



# Quarrydale Academy

## Special Educational Needs Policy

Date of Review: Summer 2024

Date of Next Review: Summer 2025

Date	Sections Affected	Description	Revised By	Approved By
Sept 2024	Various	Minor additions and updates to staffing	Senco	TP/ Education Committee

# Quarrydale Academy

## Special Educational Needs and Disability Policy

Next review date: July 2025

### Contents:

Mission Statement .....	3
1. Aims and objectives .....	3-4
2. Responsibility for the coordination of SEND provision.....	4
3. Arrangements for coordinating SEND provision.....	5
4. Admission arrangements .....	5
5. Specialist SEND provision .....	6
6. Facilities for students with SEND.....	7
7. Allocation of resources for students with SEND.....	7
8. Identification of students' needs .....	8-11
9. Access to the curriculum, information and associated services .....	11-12
10. Inclusion of students with SEND.....	12
11. Evaluating the success of provision .....	12
12. Complaints procedure .....	12
13. In service training (CPD) .....	13
14. Links to support services .....	13
15. Working in partnership with parent/carers.....	14
16. Links with other schools .....	14

**Definitions of special educational needs and disability (SEND) taken from the special educational needs and disability code of practice: 0 to 25 years (January 2015).**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs or a disability if they fall within the definition of (a) or (b) (above) when of compulsory school age (or would do so if special educational provision was not made for them).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March came into force from the 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanied this legislation in 2015.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/studentssupport/sen](http://www.education.gov.uk/schools/studentssupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## Mission statement

Quarrydale Academy is committed to providing an appropriate and high quality education to all students. Quarrydale Academy aims to be an inclusive Academy. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students or groups of students. This means that equality of opportunity must be a reality for our students. We make this a reality by being sensitive to and aware of the needs of particular groups of learner:

- Minority ethnic groups and faith groups
- Students who need support to learn English as a second language
- Students with SEND
- Those who are gifted and talented
- Students with impairments
- Those who are looked after by the Local Authority
- Those who are in families under stress or are young carer
- Students who are at risk of disaffection and exclusion.

It is written for the benefit of all stake holders of the school community to ensure that the potential of every student is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

## 1. Aims and objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Aims:

- To provide a broad, balanced and suitably, differentiated curriculum relevant to student needs, through all staff sharing responsibility for SEND
- To demonstrate that meeting the needs of students' learning and/or behaviour is part of mainstream education
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To identify all students who need specific consideration to support their physical, sensory, social emotional, communication or cognitive development
- To ensure that these students are given appropriate support to allow every student full access to the curriculum in a positive framework
- To ensure that these students are fully included in all activities of the academy in order to promote the highest levels of achievement

- To involve parents, students and others in developing a partnership of support, enabling them full confidence in the strategy are adopted by the academy

Objectives:

- **To identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parent/carers, education, health and care services plus primary schools prior to the student's entry into the Academy
- **To plan for any student who may at some time in their school education have special educational needs or disability.**
- **To monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **To make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCOs and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- **To work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their student's progress, and providing information on the provisions for students within the Academy.
- **To work with outside agencies** when the students' needs cannot be met by the school alone.
- **To create a school environment where students feel safe to voice their opinions of their own needs.**

## 2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for students with SEND is Mr Tim Paling (Headteacher)
- The people co-ordinating the day to day provision of education for students with SEND are Mrs Ashley Whetton (SENDCO) and Mrs Yasmin Bowler (SENDCO)

### 3. Arrangements for coordinating SEND provision

The *SEND*COs will hold details of all student Pupil Profiles, exam access arrangements and structured conversations for individual students.

**All staff can access:**

- Quarrydale Academy's SEND and inclusion policy.
- A copy of the full SEND and Monitoring register
- Guidance on identification in the Code of Practice through SEND support.
- Information on individual students' special educational needs, including pupil profiles and EHCPs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system on individual students and their special educational needs and requirements.
- Information available through Nottinghamshire's SEND Local Offer.

Appropriate information is made accessible to all staff, parents/carers in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have access to complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students.

### 4. Admission arrangements

The Academy aims to meet the needs of any student whose parents'/carers' wishes are to register at the Academy as long as a place is available and the admissions criteria fulfilled. No student will be refused admission solely on the grounds that he/she has SEND, except where he/she is the subject of an Education Health and Care Plan (EHCP) and the Local Authority (L.A) has indicated the provision required is incompatible with that available at Quarrydale Academy.

Please refer to the Academy's admission policy for further details.

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with Education, Health and Care Plans and those without.

#### **Transition arrangements**

Smooth transitions between key stages are important for all children. For children with SEN and/or Disability this process may be more disruptive. Advance planning for the transfer of students with SEN and/or Disability between phases is essential.

For students joining the Academy the following identification and planning process will take place:

- Students receiving additional funding will be identified

- Parent/carer whose children have SEN or a Disability may contact the Academy directly and may request a visit
- If the Student is receiving additional outside support, the SENDCO will liaise and seek recommendations regarding the type of provision the child will require at the next key stage
- Additional visits will be arranged with Quarrydale Academy's Transition Co-ordinator for students with SEN and/or Disability
- The Transition Co-ordinator and Head of Year 7 will collaborate with the SENDCO and SENDCO Assistant regarding students with SEND.
- The SENDCO will liaise with the SENDCO at the primary school
- The SENDCO at the receiving key stage, where possible, attends the final annual review meeting so as to plan appropriately for transfer and working practice at the next key stage.
- Group discussions will be arranged for students with SEN and/or Disability so that they might discuss their fears and worries

#### **Non SEND students with a disability**

Whilst there is some overlap, not all students who are SEND, for example, severe asthma or diabetes would not create in themselves additional learning needs, but these students are covered under the Disability Discrimination Act (DDA).

## **5. Specialist SEND provision**

We have 14 teaching assistants and 1 carer who specialise in SEND provision and support the SENDCOs.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10 or the Academy's inclusion policy.

Additionally, all teaching staff regularly train in SEND provision.

Every pupil with a SEND diagnosis is monitored by the SENDCOs. There are a number of pupils with SEND who require additional provision, which is different from other pupils. These students are listed on the Academy's SEND register.

## 6. Facilities for students with SEND

Our Academy currently complies with all relevant accessibility requirements.

The school has a range of specialist SEND facilities in place. These are:

1. Physical environments (lifts, lighting, wheelchair access, disabled toilets and access to all areas of the school accept upstairs computing rooms).
2. Assistive technology
3. Increased access to the curriculum and assistance during examinations e.g. scribes, ICT software, rest breaks.
4. School transport: As appropriate arranged through the local authority. Refer to the Academy's accessibility plan.

## 7. Allocation of resources for students with SEND

All students with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some students with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Additional school needs (ASN)- Responsibility for allocating school based funding ultimately lies with the Headteacher, in consultation with the SENDCO, once identified needs are met initially through additional support, either in or outside the classroom setting, following discussion with the Headteacher, Deputy Headteacher, SENDCO, Parent/carers, the Student and any other relevant external agency.

Additional family needs funding (AFN)- this is where the family of schools operate a process of moderation across all schools using the funding available from the local authority. All SENDCOs and family SENDCO within the family are involved in this process. This funding is in addition to the school based funding.

Higher Level Needs Funding (HLN)- this funding is provided where needed for complex needs by the Local Authority.

Other funding: Pupil Premium

Quarrydale Academy receives a student premium grant; this grant is for looked after children and children with residency or special guardianship. These monies are given to students who fit the above criteria over the past six years. Our academy publishes on line how this funding is allocated for students with SEND (this information is available on the academy's website).



## 8. Identification of students needs

### Identification

See definition of Special Educational Needs at start of policy.

### A graduated approach:

#### Quality First Teaching

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) For any students who display traits/characteristics of possible SEND, staff will liaise with parents/carers regarding this.
- c) Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- d) The student's curriculum teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- e) The SENDCO will be consulted, as needed, for support and advice and may wish to observe the student in class.
- f) Through (c) and (e) it can be determined which level of provision the student will need going forward.
- g) If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their student's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The student is formally recorded by the school as being monitored due to concern by parent or teacher, but this does not necessarily place the student on the academy's SEND register. Parents are given this information. It is recorded by the Academy on the Monitoring Register as an aid to further progression and for future reference.
- j) Review meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.

#### **SEND Support**

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the student's record. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student needs become more transparent. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

### ***Assess***

Ongoing assessment of student's needs is undertaken by the classroom teacher. Teachers use details of previous progress and attainment comparisons with peers and national data as well as the views of parents to assess needs. This process of assessment for learning together with experience of working with the student informs lesson planning. The student's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. This information is used by curriculum teachers in their lesson planning.

### ***Plan***

Planning will involve consultation between the teacher, SENDCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the students, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### ***Do***

The curriculum teacher remains responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main curriculum teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### ***Review***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents/carers. The class/subject teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### **What to do if you think your child has possible SEND:**

If you think your child displays characteristics or traits of a particular SEND (examples could be autism, ADHD, Tics) then you should contact a member of staff who knows your child well – this will usually be your child’s tutor or the Pastoral Support Officer (PSO) for your child’s year group. Share your thoughts with them and they will then look into strategies that can support your child in school. If your child is receiving different support strategies and you believe that they likely have an undiagnosed SEND, you will need to complete a Getting to Know Me form. This form requires input from home and from school, so you will need to give/email your completed form to your child’s tutor/PSO in order for the school sections to be completed.

This form gets sent to the Neurodevelopmental Behaviour Support Team (NST) who will then add your child to their waiting list for an assessment. This team are able to do their own assessments of your child and if they believe that your child has a possible undiagnosed need, they will support you with referring to a paediatrician.

See below for the NST website for more information.

[NST website](#)

The wait list for an assessment from NST can be quite extensive. However, they do run parent support programmes where you can gain advice, strategies and support regarding your child. Please see their websites for the different support programmes that they offer.

[NST website](#)

### **Referral for an Education, Health and Care Plan**

If a student has lifelong or significant difficulties they may be assessed for an Education, Health and Care Plan which can be requested by a parent or by the school, but should be done collaboratively. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education Health and Care Plan (EHCP) will be taken at a review meeting.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the student is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

Or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 804 1275

or by contacting the Ask Us Nottinghamshire Service on:

**0800 121 7772**

### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by ICDS at Nottinghamshire County Council, if it is decided that the student's needs are not being met by the support that is ordinarily available. The school and the student's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the student's parents for other flexible arrangements to be made. The appropriateness of the academy's curriculum is reviewed following discussions regarding progress and attainment.

The whole school SEND provision is reviewed annually and amended as needs are identified. Individual and group interventions are reviewed regularly for effectiveness and adapted as required.

The following is undertaken:

- Keeping staff fully informed of the special educational needs of any students in their charge, including sharing progress reports, medical reports and teacher feedback
- Providing regular training, both in house and family of schools-based training, and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
- Making use of all class facilities and space

- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision.
- Any decision to provide group teaching outside the classroom may involve the SENCO or other members of the leadership team in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

## **10. Inclusion of students with SEND**

The SENDCOs oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the senior leadership team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard' meetings, Early Help Unit, Multi-Agency Safeguarding Hub and the North Ashfield Partnership (NAP).

For further information see Inclusion Policy.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and students throughout the year via review meetings.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO and information is gathered from different sources such as student and parental surveys and examination results. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the SEND provision of their child, an appointment can be made by them to speak to the SENDCO, who will be able to advise on formal procedures for complaint.

For further information please see complaints procedure of the academy.

## 13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## 14. Links to support services

The academy continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our academy. This is a two way process and all parties will be kept informed.

The following services and others are accessed by the academy:

- North Ashfield Partnership (NAP)
- Schools, Family and Specialist Services (SFSS), which includes: Cognition and Learning team, Communication and Interaction team and Educational Psychology Service.
- Physical Disabilities Specialist Services (PDSS) including visual and hearing impairment.
- Child and Mental Health Services (CAMHS) e.g. Psychiatric Units
- Early Help Unit (Targeted Support)
- Healthy Families Team
- Youth Offending Team
- Bereavement Services
- Social Services including child protection
- Home Education
- Community Paediatrics
- The Neurodevelopmental Behaviour Support Team (NST)
- Occupational Therapy/Physiotherapy

Representatives from voluntary organisations and other external agencies including family SENDCO may be invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a student is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues

## 15. Working in partnerships with parents/carers

Quarrydale Academy believes that a close working relationship with parents/carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of students with SEND
- c) personal and academic targets are set and met effectively
- d) The academy has an open door policy for parents/carers to make contact if they have a particular concern about their child and/or the provision being made for their child.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENDCO may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support required.

If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor, Laura DiMartino, may be contacted at any time in relation to SEND matters.

## 16. Links with other schools

The school is a member of Quarrydale family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Transition**

See admission arrangements (Section 4)

**This policy will be reviewed annually.**