



## **Nottingham Free School – SENDD & Inclusion Policy**

This policy should be read in conjunction with the Equality Scheme and Access Plan. The purpose of this policy is to ensure that the Nottingham Free School executes its statutory duties regarding the 'SEND Code of Practice: 0 to 25 years', (2014), Part 3 of the 'Children and Families Act' (2014) and associated regulations and the 'Special Educational Needs (SEND) code of practice' (2001). The 2001 code still applies for those who have an SEND statement under part 4 of the Education Act 1996.

### **The Vision for Our School:**

At Nottingham Free School we value the abilities and achievements of all of our students and are committed to providing for each student the best possible environment for learning. The aim for all of our students is inclusion, ensuring that they have access to a broad and balanced mainstream education within school and assimilation into the community outside school. We know that many students will have special educational needs at some time during their school life. At Nottingham Free School we recognise that appropriate support and intervention through the implementation of this policy, will enable all students to experience and enjoy positive achievement.

### **Definition of Special Educational Needs:**

A student has special educational needs if he or she has learning difficulties or a disability that need special educational provision to be made in order for them to access the curriculum. By learning difficulties or disability we mean that the student will have much greater difficulty in learning than the majority of students of the same age, or that he or she has a disability which prevents them from using the facilities in school that are provided for students of the same age.

Special educational provision means provision that is additional to or different from that provided generally for children of the same age in a mainstream setting.

Nottingham Free School also recognises that some students without SEND will need additional provision as a result of being more able than the majority of their peers and/or when English is not their first language.

## **Roles and Responsibilities:**

The Special Educational Needs and Disability Code of Practice: 0-25 years (2014) makes it clear that:

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.”*

At Nottingham Free School subject teachers are supported by the Special Educational Needs Co-ordinator (SENDCO) and wider Learning Support Team. Additional support is available through staff in other Torch Academy Gateway Trust Schools.

Class teachers are central to ensuring that student needs are met. As such class teachers are expected to:

- Be aware of this policy and the procedures for identifying and assessing students with SEND
- Ensure appropriate differentiation so that all student needs are met
- Assist in the development of learning targets by liaising with the SENDCO and TAs
- Participate in professional training relating to SEND provision

The ultimate responsibility for SEND issues rests with the Head of School and Local Governing Body (LGB).

The Local Governing Body will ensure:

- The appointment of a member of staff as SENDCO
- The SENDCO has completed (or is undertaking) all statutory training
- The high standard of SEND provision
- Annual evaluation and review of the SEND policy
- A link governor visits the school regularly, liaises with the SENDCO and reports back to the LGB
- The effective implementation, monitoring and evaluation of this policy
- The Chair reports to the TAG Trust Board about the effectiveness of this policy on an annual basis

The Head of School is responsible for the day to day management of the SEND policy. The Head of School will ensure:

- That all staff, students and parents are aware of and follow this policy
- The LGB is kept fully informed of all issues relating to SEND responsibilities

- That effective links are established with parents/carers of SEND students
- The work of the SENDCO is subject to regular and on-going evaluation and appraisal

The SENDCO is responsible for the day to day application of the SEND policy. This includes:

- Leadership of SEND training and development across the school
- Providing advice, guidance and support to staff, parents and students
- Developing individual learning plans as appropriate to ensure that student needs are met
- Ensuring effective liaison with parents, LAs, external agencies and feeder schools
- Liaising with the Head of School and the link governor
- Leading the team of TAs and evaluating the effectiveness of their work

### **Admission to School:**

We will never refuse to admit a student to school simply because s/he has special educational needs. We will always try our best to make sure that we make appropriate reasonable adjustments to meet student needs.

### **Primary Transfer:**

- Parents are invited to meet the SENDCO at the Year 6 Open Evening in the Autumn term to make an initial contact. A record of the meeting is kept.
- The SENDCO is available to attend Annual Reviews of students (with an EHCP and in some cases School Support) in Year 6 and if deemed necessary Year 5, in order to prepare for the transition to Nottingham Free School.
- Where appropriate a Transition Plan is developed to ensure a smooth transition. This may involve a student having several pre-visits to Nottingham Free School to familiarise them with the school and the staff.
- During the summer term the school will request additional information from primary schools about individual students and, where appropriate, will visit feeder schools to gather further information.
- Parents are then encouraged to meet the SENDCO at the new intake events.

### **Identifying when a Student has Special Educational Needs:**

It is important that a student's special educational needs are identified as early as possible. We will always let parents know as soon as we identify that

their child has special educational needs. On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school or transfer from another Secondary school by using one or more of the following.

**From Primary School:**

- Year 5 and 6 Open Evenings at Nottingham Free School where parents can meet the SENDCO.
- Year 6 SAT results
- Medical records
- Primary transfer profile
- Transfer information from other professionals.
- SENDCO visits to primary schools during Year 6.

**From previous secondary school:**

- Meeting with parents and student and Head of School
- Contact with previous SENDCO or pastoral leader
- Reference to previous files
- Reference to previous Learning Plans

**In School:**

- Information from parents
- Referral by tutor or Head of Year
- Referral by subject teacher
- Student referral
- Peer referral
- Progress data

**Referral procedures:**

The SENDCO will gather together information about students and will work with the subject or class teacher to decide on any action that needs to be taken. We adopt a graduated response that includes a wide range of strategies. We make full use of available school and classroom resources before it is necessary to bring in expert help. As students are identified this graduated approach ensures a progression of support and intervention which may be necessary until satisfactory progress is achieved. The main ways in which we support students with Special Educational Needs are:

- Support by ensuring students are placed in the correct learning group including subsequent re-grouping according to assessment data and other information available.

- Additional help and support by subject teachers through a differentiated curriculum.
- Specially prepared teaching materials.
- Specialist equipment.
- Individual support/mentoring with a subject teacher or TA.
- Literacy/numeracy support
- Withdrawal from class to work with a TA either individually or in a small group.
- In-class support from a TA
- Specific support and advice from external professionals
- The use of appropriate ICT equipment or other specialised equipment.
- Mentoring
- Study Buddy for study support
- Small group study support
- Study Support Option for KS4
- Personalised Programmes.
- Alternative provision with an outside provider

### **A Graduated Approach:**

When we identify that a student has special educational needs and support additional to that of normal classroom provision is required, we will set targets at Tutor Review day, review meetings and/or Parents' Evening in collaboration with tutors and subject staff.

Parents and students are encouraged to be involved in setting these targets and in reviewing them regularly, at least once a year. Students who have a special educational need which can be supported by their class teachers are described as being a Vulnerable Student (V).

Students who need additional provision, above that which can be provided through high quality teaching, will be known as School Support (K).

If appropriate it may be necessary to involve other services or agencies to support the child, their family and the school e.g. an Educational Psychologist or specialist teacher from the Inclusive Education Service. The external support agencies may advise the school on appropriate targets and provide specialist help when required.

School may request a statutory assessment from the LA when, despite an individual programme being provided for a student for a period of time, school is still concerned about the student's lack of progress. This will always be discussed with the student's parents.

This may lead to an Educational Health Care Plan (EHCP). The EHC planning pathway will involve gathering evidence from across services at the point of referral. The family will be involved at every stage of the process and a plan is produced which is outcome focused and family centred. Formal regular reviews of their plan will take place with the SENDCO, family and appropriate multi-agency personnel.

Year 8 and Year 11 reviews are significant in preparing the student for transition to employment, options for further education and adult life. A Transition Plan will be prepared by the SENDCO and involve appropriate external agency staff.

### **Record Keeping:**

Records kept of the steps taken to meet student's special educational needs are held securely and according to Data Protection best practice. Records are available for inspection by parents on written application to the school.

At Nottingham Free School we keep an Additional Needs Register of all students identified as requiring support or monitoring by staff. We provide all staff with information in September outlining students' needs, explaining what support they receive and giving advice on appropriate strategies. Teaching and support staff are also informed in detail during INSET about individual students. Support strategies are made accessible to all staff on the school network and are also given to them in paper form. This information is updated as and when necessary and passed on to all subject teachers and teaching assistants.

### **The people we work with:**

#### **Parents:**

At Nottingham Free School we firmly believe in developing a strong partnership with parents and that this will enable our students to achieve their potential. We recognise that parents know their children best and have a critical role to play in their education.

- Parents are invited to attend regular SENDD Review Meetings as well as normal Parents' Evenings and Tutor Review Days.
- Parents are encouraged to share information about their child informally e.g. by telephone, email or via the School Planner.
- Parents are encouraged to link with the Parent Partnership Services and other voluntary organisations.
- We are committed to fully involving parents in helping plan provision.

### **Students:**

We believe that it is important to listen to and act upon what students say about their needs and what sort of help they would like. At Nottingham Free School we:

- Involve students in their support reviews and any target setting, enabling them to express their feelings about the sort of help they would like.
- Encourage students to become involved in the wider life of the school.
- Enable students to have mentoring sessions with the member of the Learning Support Team, who is their “key worker”
- We may also arrange for a student to have mentoring sessions with an older student.

### **External links:**

At Nottingham Free School we also work with a wide range of external agencies and professional staff who can give us advice, support and training, as appropriate.

### **Other Schools and Colleges:**

Nottingham Free School links closely with other school's within the TAG Trust group. We work together to ensure shared approaches to the implementation of the Code of Practice, to plan training events linked to SEND and to quality assure practice in each school.

### **Links with the Local Community:**

We believe that school has an important part to play within the local community. We are involved in:

- Helping to arrange work experiences for our students
- Organising visits around the local area
- Taking part in community projects
- Links with local universities and colleges

## **Parent Partnership Services:**

Parent Partnership Services provide information, advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one.

They can be contacted at:

- *Nottingham & Nottinghamshire Parent Partnership Service*  
County Hall  
Loughborough Road  
West Bridgford  
Nottingham  
NG2 7QP
- 0115 804 1740
- enquiries@ppsnotts.org.uk

## **How provision for special educational needs is funded:**

The Age Weighted Pupil Unit (AWPU) is the sum of money provided to school for every student on roll. Some of this money goes towards providing for children with special educational needs as well as for all other students. The AWPU covers costs associated with:

- the employment of the SENDCO
- providing an appropriate differentiated curriculum for students

The school receives allocations of funds to be used specifically to provide for students with SEND (Element 2). Additional funding provides staff and resources for literacy, numeracy and social skills support programmes plus TA support in lessons and during enrichment activities. The SENDCO may also bid for Higher Level Needs funding (HLN-Element 3) to provide targeted support for named students who experience the most significant barriers to learning and participation.

<b>School's Funding from April 2013</b>		
<b>Element 1</b>	<b>Element 2</b>	<b>Element 3</b>
Base funding – amount allocated to schools per head (in the region of £4k)	Notional SEND budget - formula funded based on prior attainment, not allocated to specific pupils (notionally to meet the additional needs of pupils up	Targeted support for named pupils with SENDD from funding held by the LA, to cover costs of support in excess of £10k (Element 1 plus Element 2)



	to about £6k on top of Element 1)	
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### **How we monitor and evaluate our SEND policy:**

The school's Local Governing Body has a duty to evaluate every year the provision Nottingham Free School makes for students with SEND and to report on that through the annual report to parents.

- Parents' views are sought at all Review meetings, Parents' Evenings, SENDD Review meetings, Student Review Days and Parent Forums
- We also involve students in review meetings and in setting targets.
- We use SATs, internal assessments data and PIVATS to monitor progress.
- We also use teams from the Inclusive Education Service and Educational Psychology Service to advise and monitor.
- We ensure that all students with SEND are able to fully take part in the use of the school, including extra-curricular activities and trips.

### **How we deal with complaints:**

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's tutor or to the SENDCO. If you feel that your concerns are not being responded to, the school has a formal complaints procedure.

### **Gender Equality Duty**

*This policy has been reviewed in the context of Equality impact and assessed as: Neutral*

*This policy was last reviewed in: January 2017*