Inclusion

(Special Educational Needs and Disability)

Information Report

1) Aims of our provision for students with special educational needs and/or disability (SEND)

The aims of our policy and practice in relation to special educational needs and disability in this school are:

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students;
- To enable students with SEND to maximise their achievements and to ensure that personal outcomes—beyond just academic achievements—are recognised and celebrated;
- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed;
- To ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum that is adapted to meet their specific needs where appropriate;
- To ensure that strategies are in place to reduce exclusion of vulnerable students including those with special educational needs;
- To work in partnership with parents and carers and to enable them to make an active contribution to the education of their child;
- To take the views and wishes of the child into account;
- To work in collaboration with other stakeholders.

2) What are special educational needs (SEN) or a disability?

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 him or her. This includes additional or different support to that of other students. These needs can be categorized in four key areas that may create barriers to learning:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and/or Physical Needs.
- A student has a learning difficulty or disability if he or she:
- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a physical or mental impairment, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3) The kinds of special educational needs (SEN) for which provision is made at the school

Norton College is an alternative provision school for students with Special Educational Needs. Referrals come directly from the Local Authority. These referrals are considered on a case-by-case basis, including the school's capacity to provide support at the time the referral is made.

Students referred to us will have an Educational Health Care Plan (EHCP) and all pupils that are on the school roll have Social Emotional Mental Health (SEMH) needs. However, we are also aware of the range of needs that students may have which will require additional and/or different support. This includes:

- Communication and interaction - this includes autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning - this includes dyslexia, dyspraxia,
- Sensory and/or physical needs - this includes visual impairments, hearing impairments, processing difficulties, epilepsy.

4) How does the school know what kind of extra help students need?

When students are referred to us, we rely on information provided by the mainstream school and in their EHCP. We will attend annual review where possible, and in the initial induction meeting with the student and parents/carers, the students' needs will be discussed and actions to support those needs agreed.

When students start with us, we undertake baseline assessments that may support the understanding of a students' needs. During their time with us, subject teachers will make regular assessments of progress 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.

In addition, students' SEMH progress and needs are discussed regularly in team meetings and in meetings with parents/carers throughout the year.

Further assessment and screening will take place if required and SEND reviews are completed to make further adjustments, as necessary.

Baseline and diagnostic assessments as well as screening tools are used to identify difficulties and barriers to learning so that appropriate strategies and interventions can be implemented.

Teachers and parents are encouraged to share any concerns they have about a student with the Inclusion Team, which can lead to further discussion and/or assessment to identify any additional needs.

Where appropriate, information and strategies will be shared with teachers and additional provision may be provided.

5) What should a parent do if they think their child may have undiagnosed special educational needs?

If parents have concerns relating to their child's learning or inclusion, then we ask that they contact our SENDCo, Kirsty Holliday, whose contact details are kirsty.holliday@nortoncollege.org.uk.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How does the school support SEND students?

All students will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- classroom observation;
- ongoing assessment of progress made by students with SEND;
- work scrutinies to ensure effective matching of work to student need;
- post-16 destinations of students with SEND;
- teacher meetings with the Inclusion Team to provide advice and guidance on meeting the needs of students with SEND;
- student and parent feedback on the quality and effectiveness of interventions provided;
- attendance and behaviour records.

Within our setting, ordinarily available support includes:

- One to one teaching or small classes with high staff to student ratios
- An adapted curriculum which focuses on English and Maths, and a wide range of opportunities to support students SEMH needs, including outdoor learning and offsite activities.
- Trauma informed/relational approaches to supporting children.

All students have a check-in tutor who they see on a daily basis; as groupings are small, they are well placed to build strong and trusting relationships. Support is available form pastoral support workers and other support staff in school so that all students have someone they can talk to about any safeguarding or bullying issues for example.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

All students have end of year targets for English and Maths. These are challenging grades based on their prior attainment.

Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly.

Following an assess, plan, do and review (APDR) model:

- Assess: Data on the student held by the school will be collated by the subject teacher or Inclusion Team to make an accurate assessment of the student's needs.
- Plan: If assessments indicate that additional support is required, then the views of all involved; including the parents and the student will be obtained and appropriate strategies or evidence-based interventions discussed.

- Do: SEND support will be recorded and strategies and or interventions implemented.
- Review: Progress towards agreed outcomes will be tracked and reviewed.

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice can be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services e.g Advisory Teaching Service, Educational Psychology Service;
- OFG clinical support team
- Specialists in other schools e.g. teaching schools, special schools;
- Early Help or Social Services;
- Health partners such as School Nurse and Child & Adolescent Mental Health Service (CAMHS).

7) How will students be involved in decisions regarding provision that can better meet their needs?

At Norton College, students are involved in the production of their 'One Page Profiles', and in making decisions about their education, where possible and appropriate. As part of the student's SEND provision the school seeks to listen to the views of the student. We aim to involve the student in understanding his or her difficulties and what is needed to overcome them. We also encourage students to make choices about their personal targets and other elements of the SEND process, facilitated by an adult when necessary. All students are given the opportunity to contribute to their Reviews.

8) How is the curriculum matched to each student's needs?

All students have the entitlement to a broad, balanced and relevant curriculum. Our teaching and support staff are aware of the national inclusion requirements and in their planning and teaching they strive to:

- Provide suitable learning challenges;
- Meet the student's diverse learning needs;
- Remove the barriers to learning and assessment.

We recognise that some students need an even more bespoke curriculum than our ordinarily available offer. This could mean that students access:

- Mentoring (offsite)
- Additional off-site learning activities
- Work experience (at KS4)
- Online learning

Activities are designed to include all learners, and all school trips and activities are available to all pupils with any extra SEND provision being made where needed. This is often planned through an individual or activity-based risk assessment.

Subject teachers are responsible and accountable for the progress and development of their students. With the support of the Inclusion Team, teachers match the learning to the needs and abilities of each student and adapt the curriculum and learning environment to reduce barriers to learning and enable access to the curriculum. These adaptations may include strategies suggested by the SEND team and/or external specialists. In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

Where appropriate, materials are modified or support provided to enable students with SEND to access the learning or assessment processes. This also includes assessing Access Arrangements, ensuring that all students with SEND receive their entitlement in tests and examinations.

9) How will parents know how their child is doing?

Attainments towards identified outcomes and targets are shared with parents through school reporting systems and during SEND support Reviews.

Parents are encouraged to speak with the school to discuss their child's progress at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. The contact number for the school office is 01684 423163.

10) How will the school evaluate the effectiveness of the SEND provision made for students?

Norton College is committed to regular and systematic evaluation of the effectiveness of its work. In this respect the Governing Body reviews at the appropriate committee meeting the education provided for and the achievements of students with SEND.

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and students on how successful the provision has been in enabling them to attain their outcomes.

Quantitative data will examine both progress and attainment levels compared to those achieved nationally for students with the same prior learning level.

The school will also collect and analyse data about students with SEND in respect of:

- Suspensions and Exclusions (permanent and fixed term);
- Rewards, sanctions and incidents;
- Attendance and punctuality (school and lessons);
- Participation in extra-curricular activities.
- General and specific aspects of wellbeing and Mental Health

As a result of the above the school reports annually upon its successes and identifies aspects for future development. This data will be shared with governors and be judged by external moderators such as Ofsted.

11) What support will there be for student's overall well-being?

The school offers a wide variety of pastoral support for students. This includes:

- An evaluated PSHE Curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being;
- A pastoral system based on inclusion with adapted support
- Self-referral (or supported by staff) and school triage process with the Mental Health team to enable timely access to appropriate school-based support or external referral.
- One-to-One or small group evidence-led interventions to support student's well-being delivered to targeted students and groups;
- Alternative small group opportunities within the school for students who find social times difficult, and support to develop their social interaction skills.

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

Norton College recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

13) How do we work with other agencies?

We work in collaboration with a range of external agencies to support our young people, including:

- EHCP Team
- Virtual School (if a child is in care and requires a PEP)
- Social Care (if a child has a Child in need or Child Protection Plan)
- Youth Support Team (if a child has been referred on a statutory order due to offending behaviour).

Where other services are statutorily involved with a child and their family, we will work to develop and implement shared plans. We may also make referrals to other agencies where there is a need that cannot be met through education or school staff alone. Any referral will be discussed and agreed through engagement with parents/carers and the students themselves via meetings, EHCP Annual Reviews and direct contact with home when concerns arise. Referrals may include:

- Voluntary or third sector organisations such as Winston's Wish for bereavement support
- Educational Psychology
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Team
- Advisory Teacher Service
- Occupational Therapist
- Speech and Language Services
- Social care (these referrals may sometimes be made without parental consent if we deem the threshold for significant harm to have been met)

14) What training do the staff supporting children and young people with SEND undertake?

All of our teaching and student support staff are skilled in working with young people who display a variety of Special Educational Needs, in particular challenging behaviour or SEMH needs. We have staff who have specific training and expertise in:

- Quality First Teaching- EEF principles
- Supporting Literacy Development
- Mental Health First Aid
- Autism and related anxiety
- ADHD
- Invigilation and Exam Access Arrangements
- Thrive
- Trauma informed Practice
- Manual Handling
- Team Teach
- Trauma and Self-harm
- Emotional Based School Avoidance (EBSA)
- Building Executive Functioning Skills
- Emotional Literacy Support Assistant Training (ELSA)
- Safeguarding
- Prevent
- Exploitation

We also have teachers who access subject networks in English and Maths, as well as teachers who access training from specific exam boards to ensure high Quality First Teaching within subject teams.

15) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective student transition. These include:

On entry:

- Students are invited to a taster session at college
- College will discuss support and required provision with the previous school to allow concerns to be raised and discuss solutions to any perceived challenges prior to entry.

- Parents are provided with a range of information to support them in enabling their child to settle into college.
- Previous school records will be requested and a meeting set up with parents to identify and reduce any concerns if necessary.

Transition to another school:

- For students transferring to local schools, the Inclusion Team provide information on the needs of students with SEND in order to ensure a smooth transition.
- The records of students who leave college mid-phase will be transferred.

After school:

- Norton College is committed to securing independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages https://nationalcareersservice.direct.gov.uk or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Annual EHCP reviews from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

16) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact your child's teacher, the Inclusion Team or a member of the Senior Leadership Team.

For complaints, please follow the process outlined in the School's Complaints policy which can be found on the website or in hard copy upon request.

17) Support services for parents of students with SEND.

SENDIASS provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

SENDIASS Gloucestershire | Special Education & Disability

Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council

18) The Local Offer.

Parents/carers and young people can also access support through their Local Authority:

Gloucestershire's Local Offer | Gloucestershire County Council

SEND Local Offer | Worcestershire County Council