

SEND POLICY AND INFORMATION REPORT



**NIGHTINGALE
SCHOOL**

Approved by:

**Paul Mules
Chair of Governors**

Signature:

Paul Mules

Reviewed by:

SEND Committee

Reviewed on:

26/09/2022

Ratified on:

19/10/2022

Next review due by:

25/09/2023

Variation Control

What Has Changed	When	Why
Section 4.2 – Changed to reflect the move from a single link governor to a committee with two link governors	October 2021	To reflect recent changes to how the GB fulfils the responsibility to have a named SEND link governor

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The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN

1. Aims

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- To ensure that all pupils have access to a board and balanced curriculum, including extra curriculum activities.
- To ensure pupils achieve their best
- To ensure SEND pupils become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- Schools Admissions Code, DfE 1 Feb 2012

- Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

3. Definitions

Definition of 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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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. *SEN Code of Practice (2015, p 15)*

Definition of disability

Many children and young people 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 (2015, p16)*

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is **Ms Veronica Benjamin**

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND committee

The Governing Board has a SEND committee formed of the Headteacher, two SEND link Governors and the Safeguarding Link Governor. The two named Governors for SEND are David Howells and Eboni Ferguson.

Their role is to:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

Nightingale is committed to early identification of SEND in line with the SEND Code of Practice. Where a pupil is identified as having SEND, we will act to remove barriers to learning and put additional provision in place. This graduated approach will involve a four-part cycle: **Assess, Plan, Do, Review** through which earlier decisions and actions are revised with a growing understanding of the pupil's needs. If there is evidence that a pupil is making insufficient progress despite significant support and intervention, then it may be necessary for them to be placed on SEND support and to seek further advice and support from outside professionals. In some cases, the school might need to apply for an EHC Plan for from the LEA to secure additional funding for SEND provision.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

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

5.3 Consulting and involving pupils and parents

Parents/carers/children are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers contribution to their child's education is valued highly by the staff of the school.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions where possible, as soon as they start at the school.

Nightingale seeks to enable and support parents to:

- Have knowledge of their child's entitlement within the SEND framework.
- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Be directly involved in any related decision making processes about additional provision for their child.
- Have access to high quality information, advice and support about SEND.

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

We will also provide the following interventions:

- 1:1 adult support
- Fresh Start
- 1:1 tutoring (RWInc)
- Booster class
- Lexia
- Lego Therapy
- Language for Thinking
- Language groups
- Colourful semantics
- Attention Bucket
- 1:1 Maths tutoring

5.7 Adaptations to the curriculum and learning environment

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have Teaching Assistants and LSA's who are trained to deliver interventions such as PECS (Picture Exchange Communication System), Intensive Interaction, Right Dance and a variety of activities to develop attention, social skills. They will also support children with differentiated work to ensure they can access the teaching.

Learning Support Assistants (LSA) will support pupils on a 1:1 basis to remove any barriers to learning. We also work with the following agencies to provide support for pupils with SEND:

5.9 Expertise and training of staff

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The School's INSET (In Service Training) needs will be included in the annual School Improvement Plan.

Our experienced and qualified SENDCO works with a team of experienced Learning Support Assistants, Teaching Assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

5.10 Securing equipment and facilities

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of for pupils with disabilities.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 – 8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

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

At Nightingale we are committed to Hackney's policy of inclusion where we believe that we can cater appropriately for a child's special educational needs. We are always keen to ensure that a child with special educational needs has the right adult support and we believe in strong lines of communication between the child's home, school, the Learning Trust and other relevant agencies.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports day, school plays and special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school council

- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.
- Pupils with SEND are supported by the SENDCO and Well-being Coordinator along with outside agencies where it is deemed necessary.

We have a zero tolerance approach to bullying. (See Child Protection and Safeguarding Policy)

5.14 Working with other agencies

External support services play an important part in helping the school identify, assess and develop provision for pupils with SEND;

- Nightingale receives allocated visits from the nominated **Educational Psychologist** through Hackney Learning Trust
- The Speech and Language Therapist works with the school each week to support children whose needs have been identified as Communication and Interaction; conduct reviews of children with significant speech and language difficulties; and provide advice and resources in response to identified needs.
- The school may seek advice from **Specialist Advisory teaching services** for children with identified SEND and/or with sensory impairment or physical difficulties
- Nightingale has regular communication with a variety of agencies such as **Occupational Therapists, Physiotherapists, General Practitioners and Clinical Psychologists** to ensure that the school can best meet the needs of individual children
- **Multi-agency team meetings** are held as appropriate to ensure effective collaboration in identifying and developing provision for pupils with SEND
- Liaison meetings take place involving **class teachers, the SENCO, TAs and the SENCO of local secondary schools** both mainstream and special to ensure a smooth transition and transfer of records for the SEND children in Year 6.

5.15 Complaints about SEND provision

Arrangements for Considering Complaints

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

For details of the services available to parents in Hackney please see Local Offer on our website.

5.17 Contact details for raising concerns

If you have any concerns regarding your child's additional needs or provision please contact

Ms Benjamin (SENDCO)

vbenjamin@nightingale.hackney.sch.uk

5.18 The local authority local offer

Local Offer

Parents can access information about SEND at Nightingale and how their children are supported by referring to our Local Offer on the school website.

<http://www.Nightingale.Hackney.sch.uk/>

If parents do not have access to the internet, they can request support from the SENDCo who can be contacted through the school office.

6. Monitoring arrangements

This policy and information report will be reviewed by Ms Benjamin **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding Policy