Sir Jonathan North Community College

Special Educational Needs and Disability (SEND) Policy

1. Ethos and Values

Sir Jonathan North is a 11-16 comprehensive school. We are an Inclusion Quality Mark Flagship school and we welcome students with special educational needs as defined by the SEND Code of Practice 2015;

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.

The aims of our special educational need and disability policy and practice in this College are:

- To ensure that all students with SEND engage in the activities of the College alongside pupils who do not have SEND.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To work in partnership with students/parents/carers and other agencies where appropriate to respond to the four broad areas of need:
  Communication and interaction, Cognition and learning, Social, mental and emotional health, Sensory/physical.

2. How does the college support students with SEND?

We:

- ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- the governors promote the inclusion of students with special educational needs and disabilities. The governing body support the monitoring of SEN. Our SEN Governor can be contacted via the school office.

3. How does the college know if a student needs extra help?

At Sir Jonathan North Community College we use the definition for SEN and for disability from the SEND Code of Practice (2015). See appendix.

Progress and achievement is rigorously tracked and the data is used to identify both underachievement and lack of progress.

We gather information from:

- KS2 assessments
- Primary Annual reviews and transition meetings
- Statement and EHC Plan documentation
- Information from outside agencies including SES, behaviour Support Service, Educational Psychology service and the Communication and Interaction Team.
- Baseline assessments including NFER reading tests and CATs (verbal, non-verbal and quantitative skills)

Where we have concerns about progress we will seek advice from other agencies as appropriate.

4. What should a parent do if it thinks their child may have special educational needs?

• If parents have concerns relating to their child's learning then discuss these with your daughter's form tutor.
This then may result in a referral to the school SENCo.
sjncc@sjncc.leicester.sch.uk Tel: 0116 2780116

• Parents may also contact the SENCo directly if they feel this is more appropriate.
• All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the college.

5. How will both the school and parents know how my daughter is doing?

Monitoring and tracking progress is vital to ensure positive outcomes for all our students and we recognise the importance of keeping you informed of your daughter's progress. We track and monitor progress in the following ways:

- The SENCO and the Skills for Learning Skills for Life Team use data from subject teachers
- SEN Reviews are held biannually. These are meetings which include the Named teacher/ teaching assistant from the Skills for Learning, Skills for Life team, student and wherever possible parents.

- Progress is reviewed formally at parents' evening, and through termly progress checks and reports
- The progress of students with a statement or EHCP will be formally reviewed at an Annual Review with the student and all adults involved present

If we have any concerns regarding your daughter's progress, we will discuss these with you.

6. How will the College support my daughter if she has SEN?

- For students with a statement or EHC Plan, support will be allocated according to need and the demands within a subject area.
- All SEND students receive quality first teaching which is differentiated and matched to need.
- Each curriculum area has its own TAs who are specialists in that area and who can provide in-class support where needed.
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and to ensure they are able to access the full curriculum.
- Students who require specific interventions for literacy, numeracy or speech, language and communication skills, are withdrawn from mainstream lessons as appropriate. Interventions are specific to need, and time related with clear targets.
- Specific support will be given in Year 9 to advise on appropriate option choices, and again in Year 11 to assist with post-16 transition.

How is SEN provision monitored?

- the Link Governor meets regularly with the SENCo throughout the year.
- classroom observation by the Senior Leadership team, the SENCo and external verifiers (eg. Basic Skills audit, Inclusion Quality Mark)
- analysis of outcomes for SEND students at this college compared with other schools locally and nationally,
- ongoing assessment of progress made by students with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to student need,
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND,
- student and parent feedback on the quality and effectiveness of interventions provided, attendance and behaviour records.

7. How is a decision made about what type and how much support my daughter will receive?

On-going monitoring of the support received by SEND students is carried out during an SEN Review following the assess, plan, do and review model:

- **Assess**: Data on the student will be collated by the Skills for Learning, Skills for Life named teacher in order to make an accurate assessment of the student's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan**: If a review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the college with advice from the SENCo.
- **Do**: SEN support will be recorded on a plan that will identify a clear set of expected outcomes. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review**: Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.

If your daughter is still not making expected levels of progress, despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

- Specialists in other schools e.g. teaching schools, special schools.
- Special Educational Needs Support Service
- Behaviour Support Service
- Dyslexia Centres
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Autism and Sensory Support
- Educational Psychologist Service
- Educational Welfare Officers
- Physical and Disability Support Service
- Social Services
- School Nurse
- Child & Adolescent Mental Health Service

• In addition, the college will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of students with SEND and in further supporting their families.

8. How will my daughter be included in activities outside the classroom including physical activities and school trips?

Risk assessments are carried out and procedures are put in place to enable all students to participate in all college activities.
The college ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any college provided activity.

9. How can I support my daughter's learning?

• Please look at the college website. It can be found at www.sjncc.leicester.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, our 'This Week' newsletter includes a section that identifies local learning opportunities.
• The class/subject teacher or SENCo may also suggest additional ways of supporting your daughter's learning.
• The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your daughter's learning.
• If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

10. What support will there be for my daughter's overall well-being?

We are aware that students may need additional support for health reasons or for their emotional and general well-being.
At Sir Jonathan North, students have access to the following:

- SEAL which is a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, and the emotional health and well-being of all who learn and work in schools.
- Learning Mentors
- Attendance tracking and monitoring
- Breakfast Club
- Lunchtime clubs for homework, reading and Maths
- Tutors who liaise with key staff, parents and carers
- Specific support for EAL students
- Open Door Counselling service

- Medical support
- E- safety including cyber-bullying
- alternative small group opportunities for students who find interaction outside the classroom difficult to develop their social interaction skills.
- Healthy School status which evidences the work undertaken within the school to supports students' well-being and mental health.
- The Anti-bullying Pledge is audited annually for its provision in regard to ensuring pupils safety by external agencies.

"Success and achievement are displayed and celebrated and evident in the caring and positive relationships between all members of the school community." IQM Quality Mark assessor April 2015

11. Students with medical needs (Statutory duty under the Children and Families Act)

- Students with medical needs will be provided with a detailed Health Care Plan/ Medical Education Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

12. What specialist services are available at the College?

The college works closely with a range of outside agencies and specialist services as appropriate. These include:

- Special Education Service
- Educational Psychology
- School Health including Hearing and Visual Impairments and School Medical Team
- CAHMS
- Student Behaviour Support team
- LSCB – Safeguarding
- Open Door
- Speech and Language including NHS Speech and Language Support
- Learning Support Team

- Social Care and Health
- ADHD solutions
- Ashfield Special School – Micro Technology assessments
- Specialist Assessments for Access Arrangements
- Virtual School Team

If students require additional advice and support to make expected progress we will meet with parents and carers to agree a way forward. A plan will be agreed and outside agencies will be invited to the college to discuss next steps. A plan of action will be drawn up and regularly reviewed. Where a student requires Element 3 support funding or statutory assessment leading to an EHC plan we will arrange an assessment meeting.

13. What training have the staff teaching and supporting SEND students at Sir Jonathan North had?

Awareness training has been provided to all staff on:

- how to support pupils with dyslexia and literacy difficulties.
- how to support pupils on the autistic spectrum
- how to support pupils with behavioural difficulties
- how to support pupils with speech, language and communication difficulties
- effective use of TAs in the classroom
- differentiation in the classroom
- mental health
- the new SEND Code of Practice 2015

- Enhanced training has been provided to Higher Level Teaching Assistants (HLTA) for students requiring additional support for social communication.
- The college has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- The Governor with specific responsibility for SEN has completed the SEN Governor training.

Staff working within the Skills for Learning, Skills for Life Team regularly attend in-house, local and national training.

14. How accessible is the college environment?

Sir Jonathan North complies with current DDA and Building Regulations, (Part M).
In the last three years the following adaptations have been made to the college environment:

- Disabled parking zones marked and located next to the college reception.
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced the two steps into college to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- Our Accessibility Plan (statutory requirement) describes the actions the college has taken to increase access to the environment, the curriculum and to printed information is available via the college website.

15. How are parents and young people involved in the life of the school?

At Sir Jonathan North, we actively encourage students and parents to be involved in the life of the college. The senior leadership team provide a parents' forum once a term for parents to discuss issues and ideas concerning the college; parents' views are also regularly sought through evaluations following parents' evenings, transition evenings and Year 10 Work Experience, and a yearly questionnaire about how their daughters feel about their experience at Sir Jonathan North. The student council executive oversees student representatives from each tutor group who discuss and propose ideas to move the college forward. Feedback from these meetings is shared with the senior leadership team so that appropriate actions can be put in place. Each term representatives from every year group are invited to share their thoughts and experiences about life at the college with the Principal.

16. How will the college prepare/support my child when joining Sir Jonathan North?

- If your daughter is due to start Sir Jonathan North at the beginning of Year 7, a planned transition programme is delivered in the Summer term to support their transfer from Primary school. Parent/carers are invited to a meeting at the college and are provided with a range of information to support them in enabling their child to settle into the college routine. This is called the SEN Induction morning. The SENCo meets with all new parents of students who are known to have SEND to discuss how their daughter's specific needs might best be met.
- If your daughter is transferring mid-year from another school, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

17. How will the school support my daughter when she moves on from Sir Jonathan North?

- If your daughter is transferring to another school mid-year, we will transfer your daughter's records within five working days of you notifying us that your child has been enrolled at another school.

- **Post-16 Transition**
- Parents of SEND students will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive and accessible.
- Accompanied visits to post-16 providers may be arranged as appropriate.
- For students transferring to local colleges, the SENCos of both schools will meet to discuss the needs of students with SEN in order to ensure a smooth transition.
- The college will work in partnership with Connexions to ensure all students with SEN receive advice and support to complete their UCAS progress on-line application forms for post-16 college courses.

18. Who can I contact for further information or if I have any concerns?

If you wish to discuss your daughter's special educational needs or are unhappy about any issues regarding the college's response to meeting these needs please contact the following:

- Your daughter's form tutor
- The SENCo – Miss D Pinger
- The Year Team Leader
- Mrs C Greaves – Curriculum Team Leader Skills for Learning, Skills for Life
- The Principal Mrs A Merrills
- The Governor with responsibility for SEN and Inclusion.

All of the above can be contacted using the school's email address sjncc@sjncc.leicester.sch.uk

19. What other support is available?

- More information about the local offer available in Leicester can be found at www.localofferleicester.org.uk
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here http://preview.tinyurl.com/qx5a8vq

Appendix – SEND Code of Practice (January 2015) SEND definition

SEN:
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.

A child of compulsory school age or a 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*
- *Special educational provision means* ***educational or training provision that is additional to, or different from,*** *that made generally for others of the same age in a mainstream setting in England.*
- **Disability**: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…****a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'****. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*