
- CAMHS <https://camhs.mpft.nhs.uk/south-staffordshire>
- Family Support Services
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=1OoyFonzl5M>
- Midland Partnership Foundation Trust <https://www.mpft.nhs.uk/>

- SENDIASS <https://www.staffs-iass.org/home.aspx>
- Staffordshire Early Help <https://www.staffsscb.org.uk/working-together-to-safeguard-children/early-help-strategy/staffordshire-early-help/>
- Staffordshire SEND <https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx>
- Walsall SEND Local Offer <https://go.walsall.gov.uk/the-send-local-offer/>

5.18 Contact details

For general questions and concerns please contact:

The SENCO is Mr S Stokes (01543) 622600 s.stokes@nortoncanes-high.staffs.sch.uk

The Assistant SENCO is Mrs J Simms (01543) 622600 j.simms@nortoncanes-high.staffs.sch.uk

5.19 The local authority local offer

Our local authority's local offer is published here:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by the SEN team **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 the following documents, which some can be found on the school's website

<https://www.nortoncaneshighschool.co.uk/>

- Accessibility plan
- NCHS Behaviour policy
- NCHS Safeguarding and Child Protection Policy
- Supporting pupils with medical conditions policy