



# Tibshelf Community School

## SEND Policy

POLICY STATUS	DATE	CHAIR OF COMMITTEE	MINUTE No
Initial Acceptance by	24/11/2010	A Beckett	CC/10/47a
Agreed by Full Governors	08/02/2011	J Beckingham	GB/11/16i
1 <sup>ST</sup> Review by	21/09/2011	S Byrne	CC/11/29a
1 <sup>st</sup> Ratification by Full Govs	09/11/2011	J Beckingham	GB/11/61
2 <sup>nd</sup> Review by	26/11/2012	A Beckett	CCS/12/13.1
2 <sup>nd</sup> Ratification by Full Govs	07/11/2012	S Byrne	GB/12/49.1
Ratified by Full Govs	18/02/2015	Shaun Byrne	GB/15/11
3 <sup>rd</sup> Review by CC&S	11/03/2015	A Beckett	CC&S/15/10
Reviewed by S+C	15/03/2017	Steve Marvin	S+C/03.17-09
Approved by Full Govs	22/03/2017	Ruth Spencer	FG/03/17-05
Approved by Curriculum	14/02/2018	Justin Hawley	C/02-18/11
Approved by Full Governors	21/03/2018		FG/03/18/06
Approved by Curriculum	22/05/2019	Justin Hawley	CC/05.19-07

Review Period: 1 Year



# 1 TIBSHELF COMMUNITY SCHOOL'S APPROACH TO SEND

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## 1.1 SCHOOL VISION, MISSION AND VALUES (FROM STAFF SURVEY)

**Vision for SEND:** Young people with SEND should have access to all the same opportunities society has to offer and their additional needs should not be a barrier to their happiness and success in life.

**Tibshelf School mission for students with SEND:** to provide an outstanding educational experience that equips students with SEND with the skills, confidence, independence and qualifications to live happy, successful and fulfilling lives.

### **Tibshelf School values for SEND:**

- Foster a community where inclusion is the norm
- Develop the understanding of students, staff and parents of SEND
- Have equally high expectations of students with SEND
- Working together as a whole team of staff, parents, outside agencies and students to ensure the inclusion of students with SEND

## 1.2 TIBSHELF WHOLE SCHOOL APPROACH TO SEND

We believe that the needs of the vast majority of students will be met within the classroom by the high quality teaching on offer, which is Inclusive, personalised and differentiated to meet the needs of individual students. For the minority of students requiring support that is different to and additional to this, we will work collaboratively as a whole school team with parents and students, using our best endeavours, to ensure the highest quality of support is available.

## 1.3 PRINCIPLES UNDERLYING THE POLICY

The SEND Code of Practice describes the principles that should be observed by all professionals working with students and young people who have SEN or disabilities. These include:

- taking into account the view of students, young people and their families
- enabling students, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of students and young people
- making high quality provision to meet the needs of students and young people
- focusing on inclusive practices and removing barriers to learning
- helping students and young people to prepare for adulthood

## 1.4 WHAT ARE SPECIAL EDUCATIONAL NEEDS (SEN)?

The term 'Special Educational Needs' has a legal definition. Students with SEN all have learning difficulties or disabilities that make it harder for them to learn than most students of the same age. These students may need extra or different help from that given to other students of the same age.

Students do not have learning difficulties just because their first language is not English. Of course some of these students may have learning difficulties as well.

Students with SEN may need extra help because of a range of needs, such as in processing and understanding, physical or sensory difficulties, emotional, social and mental health difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many students will have SEN of some kind at some time during their education. Schools and other organisations can help most students overcome the barriers their difficulties present quickly and easily. But a few students will need extra help for some or all of their time in school.

SEN could mean that a student has difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making or sustaining friendships or relating to adults
- Behaving appropriately in school
- Organising themselves; or
- Some kind of sensory or physical needs which may affect them in school.

These are just examples.

## 1.5 THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

The SENCO is Patrick Roche, Director of SEND. The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordinating of specific provision made to support individual students with SEN, including those who have EHC plans, working closely with staff, parents and carers, and other agencies.

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies. The SENCO works with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high quality teaching.

The SENCO plays an important role with the Headteacher and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

## 1.6 DEFINITION OF DISABILITY

Many students who have SEN may also 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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'* SEN Code of Practice (2014, p5)

## 1.7 SUPPORT FOR SEN

We place great importance on identifying special educational needs early so that we can help students as quickly as possible.

We recognise that students make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each student and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each student learn from a range of activities. This is often described as 'differentiating the curriculum'.

Students making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed, including special 'catch-up' work and other kinds of support.

We do not assume, just because a student is making slower progress than expected or the teachers are providing different support, help or activities in class, that the student has SEN.

The Code describes how help for students with special educational needs should be made by a step-by-step or '**graduated approach**'.

The graduated approach recognises that students learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a student may have. We will inform parents/carers as soon as we first start giving extra or different help to your child because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Help for students with SEN will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

## 1.8 THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE AT THE SCHOOL

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Tibshelf School has a wide variety of provisions to meet a full range of needs. Access to what is available to the school is listed below.

- The school was rebuilt in 2013 and is fully accessible for students with mobility needs.
- Students identified as requiring SEN support will be overseen by the Inclusion team and if necessary assigned a key worker.
- Where needed, students are provided with support for assessments, exams, transition and in response to individual short term needs such as bereavements.
- The learning support department and its facilities are available on an ad-hoc basis to meet immediate needs throughout the day.
- A range of group based interventions
- The school also has access to a large range of specialists from outside the school when necessary.

The staff in the Learning Support department receive regular training to support them in meeting the needs of the students they work with. This has included

- Text Now – literacy intervention training.
- Autism training from the Autism outreach service and the Head of the Autism Resource Centre at Tibshelf School.
- Multi Element Plan training from the local authority.
- Introduction training for understanding the barriers to learning for hearing impaired students.
- Bespoke specialised training for individual students to meet their individual needs.
- Positive support training to help students with personal difficulties.
- Dyslexia assessment training, including how to advise staff/students/parents on how to overcome difficulties.
- The Toe by Toe programme for dyslexia.
- Self-harm awareness training (Triggers, strategies).
- Safeguarding and child protection training.

- Medical Training.
- Talk & Draw

In addition, the school has trained students to act as Peer Mentors to support other students in dealing with a variety of issues.

## 1.9 THE AUTISM RESOURCE CENTRE

Tibshelf Community School hosts a specialist unit designed to support up to 15 students with Autism Spectrum Condition who would otherwise find attending a mainstream secondary school too difficult to manage. Students in the unit come from across the county and placements are decided by the local authority through a separate admission process.

The unit is led by an Autism Specialist Team Leader (Helen Morley) and supported by a team of Autism Specialist Teaching Assistants. Patrick Roche is the designated Autism Specialist Teacher.

Students without a place in the ARC have no access to its specialist support, specialist staff or its dedicated facilities. Having a place in the school and a diagnosis of autism is not enough to have access to the support of the ARC and the school does not control who has placement in the ARC.

## 2 IDENTIFYING STUDENTS AND YOUNG PEOPLE WITH SEN AND ASSESSING THEIR NEEDS

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Only a small minority of students will require interventions which are additional to and different from the differentiated curriculum provided for all students. This forms part of the Graduated Response.

We assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We also consider if a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments we may need to make for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all students.

The policy at Tibshelf Community School for identifying, assessing needs are done in-line with the whole-school monitoring and reporting of progress. We seek to identify students making less than expected progress given their age and individual circumstances.

Identification and assessment of students' SEN will include:

- End of Key Stage attainments
- CATs scores at secondary level
- Assessment for Learning materials
- Standardised tests
- Teacher observation
- Information and advice from other agencies
- Views of the students
- Views of parents
- Diagnostic tests
- Observational checklists
- Dynamic forms of assessment which involve:
  - observing and recording responses in different environments
  - identifying strengths and weaknesses
  - identifying learning rates and learning styles

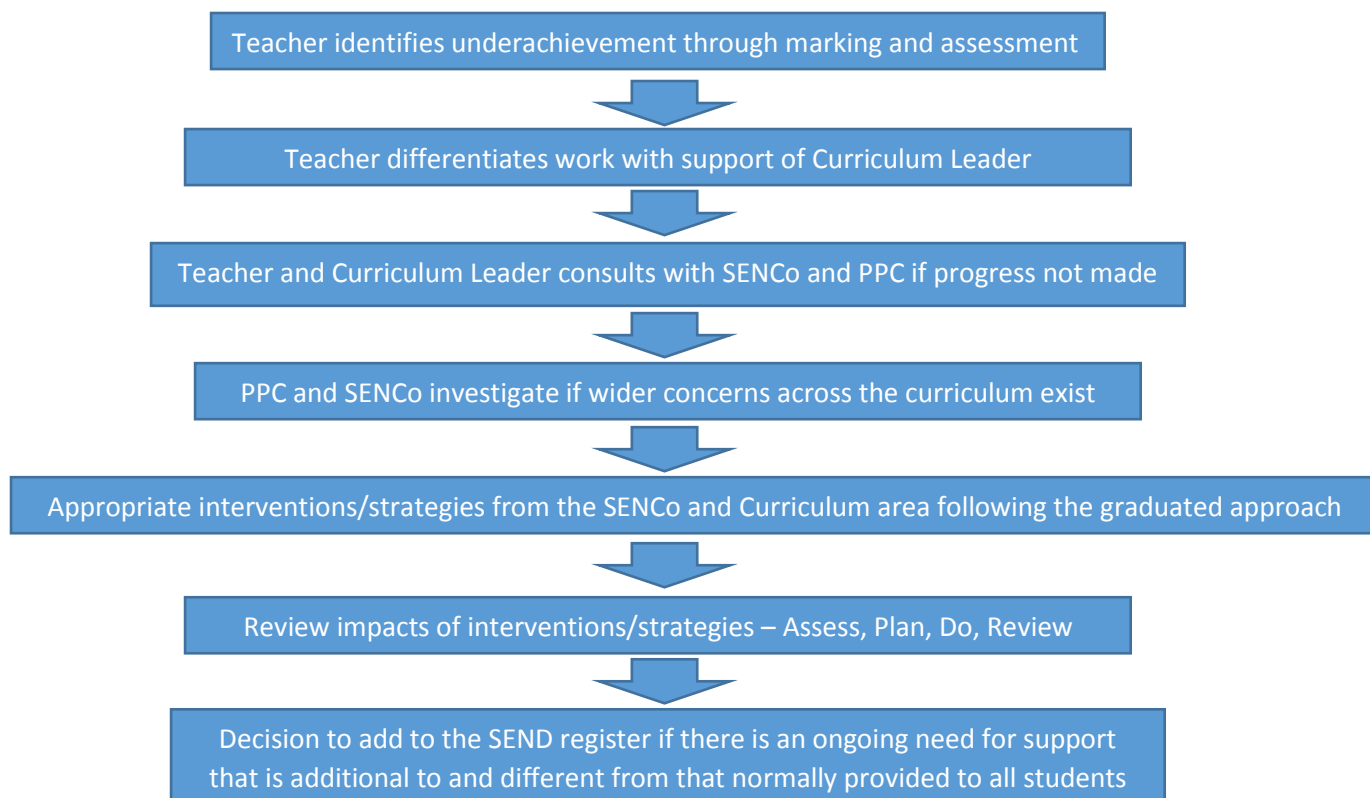
Assessment information highlights students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher, teaching assistants, form tutor, Pastoral Managers, working with the SENCo, will assess whether the student needs additional support. We will informally gather evidence (including the views of the student and their parents/carers), and won't delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student's response to such support will help us to identify their particular needs. If additional needs are identified the student may be included on the Schools SEN register.

**Identification flow chart:** at each level progress of the student will be monitored to decide if the interventions have worked to reduce underachievement or if the student needs to move on to the next level.



## 2.1 HOW WE DECIDE WHETHER TO MAKE SPECIAL EDUCATIONAL PROVISION

In deciding whether to make special educational provision, the teacher and SENCo consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the student and their parents/carers. These early discussions aim to develop a good understanding of the student's areas of strength and difficulty, the parents/carers concerns, the agreed outcomes sought for the student and the next steps. A short note of these early discussions are added to the student's record on the school information system and given to the parents/carers.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents/carers. This then helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life.

Where a student is identified as needing additional support, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of students and young people.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to students having SEN but it can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Where there are long-lasting difficulties we would consider whether the student might have SEN.

Slow progress and low attainment do not necessarily mean that a student has SEN and should not automatically lead to a student being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some students and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for students or young people whose first language is not English requires particular care. We look carefully at all aspects of a student performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

## **2.2 PLANNING PROVISION FOR STUDENTS WITH SEN**

When a student has been identified as requiring SEN support, an SEN Support Plan will be drawn up which will identify the needs of the student and the long term outcomes we want to achieve for them. An Individual Education Plan (IEP), outlining short term targets towards the outcomes in the SEN Support Plan, will be formulated by the year group teaching assistant team with the form teacher under the direction of the SENCo. The progress towards these outcomes and the targets in the IEP will be reviewed in face to face meetings three times a year with parents.

Each review of the SEN Support plan will be informed by the views of the students, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

For students with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the student, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

The effectiveness of provision is monitored as part of the whole school approach to monitoring the quality of learning and teaching and the on-going departmental review process. This starts with class teachers monitoring the effectiveness of their teaching through the marking of students work, and is overseen and supported by Heads of Faculty. The Senior Leadership Team and the SENCO Interventions beyond the classroom are overseen by the SENCO and the Learning Support Department. Base line assessments of all students are taken using a variety of assessment tools and are used to track progress towards objectives and help to evaluate the effectiveness of interventions. The more holistic Boxall profile is used to monitor the effectiveness of interventions targets at social and emotional aspects of learning.

The individual interventions designed and implemented by the Teaching Assistant Teams are monitored using the Assess, Plan, Do, Review cycle of the Graduated Approach.

### **2.3 ASSESSING AND REVIEWING STUDENTS AND YOUNG PEOPLE'S PROGRESS TOWARDS OUTCOMES**

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

Our approach to record keeping is in line with the requirements of the Data Protection Act 1998. The provision made for students with SEN is recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of student progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.

### **2.4 INVOLVING SPECIALISTS**

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the student in the same way as other SEN support.

The SENCo and class teacher, together with the specialists, and involving the student's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the student's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

### **2.5 REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT**

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student, the student has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

### **2.6 INVOLVING PARENTS/CARERS AND STUDENTS**

All Education, Health and Care Plans should involve parents/carers and students to help plan and support identified needs but also personal requests where appropriate to enable an effectively well managed plan to be put in place. Where a personal Budget has been granted by the Local Authority the School will work in partnership with parents/carers to facilitate the use of the funds to meet the student's needs. Parents/carers and students can call for a review at any time.



## 2.7 CONSULTING PARENTS/CARERS OF STUDENTS WITH SEN SUPPORT AND INVOLVING THEM IN THEIR CHILD'S EDUCATION

Parents/carers of students the school has identified as requiring SEN support will meet with the school regularly to discuss progress, review previous targets and set new targets. These meetings will include the form teacher and staff from the learning support department.

Additionally, when a student is first identified as requiring SEN support, an initial meeting will be called with parents/carers to collaboratively plan for the emerging needs of their student.

## 2.8 CONSULTING YOUNG PEOPLE WITH SEN AND INVOLVING THEM IN THEIR EDUCATION

When we are considering strategies to address the needs of students who have been identified as needing SEN support we will work with the students to plan strategies to take into account their views. Students are an invaluable source of information on what works well for them and are an essential member of the team when working collaboratively to develop plans to meet their needs.

## 2.9 PARENTS/CARERS – WHAT TO DO IF YOU HAVE CONCERNS/WORRIES

If you think your child may have a special educational need that has not been identified, you should talk to your child's class teacher, form teacher, head of year, to the SENCo or to the Headteacher straightaway.

You will be able to talk over your concerns and find out what the school thinks. The SENCo will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- the school thinks your child has difficulties;
- the school thinks your child has special educational needs;
- your child is able to work at the same level as other students of a similar age;
- your child is already getting some extra help; and
- you can help your child.

We will consult parents/carers about all the decisions that affect their child. If you, as a parent/carer have concerns or worries at any time, you should share them with your child's teacher or Headteacher or any other professional working with your child.

Parents/carers will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents/carers will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information and Advice service or from national or local voluntary organisations. This organisation was formerly Parent Partnerships and is now called Special Educational Needs and Disability (SEND) Information Advice and Support (IAS) Service. (SENDIASS). 01629 533668 (open Monday - Friday 9.30am - 3pm)

We will provide an annual report for parents/carers on their child's progress.

Where a student is receiving SEN support, we will talk to parents/carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent/carers, the student and the school. We meet parents/carers at least three times each year.

The views of the student will be included in these discussions. This may be through involving the student in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the student's parents/carers.

## **2.10 SUPPORTING STUDENTS AND YOUNG PEOPLE DURING TRANSITION**

To support transition, we share information with the school, college or other setting the student is moving to. We agree with parents and students the information to be shared as part of this planning process.

### **2.10.1 Primary to secondary transition**

The SENCo visits the primary schools to gather information on the needs of students who are coming to us. Teaching assistant will visit the primary school to work with students and to arrange additional transition visits to Tibshelf School. The SENCo or a representative from the Inclusion team will attend the year 5 & 6 EHCP annual reviews. The SENCo is available on the transition parents meetings to discuss the needs of individual students.

### **2.10.2 Post 16 transition**

In year 9 a review meeting is held inviting parents along with the careers service and other relevant professions to discuss the transition plan for students with SEN. In year 10 and 11 this process continues with a view to planning the transition to post 16 study or work based training.

Students in Y11 are offered one to one support and planning sessions with a careers adviser. In addition, a personalised programme of transition is developed where need to prepare students for the move to their new educational provider. This can include extended placements, a series of supported visits, a range of taster sessions on different courses and other experiences tailored to meet their needs.

Staff from the school will work with post 16 providers to share information, strategies and advice to help ensure a successful transition for each student.

### **2.10.3 Mid-year admissions**

When a student with SEN moves to Tibshelf Community School during the academic year, the SENCo will contact the previous school to gather information and plan an appropriate transition. This may include meetings with staff from the previous school, meetings with parents and the student, structured transition visits, peer buddying, contact with any outside agencies involved to identify an appropriate range of support and interventions to meet the identified SEN.

Within the first month of placement the SENCo will hold a SEN Support Planning meeting or an EHC/Statement implementation meeting.

## **3 TEACHING STUDENTS AND YOUNG PEOPLE WITH SEN**

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We recognise that students make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each student and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each student learn from a range of activities. This is often described as 'differentiating the curriculum'.

### **3.1 USE OF SUPPORT STAFF**

We ensure Support Staff are appropriately prepared and trained to support the curriculum, and that students are not separated from the curriculum as a result of accessing support. Support Staff provide, continuity, subject knowledge, in class support, communication with teaching staff, differentiation, intervention where appropriate, EHCP and Annual Reviews.

## **3.2 EQUIPMENT**

We support students and will provide low cost, non-customised equipment, e.g. ICT equipment, for students with high incidence SEN, funded from our normally available resources. For more specialist customised equipment Derbyshire LA provides funding for an Individual Students' Equipment Budget to meet these needs.

## **3.3 ADAPTATIONS TO THE CURRICULUM AND THE LEARNING ENVIRONMENT OF STUDENTS AND YOUNG PEOPLE WITH SEN**

The school was rebuilt in 2013 and is fully accessible to students with mobility needs. The Learning Support Department offers a range of spaces to work with students outside of the mainstream classroom environment in smaller groups.

Teacher are trained and supported to offer a differentiated learning experience in each lesson. This is supported by the Learning Support Department and the SENCo. Where necessary, additional external expertise is used to advise and support staff to meet the more complex or demanding specific needs of students.

All curriculum related trips and activities are adapted to be accessible by all students in line with our approach to equality. Additional support staff are made available where necessary to support this.

Where aspects of the curriculum require a more specialist approach, such as sex and relationships education, specific targeted teaching is used for some groups of students involving the support of external experts to tailor the teaching to meet the need of those students.

## **3.4 ADDITIONAL SUPPORT FOR LEARNING THAT IS AVAILABLE TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the school.

## **3.5 HOW THE SCHOOL ENABLES STUDENTS WITH SPECIAL EDUCATIONAL NEEDS TO ENGAGE IN ACTIVITIES OF THE SCHOOL (INCLUDING PHYSICAL ACTIVITIES) TOGETHER WITH STUDENTS WHO DO NOT HAVE SPECIAL EDUCATIONAL NEEDS**

All clubs, trips and activities offered to students at Tibshelf Community School are available to students with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity. Students are given support in whatever area they need it. Risk assessments are completed for all trips and if needed a remodelled itinerary is developed to ensure inclusion of all students.

## **3.6 LEADERSHIP ACROSS THE LEARNING SUPPORT TEAM**

Overall responsibility for SEND provision is led by Patrick Roche, Director Of SEND, Carole Rodgers, Team Leader Inclusion, coordinates the work of support staff.

## **3.7 EXPERTISE AND TRAINING OF STAFF TO SUPPORT STUDENTS AND YOUNG PEOPLE WITH SEN**

In addition to the training and expertise of the Learning Support Department, teaching staff receive regular planned training from the SENCo and the Autism Resource Centre as part of the schools continuous professional development programme. More immediate training and development needs are met on an ad-hoc basis when students presenting a type of need join the school or when there changes to the needs of existing students.

The staff benefit from the expert advice and input of a range of external specialists including, the Behaviour Support Service, the Educational Psychology Service, physical impairment service, hearing and visual impairment specialists and other specialist trainers we may choose to buy in.

The SENCo is working towards the National Award for SEN Coordination . Teaching Assistants have a wide range of qualifications and experience to support their role.

### 3.8 EVALUATING THE EFFECTIVENESS OF THE PROVISION MADE FOR STUDENTS WITH SEN

The effectiveness of provision is monitored as part of the whole school approach to monitoring the quality of learning and teaching and the on-going departmental review process. This starts with class teachers monitoring the effectiveness of their teaching through the marking of students work, and is overseen and supported by Heads of Faculty. The Senior Leadership Team and the SENCo

Interventions beyond the classroom are overseen by the SENCo and the Learning Support Department. Base line assessments of all students are taken using a variety of assessment tools and are used to track progress towards objectives and help to evaluate the effectiveness of interventions. The more holistic Boxall profile is used to monitor the effectiveness of interventions targets at social and emotional aspects of learning. Observation of student support to quality assure and share good practice across the Learning Support Team.

### 3.9 HOW DOES THE SCHOOL MONITOR STUDENT PROGRESS?

- **Monitoring** of progress will be carried out by the subject teacher and used to inform future differentiation within whole class planning.
- The student's progress will be **reviewed** at the same intervals for the rest of the class and a decision made about whether the student is making satisfactory progress at this level of intervention.
- Paired planning with teachers and TA's
- Advice from SENCo and SEN team.
- SEN staff training offered to all staff (teaching and support) at least three times a year and also engage in professional development for one lesson a week through the school year.
- Intervention groups.
- Department meetings held regularly by all subject areas.
- Where a period of differentiated curriculum support has not resulted in the student making adequate progress OR where the nature or level of a student's needs are such that intervention strategies outside the classroom is required.
- Identifying SEN support student's needs and providing additional intervention/support.
- Where appropriate external agencies could be involved in supporting a student's progress or needs and discussions will be held around effectiveness and appropriate use of funding.
- Boxall Profiles for tracking social and emotional development and evaluate the effectiveness of interventions on these areas
- Termly SEND student focus groups to evaluate student experience of SEND support and encourage feedback

### 3.10 SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

The students with identified social and emotional development needs have access to a range of support measure including Peer Mentors, School Nurse, the School Counsellor, they may be paired with a specific member of staff, and may be included in social skills or life skills groups.

The SMSC curriculum provides education for all students on social and emotional aspects of learning and is supported by relevant school assemblies and the use of issue focused days to deepen students understanding and engagement in these issues.

### 3.11 HOW THE SCHOOL INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL CARE BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY SECTOR ORGANISATIONS, IN MEETING STUDENTS AND YOUNG PEOPLE'S SEN AND SUPPORTING THEIR FAMILIES

External support we use may include:

Jennifer Cosgrove	Educational Psychologist
Carol Rowan	Lead SEND Officer
Alison Hemstock/Linda Cheale	Behaviour Support Teacher
Anne Hanney	Teacher for Physically Impaired students
Jane Charters	Teacher for Hearing Impaired students
Kirsty Needham	Teacher for Visually Impaired students
Carmel Haughey	Careers Service
Elaine Wright	School Counsellor
Claire Withey	Speech and Language Therapist
Georgia Oldfield	School Nurse

We also work closely with other agencies

- Multi Agency Team
- Social Care
- Educational Welfare Service
- Local GPs
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Physical Impairment Service
- Community Police Support Officers
- Police
- CAMHS (Child and Adolescents Mental Health Service)
- Specialist Community Nurse

### 3.12 ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF STUDENTS WITH SEN ABOUT THE PROVISION MADE AT THE SCHOOL

**What if I am not clear or perhaps not satisfied with the SEN support, who do I contact?**

There are many people you can contact for help at Tibshelf Community School. These include subject teachers, form tutors, Head of Year or Senior Leader. You can also contact the named SENCo (Patrick Roche) or The Inclusion team leader Carole Rodgers on **01773 872391**.

Please contact us at the earliest point if you have any questions or concerns. If you wish to make a suggestion, we will always be happy to support your opinions, thoughts and requests. We aim to work with you in order to improve the support for your child and want to develop a true working partnership between the school, your child and you as parent/carer.

If you are not happy with the response of the school to concerns you have raised, you may raise a complaint with the Chair of the schools governing body by writing to the school addressing your letter to the 'Chair of Governors'.

### **3.13 SUPPORTING STUDENTS AND YOUNG PEOPLE WHO ARE LOOKED AFTER BY THE LOCAL AUTHORITY AND HAVE SEN.**

The school has a dedicated member of staff working with all Looked After in Care (LAC) that regularly reviews the level of support required and liaises with family and external agencies. The Designated teacher for LAC is Andy Ball (Director Of Inclusion),

### **3.14 THE LOCAL OFFER**

Derbyshire County Council have collated information on services available to parents of students with SEN, this is called the Local Offer. This can be accessed at <http://www.DerbyshireSendLocalOffer.org> the contribution of Tibshelf School to the Local offer can be found on this website.

Tibshelf Community School are currently in the process of developing their own school-specific Local Offer.

## **4 APPENDIX**

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### **4.1 SEND TEAM**

Please see Appendix 1

### **4.2 THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)**

The SENCo is Patrick Roche , (The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordinating of specific provision made to support individual students with SEN, including those who have EHC plans or Statements of SEN, working closely with staff, parents and carers, and other agencies.

The SENCo provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEN, and works closely with staff, parents and other agencies. The SENCo works with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high quality teaching.

The SENCo plays an important role with the Headteacher and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of students with SEN.

### **4.3 THE ROLE OF SUPPORT STAFF**

Working under the direction of the SENCo and Inclusion Team Leader, Teaching Assistants play a vital role in delivering the SEN policy. This includes:

- Contributing to writing and reviewing Individual Education Plans
- Participation in and contribution to the annual review process
- Working in partnership with colleagues across the school
- Member of year group team to coordinate provision for students
- Coordinating work with outside agencies and other stakeholders

- Coordination of Transition at key points e.g. primary to secondary, secondary to post 16.
- Writing, review and implementation of risk assessments
- Tracking, monitoring and early intervention on progress
- Evaluating provision and interventions
- Day-to-day problem solving
- Liaising with teaching staff
- Developing strategies and disseminating to colleagues
- Leading research for their own CPD and sharing best practice

#### **4.4 LEGAL FRAMEWORK**

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

#### **4.5 LINKS TO OTHER POLICIES**

This policy should be read in conjunction with the following school policies: Behaviour Policy; Safeguarding Policy; E-Safety; Pupil Premium; Supporting Pupils with Medical Conditions Policy and Anti-Bullying Policy.

#### **4.6 POLICY DEVELOPMENT PROCESS**

This policy was developed in consultation with parents/carers, representatives from the local authority, senior leadership team, governing body, teaching staff, Learning Support staff, students and parents of students with special educational needs. This policy will be reviewed annually, in liaison with a wide range of stakeholders.