



Special Educational Needs and Disabilities (SEND) Policy

ABOUT THIS DOCUMENT:

PURPOSE

This policy is constructed in line with the statutory regulations set out in: Part 3 of the Students and Families Bill (2015) Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65) and is fully compliant with the Special Educational Needs and Disability Code of Practice

(September 2015); 0- 25 Years, and its purpose is to ensure that all students at Isebrook have access to the full opportunities that the curriculum has to offer.

Complied by: SEND & Inclusion Lead	Date: Sep 25
Committee: LGB	Date agreed by Governors: Sep 25
Review Cycle: Every 2 years	Review Date: Sep 27

Wellbeing in our Trust

This document aims to set out Isebrook School's relational approach to supporting behaviour. We know that sometimes supporting a student's behaviour can be challenging so this policy aims to set out how we do this at Isebrook and the support available to staff.

We can all be affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to ensuring an appropriate and balanced workload
- Supportive and professional working environments
- Employee Assist Programme
 - The Education Support Line telephone number 08000 856148
 - or online resources [educationsupport.org.uk/online support](https://educationsupport.org.uk/online-support)
 - See posters in school or line manager for username and password

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure Isebrook School fully implements national legislation and guidance regarding students with SEND
- Set out how Isebrook School will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students access to all aspects of school life.
 - Help students fulfil their aspirations and achieve their best
 - Help students become confident individuals living fulfilling lives
 - Help students make a successful transition into adulthood
 - Communicate with students and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students.
- Communicate with, and involve, students and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

Isebrook School's Mission is to:

To provide an aspirational, nurturing, Trauma Informed, creative and caring environment where learners feel supported safe and understood.

Isebrook School's Vision :

Isebrook School will be a leading light in specialist education within the Northamptonshire area and beyond, giving our learners the confidence to succeed in an ever-changing world.

Isebrook School's Core Values:

Both our mission and vision are underpinned by our four Core Values

<u>Compassion</u>	<u>Achievement</u>	<u>Responsibility</u>	<u>Respect</u>
			
<i>We show compassion by:</i> Understanding differences Helping & supporting others Forgiving mistakes Using kind words Co-operating with others	<i>We achieve by:</i> Attending school Being ready to learn Working to best of my ability Embracing opportunities Aiming high	<i>We take responsibility by:</i> Owning our behaviour & being truthful Reflecting on our actions Being ready to help others & be helped Being ready to listen & learn in lessons Looking after the school	<i>We show respect by:</i> Using appropriate language Following instructions Keeping hands & feet to self Keeping yourself & others safe Looking after property & equipment

At Isebrook School, we believe that:

1. Learning is life long and that all our young people are able to learn.
2. Families need our support if young people are to meet their potential.
3. All young people are of equal worth.

Individual Student Needs

The students at Isebrook have a broad range of needs which affects their learning, these fall within one, or more, of the categories of need as stated in the Special Educational Needs and Disability (SEND) code of Practice 2015:

- Cognition and Learning; e.g.
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Specific Learning Difficulties (SpLD)
- Communication and Interaction; e.g.
 - Speech Language and Communication Needs (SLCN)
 - Autistic spectrum Disorder (ASD)
- Social, Emotional and Mental Health Difficulties; e.g.
 - Attachment Disorder
- Sensory / Physical Difficulties; e.g.
 - Visual Impairment
 - Hearing Impairment

- Cerebral Palsy

In addition to the above some students have specific syndromes and health issues that may also impact on their learning.

All students at Isebrook have an Education Health and Care Plan that indicates their specific learning difficulty and area of need.

In response to the complexity of student need, the school provides a stimulating and accessible learning environment which promotes Social Moral Cultural Mental and Physical development, meeting the outcomes of Every Student Matters agenda and provides access to a differentiated curriculum. This enables students to develop their strengths, talents, skills and abilities, to become:

- Responsible citizens;
- Considerate individuals;
- Successful learners.

At Isebrook School we believe that our students learn best when they:

- feel safe and secure;
- are confident and happy;
- are interested and motivated;
- know that their opinions are valued and respected;
- have clear boundaries and consistent routines;
- have access to a communication friendly environment;
- are appropriately challenged and stimulated through differentiated curricular experiences; □ achieve positive and successful outcomes which are regularly praised and celebrated.

Isebrook School Guiding Principles

At Isebrook School we believe that all of our students, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life chances.

All students are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further education or training

We endeavour to achieve maximum inclusion of all students (including vulnerable learners) whilst meeting their individual needs and focusing on individual progress as one of the main indicators of success. Teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to students' interests and abilities. This ensures that all students have full access to the school curriculum.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for students who are learning EAL as part of our provision for vulnerable learners.

Special Educational Need might be an explanation for delayed or slower progress but is not used as an excuse for individuals not to maximise their ability and skills and take full advantage of the opportunities available to them. We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

- Some students in our school may be underachieving. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students reach their potential.
- It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and make progress. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty are essential ingredients of success for these students.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Students Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children's and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for academy trusts which sets out governors' and /trustees' responsibilities for students with SEND
- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly students with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At Isebrook School, we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive to their full potential and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all Isebrook School students are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students or young people of the same age by mainstream schools.

5.2 Disability

Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Isebrook School identifies students as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice (DfE, July 2015). This defines SEN as; xi. A student 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.

xii. A student of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

xvi. Many students and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Isebrook School are a Cognition and Learning Specialist School, which provides special educational provision for students who require “*Special educational provision, that is provision different from or additional to that normally available to students of the same age*” (Code of Practice, July 2015).

5.3 The 4 Areas of Need

The SEN Code of Practice (2015) stated that the needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating their needs, wishes or emotions. They may have difficulty understanding what is being said to them,(receptive communication) have trouble expressing themselves, use Echolalic or Gestalt communication patterns, or not understand or use generally accepted social rules of communication.

AREA OF NEED	
Cognition and Learning	• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties (PMLD), which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder. • Suffered Adverse Childhood Experiences (ACE's)
Sensory and/or Physical	Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment

In admitting students with Education and Healthcare Plans (EHCP) we would expect to have informative discussions and consultation with both the student's family and the local authority to ascertain the suitability of our provision. It is our responsibility to make provision for a student with an EHCP through the school's budget.

In agreeing our arrangements, the school has taken into account the following statements and definitions:

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the student in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

Early identification of barriers to learning

Well-differentiated, quality first teaching, including, where appropriate, the use of small group or 1:1 intervention or support. All learners will be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to

students learning at different rates. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress.

All learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet students' identified needs and track their provision.
- Audit how well provision matches need.
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources.
- Cost provision effectively.
- Demonstrate accountability for financial efficiency.
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.
- Inform the strategic priorities of the provisions in place,
- Allow Isebrook School to be proactive in its provision and explore innovative and technologically advanced provisions.
- To monitor and log the offer and provision for our Off-site learners.

Identification and Assessment

Students' needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, The 'REAL' assessment, "A Language in Common" assessment, reading ages, other whole-school student progress data and the identification of Access Arrangements for external examinations.
- classroom-based assessment and monitoring arrangements. (Cycle of Assess, Plan, Do, Review)
- following up parental and teacher's concerns.
- tracking individual students' progress over time.
- Implementing an effective and bespoke transition process to ensure effective and positive transition from previous settings.
- Effective liaison with feeder primary schools on transfer, including the attendance of Annual Reviews prior to transition where possible and appropriate.
- Proactively sourcing information from previous schools.
- Proactively sourcing relevant information from other services
- The maintenance of a provision map through the School's Management Information System, Arbor, which clearly identifies students receiving additional support from the school's devolved budget or in receipt of additional funding. This provision map is a live document and updated in real time, to ensure meaningful and timely information.
- Undertaking, when necessary, in-depth individual assessments, carried out by the On-Site Occupational Therapist, Therapy Assistant or Specialist Teachers. This may include a range of Clinical Assessments in the case of the Occupational Therapist, or commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs.
- Engaging the support of external agencies where appropriate.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at Isebrook School is:

Mrs Lynn Johnston

(BA Hons. Prim.Ed (QTS), PGDip. SEN, NASENCo, SLE Attachment & Trauma, MCCT.

SEND & Inclusion Lead

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and will:

- Work with the headteacher 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 students.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.
- All students are assessed when they join Isebrook School in order to build upon their prior learning and identify any potential additional areas of support required, including Sensory, Physical and Communication needs. Isebrook School uses this information to provide starting points for the development of an appropriate curriculum and individual student need. If a student is experiencing significant difficulties that cannot be met through the SEN & Inclusion Lead's intervention, then further advice from an Educational Psychologist or other relevant professional may be sought by the SEN & Inclusion Lead.

- The school evaluates the effectiveness of provision for students through the Provision map, analysing progress data of students, Annual EHCP Reviews and evaluating progress against targets set. This is recorded and measured using Evidence for Learning. All students are assessed by their class teacher, three times a year, using Evidence for Learning evidence and Learning Journey reports generated and shared with parents/carers. This data forms the basis of Pupil Progress meetings between Teachers and Leadership.

The Head teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the SEN & Inclusion Lead who is responsible for reporting regularly to the Head teacher, the SEN governor and the governing body on the ongoing effectiveness of this policy. The SEN & Inclusion Lead has also has strategic responsibility for the inclusion of students who have EAL and the achievement of vulnerable ethnic minority groups. All staff within Isebrook School have a responsibility for maximising achievement and opportunity of all vulnerable learners.

In accordance with Section 6 of the SEN Code of Practice 2015, our SEN & Inclusion Lead is a qualified teacher, working at Isebrook School, and has statutory accreditation. If a new SEN & Inclusion Lead is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SEN & Inclusion Lead will regularly attend local network meetings for SEN
- The SEN & Inclusion Lead, in conjunction with the wider Leadership team will ensure that all staff are trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- The SEN & Inclusion Lead, in conjunction with the wider Leadership team will ensure that Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning; the Head teacher and Senior leadership Team will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).
- The SEN & Inclusion Lead, in conjunction with the wider Leadership team will ensure that Isebrook School will, wherever possible, join with other schools within the Trust in joint commissioning of external professional services and undertaking of quality assurance arrangements.
- The SEN & Inclusion Lead, in conjunction with the wider Leadership team will ensure that all staffing appointments will be carried out in accordance with equal opportunities legislation, employment law, safer recruitment policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest caliber.

Ethnic Minority Achievement Coordinator (SEN & Inclusion Lead)

The EMA co-ordinator (SEN & Inclusion Lead) will oversee the day-to-day operation of this policy in the following ways:

- Maintenance of a list of students with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- Maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- Advising on and co-ordinating provision for students with additional needs relating to ethnic or linguistic background

- Working collaboratively with teachers to plan for and teach students with EAL
- Managing other classroom staff involved in supporting ethnic/linguistic minorities
- Overseeing the on-going assessment records on all students with EAL
- Liaising with parents of ethnic and linguistic minority students if and when required, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting with each teacher to review the linguistic progress of students learning EAL and establish next steps in learning
- Monitor the impact and effectiveness of all additional interventions for students from cultural and linguistic minority backgrounds.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 11 and 13 students with EAL.
- Contributing to the in-service training of staff
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- Advising on and sourcing bilingual and culturally reflective materials to support students' learning across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Designated Teacher for LAC.

The SEND & Inclusion Lead is also the Designated Teacher for Looked After Children (LAC) and DSL for LAC, and has strategic responsibility for the inclusion of students who are adopted or in local authority care.

Isebrook School recognises that:

Students who are looked after in Local Authority Care have the same rights as all students but may have additional needs due to Attachment issues, Early neglect, separation and loss, trauma, Adverse Student hood Experiences (ACE) and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development. There are commonly understood reasons (Social Exclusion Unit Report: 2003] why students who are looked after in local authority care often fail to make expected progress at school due to:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after students.

The responsibilities of our designated teacher include:

- monitoring the progress of students who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that students who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months

- ensuring that information concerning the education of students who are 'looked after' is transferred between agencies and individuals
- preparing a report on the student's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the student's social worker to ensure that there is effective communication at all times, celebrating the student's successes and acknowledge the progress they are making.

Isebrook School will work closely with the Northamptonshire The Virtual School (VS) for Students which promotes the educational needs of Looked After Students and monitors admissions, PEP completion, attendance & exclusions.

6.2 The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Provide an annual report for parents/carers on their student's progress
- Record accurately and keep up to date the provision made for students
- Publish information about steps taken to prevent students being treated less favorably than other students at Isebrook School due to differences in need. This is addressed through the Supporting Students with Medical Needs Policy and Accessibility Plan.
- Ensure that the facilities provided to assist access of students with specific medical or physical needs are adequate and that Isebrook School's accessibility plans are fit for purpose.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students
- Make sure that all students from year 8 until year 13 are provided with independent careers advice

6.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students, and their progress
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students
- In conjunction with the SEN & Inclusion Lead, advise the Local Authority when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs and incorporate this into the school's plan for continuous professional development

- With the SENCO, regularly review and evaluate the breadth and impact of support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO and Provision Leaders to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the student

6.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their student's progress or development.

Parents or carers of a student will always be given the opportunity to provide information and express their views and the support provided. They will be invited to participate in discussions, Annual Reviews, Interim Reviews and other meetings where decisions about student support are made.

They will be:

- Invited to Annual Reviews and Interim Reviews
- Asked to provide information about any changes to student presentations outside school and any changes in the student's needs which may impact their school engagement.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress

The school will take into account the views of the parents or carers in any decisions made about the student.

6.6 The student

Students will always be given the opportunity to provide information and express their views and the support provided. They will be invited to participate in Annual Reviews, Interim Reviews and other meetings (where appropriate) where discussions and decisions about their support are made. This might involve the student:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes
- Attending meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND Provision information

The school publishes a SEND provision information on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Isebrook School's approach to SEND

8.1 Identification and Assessment

Students' needs should be identified and met as early as possible through:

- All students are assessed when they join Isebrook School in order to build upon their prior learning and identify any potential additional areas of support required, including Sensory, Physical and Communication needs. Isebrook School uses this information to provide starting points for the development of an appropriate curriculum and individual student need. If a student is experiencing significant difficulties that cannot be met through the SEN & Inclusion Lead's intervention then further advice from an Educational Psychologist or other relevant professional may be sought by the SEN & Inclusion Lead.
- the analysis of data including entry profiles, "A Language in Common" assessment, reading ages, other whole-school student progress data
- classroom-based assessment and monitoring arrangements. (Cycle of Assess, Plan, Do, Review)
- following up parental and teacher's concerns.
- tracking individual students' progress over time.
- Implementing an effective and bespoke transition process to ensure effective and positive transition from previous settings.
- Effective liaison with feeder primary schools on transfer, including the attendance of Annual Reviews prior to transition where possible and appropriate.
- Proactively sourcing of information from previous schools.
- Proactively sourcing relevant information from other services
- The maintenance of a provision map through the School's Management Information System, which clearly identifies students receiving additional support from the school's devolved budget or in receipt of Top-Up Funding. This provision map is a live document and updated in real time, to ensure meaningful and timely information.
- Undertaking, when necessary, in-depth individual assessments, carried out by the On-Site Occupational Therapist, Therapy Assistant or Specialist Teachers. This may include a range of Clinical Assessments in the case of the Occupational Therapist, or commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs.
- Engaging the support of external agencies where appropriate.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than expected given their individual targets.
- Fails to maintain their previous rate of progress

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

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the their Key Stage Leader and SEND & Inclusion Lead to have an initial discussion about whether this lack of progress may be due to a specific unmet need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

8.2 Individual Education Plans

IEPs, are no longer prescribed in the SEN Code of Practice 2015. As such, Isebrook School's Individual Student Education plans are:

- are a planning, teaching and reviewing tool which enable us to focus on particular areas of development. They are a working document which can be constantly refined and amended.
- Monitored through Evidence for Learning and the mechanism of Annual Review
- will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all students.
- Targets will address the underlying reasons why a student is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- will be accessible to all those involved in their implementation – students should have an understanding and “ownership of the targets”.
- will be based on informed assessment and will include the input of outside agencies
- are manageable and easily monitored through Evidence for Learning and therefore are evaluated regularly between Teachers and Provision Leaders.
- are time-limited – during review times, there will be an agreed “where to next?”
- will have a maximum of four short / medium term SMART targets set for the student which will link to the student's EHCP Outcomes.

Student Targets will be arrived at through:

- Discussion between the teacher and the Key Stage Leader/ SEN & Inclusion Lead as appropriate.
- Discussion with another professional where appropriate.
- Student Targets will be reviewed three times a year by class teachers in consultation with their appropriate Key Stage Leader. The SEN & Inclusion Lead will be informed of any significant changes to student progress or need so that mitigating measures can be put in place.

8.3 Additional Support

Students will be offered additional support or intervention when required in order to remove or alleviate their barriers to learning. Any students with EAL, being offered additional language support, will be recorded on the school's provision map. All interventions for all LAC students will be identified and tracked using the whole-school provision map.

Long and short-term impacts on student progress and wider need will also be considered, such as but not exclusively, Early Childhood Trauma (ECT's), Adverse Childhood experiences (ACE's), home circumstances, bullying or bereavement. Isebrook School implements a Trauma Informed Approach to support and actively encourages staff to consider the long-term impacts of ACE's on student engagement and presentation.

8.3a Funding

It may be decided that a very small number of the students will require additional funding, for which an application will be made to the Local Authority, to ensure that the provision to support their underlying need is addressed through additional funding.

This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. In these instances, an application will be made to the Local Authority for additional RAS funding.

9. Support for improving emotional and social development, including extra pastoral arrangements for student support, including and measures to prevent bullying and the maintenance of student Mental Health

The school prides itself on its pastoral care and the levels of communication between school and parents/carers who will always be contacted if there is a reason for concern, or their student is ill. To achieve this, Isebrook School has:

- A Senior Welfare Manager who is Lead DSL, with oversight of wider student welfare, wellbeing, behavioral trends, Safeguarding and attendance.
- A Family Support Worker (FSW) who liaises with parents and outside agencies. The FSW will also provide on-site help and advice for students who need pastoral care over and above what is provided within class. This can be needed for a wide variety of reasons.
- The FSW will act as an advocate for students who need additional support; ensuring that views and feelings are understood. The FSW will speak on behalf of a student, if needed, expressing their views
- The school employs Pastoral Support Assistants who is skilled in meeting the needs of students who may experience difficulties with their social and emotional needs
- A clear, graded and gradual Relationship policy is in place which advocates a Trauma Informed approach and Restorative Justice principles in resolving instances where deviation from school expectations has occurred.
- The school has a Breakfast Club available daily between 8.20 and 8.50 a.m. where students are encouraged to share a social eating and recreational time.
- Each class undertakes weekly Thrive lessons, Preparation for Adulthood and Personal Social and Health Education lessons which support the social and emotional curriculum as well as providing Skills for Life.
- Anti-bullying lessons are included in the PHSE curriculum as well as being addressed in assemblies and the school's participation in Anti-Bullying Week, Children's Mental Health Week, and World Mental Health Week.
- The school has Anti-bullying, Relationship and Safeguarding Policies that all staff adhere to.
- Isebrook School has student Anti-bullying Ambassadors, Mental Health Champions and House Captains.
- Thera-play sessions are available for students who need additional help to develop their social and emotional skills.
- Isebrook School have an Emotional Learning and Support Assistant (ELSA) available to support SEMH and Pastoral needs.
- Isebrook School has 2 Licensed Thrive Practitioners (including Family Thrive) and a full time Thrive Intervention Practitioner undergoing qualification.

Isebrook School's Senior Welfare Manager is:

Sharon Taylor

Email: Staylor@isebrookschool.co.uk

Isebrook School's Family Support Worker is:

10. The Graduated Approach

Isebrook School will take action to remove or alleviate any identified barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SEN & Inclusion Lead will carry out a clear analysis of the student's needs. The views of the students and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the student, the teacher, Provision Leader and the SEN & Inclusion Lead will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the students' needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. Information regarding Interventions provided for the student will be recorded on our management information system, Arbor and recorded on the Provision Map, where it will be available for staff information.

Parents/carers will be aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The student's teacher retains overall responsibility for their progress.

Where student support involves group or 1-to-1 intervention away from the main class, they still retain responsibility for the student. They will work closely with any specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SEN & Inclusion Lead will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

Isebrook School will evaluate the impact and quality of the support and interventions through pre and post assessment. This evaluation will be based on:

- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student
- Any other data available in relation to the intervention.

The teacher, Intervention Lead, Provision Leader and SEN & Inclusion Lead (as appropriate) will revise the outcomes and support in light of the student's progress and development.

10.1 Levels of support

School-based provision

These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

10.2 Evaluating the effectiveness of SEN provision

Curriculum Access and Provision

Where students are not fulfilling their potential, the school provides for these additional needs in a variety and combination of ways and approaches to target individual students:

- Quality first teaching
- small group intervention (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual alternative provision
- bilingual support/access to materials in translation or further adaptation of resources
- study buddies/cross age tutors
- EHCP Target tutorial time.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for learners is carried out in the following ways:

- Classroom observation and monitoring by the SEN & Inclusion Lead, Senior Welfare Manager, Provision Leaders and Senior Leadership Team
- The ongoing assessment of progress made by intervention groups, through effective Quality Assurance of the referral process.
- Scrutiny of planning by the Assistant Headteachers and wider Leadership Team
- Regular Communication between Teachers and with the SEN & Inclusion Lead and Senior Leadership Team.
- Promoting a culture of being 'Deliberately Bothered' about student progress and provision.
- Ensuring that EHCP targets are effectively delivered and challenged if necessary through an effective Annual Review Process.
- Student progress tracking using Evidence for Learning and Teacher assessment.
- The monitoring of attendance by the Family Liaison Officer and escalation of non-authorised absence to the Leadership Team.
- Liaison with the Local Authority EHCP Team.
- Regular communication on students' progress between the SEN & Inclusion Lead, Leadership team and the Headteacher.
- Head teacher's report to parents and governors

Isebrook School also evaluates the effectiveness of provision for students by:

- Tracking students' progress, including by using provision maps
- Using student and staff questionnaires

- Holding annual reviews for students
- Getting feedback from the student and their parents/carers

11. Attendance

Many students face complex barriers to attendance. Their right to an education is the same as any other student and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support.

Our approach to supporting students who are absent from school due to their SEND is set out in our attendance policy.

12. Safeguarding

We recognise that students with SEND can face additional safeguarding challenges. Students with additional needs are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer students, and the support we provide to help students overcome any communication barriers they face, see our Safeguarding policy.

13. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SEN & Inclusion Lead, in conjunction with the wider Leadership team will ensure that Continuing Professional Development is continuously monitored to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. This will be identified through, but not exclusively, a rigorous Quality Assurance model.

14. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary, the school will work with external support services such as:

- Early Help Team
- CAMHS
- Educational Psychology Service
- Accredited Educational Psychologists, practising in the Private Sector
- Accredited Dyslexia and Dyscalculia Assessors, practising in the Private Sector.
- MHST
- Northamptonshire Information Advice and Support Service (
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Education Entitlement Service
- Multi-agency safeguarding hub
- Specialist educational teachers

In accordance with the SEND Code of Practice 2015 Isebrook School invite all relevant agencies and education partners, including Alternative Provision providers to Annual review meetings, transition meetings and specific provision planning meetings involving students in our school. We comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the needs of a student are very specific (eg autism, visual impairment, dyslexia etc).

We have a clear point of contact, the SEN & Inclusion Lead, within the school who will coordinate the support from outside agencies for each student though in some cases it may be another member of staff who we have identified as a key worker.

15. Admission and accessibility arrangements

No student will be refused admission to school solely on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled students and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*).

Admission to Isebrook School via Local Authority Consultation will be considered by at least 2 members of the Leadership team and Consultations responded to in line with Isebrook School's ability to meet the student's need and maintain a high-quality provision for existing students.

15.1 Admission arrangements

Students admitted to Isebrook School through Phase Transfer will be subject to a rigorous Consultation process (including School visits, Observations and meetings with current school staff) carried out by two members of the Leadership Team and provided with details of the comprehensive transition package offered to aid with the significant changes associated with Transition.

In-Year Consultation admissions are considered using the same protocols. Students are then provided with a 2-week phased transition into school.

16. Complaints about SEND provision

If there are any complaints relating to the provision for students with SEN or EAL these will be dealt with in the first instance by the class teacher and SEN & Inclusion Lead, then, if unresolved, by the Headteacher. A governor may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Contact details of support services for parents of students with special educational needs (Please refer to our Safeguarding Policy for details of how we access the Multi-Agency Safeguarding Hub).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about resolution and mediation services in Northamptonshire please visit: [Local Offer, SEND and EHC plans | North Northamptonshire Council](#). In addition, parents/carers can request mediation by contacting [SEND Information Advice Support Service | North Northamptonshire Council](#)

17. Monitoring and evaluation arrangements

17.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- Ensuring that all staff are aware of the SEND needs of students that they are working with during the annual transition period in the Summer term. This is enabled by providing time to meet with previous teachers and support staff, reviewing EHCP's, Pupil One Page profiles and build relationships.
- Comments and feedback from students and their parents/carers
- Review of processes and procedures in school through rigorous Quality Assurance.
- Bi-Annual Review of the SEND Policy.

17.2 Monitoring the policy

This policy will be reviewed by the SEND & Inclusion Lead, Headteacher and Governors every two years, unless there is significant legislative change. If there is legislative change, the Policy will be updated at the earliest convenience in line with requirements or changes in procedure.

It will be approved by the full governing board.

18. Links with other policies and documents

This policy links to the following documents [delete those that aren't relevant and add any others specific to your school, as well as links to web pages where each policy can be found, if available]:

- The local offer
- Relationship Policy
- Designated Teacher Policy
- Pupil Premium Statement
- Communication Policy
- Individual and school wide Risk Assessments
- Attendance policy
- Safeguarding / student protection policy
- Complaints policy

Appendix 1:

Students with Specific Learning Disabilities (SpLD) Dyslexia

'Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be life-long in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed and the automatic development of skills that may not match up to an individual's other cognitive abilities. It tends to be resistant to conventional teaching methods, but its effect can be mitigated by appropriately specific intervention, including the application of information technology and supportive counselling.' (British Dyslexia Association definition)

It is recognised that some students, despite their intellectual and other abilities, may have difficulty learning to read and/or spell and write fluently. Motor skills and coordination may also be affected, and they may also have organisational and memory difficulties. These students may be described as having Dyslexia or a Specific Learning Difficulty. Some students may have other additional support needs including Dyspraxia, Dysgraphia, ASD or ADHD which require specialist educational support and that they have the right to access the curriculum and other school activities.

This policy is set within the context of a range of dyslexic needs and aims to inform staff, parents and students on how we meet the needs of and ensure the progress of students with Dyslexia and SpLD. Appropriate strategies and structures of support are available to students who have additional support needs. Individuals will have varying patterns of difficulty and will require a variety of support strategies. What may start as a learning difference may quickly become a learning difficulty if undetected and unassessed. Considerable work has been undertaken nationally to develop further awareness among teachers and professionals of the barrier that young people may face on a daily basis.

At Isebrook School the following arrangements are made to ensure that students' needs are met:

- an early identification process (which includes using privately sourced diagnostic testing if deemed necessary and appropriate) will ensure that students who are experiencing difficulties with aspects of their learning are spotted as early as possible.
- Where necessary students will be assessed within school before referring to external professionals for further assessment.
- If, despite efforts to improve the student's difficulties, it is felt there is still a mismatch between a student's underlying skills and attainment, with parental permission, the student will be referred for further external assessment e.g. an Educational Psychologist
- Students with identified additional support needs will have Individual Education Plan (IEP) or an Individual Support Plan targets.
- IEPs and targets will set out the provision that can be made from Isebrook's resources and the strategies which class teachers can adopt to help students access the curriculum.
- All staff at Isebrook who teach the students will be made aware of his/her difficulties and their agreed plan and strategies.
- Strategies may include word banks, use of spellcheckers, talking pens, use of word processors and other ICT software as well as provision of extra time, reader and/or scribe if recommended.
- Staff are sensitive to individual needs and will reduce any embarrassment or anxiety a student may feel, i.e. not asking a student to read aloud unless he/she is happy to do so, using coloured paper, 'dyslexia friendly' fonts etc.
- Teachers will be sympathetic when marking a student's work, for example, concentrating on content not spelling and will be aware of the need to try to find alternative ways of assessing progress rather than always through the written tests and exams where possible (see Marking Policy).
- Students with additional support needs may have experienced 'failure' and sometimes their motivation for learning can be low. Therefore, teachers will use innovative teaching styles in order

that learning should be active and as attractive as possible to enable individuals to acquire knowledge, facts and concepts.

- Information packs are available for parents of students with SpLD detailing advice for support strategies.

Assessments should be:

- Collaborative – with parents and other professionals when necessary.
- Contextual – relevant to the student's learning environment and taking account of environmental factors in the student's development.
- Holistic – involving physical, emotional and social factors as well as cognitive factors, identifying strengths as well as weaknesses
- Interactive – evaluating the effect of different factors, early identification is essential to enable the student to access the curriculum. When concerns are first highlighted by staff, students or parents of students, steps should be taken by the class teacher to differentiate the curriculum in response to his or her needs. If insufficient progress is made as a result of class-based interventions the student will be referred to the Literacy Team for further assessment. Following completion of additional 'inhouse assessment' the SEN & Inclusion lead will advise whether it would be beneficial to involve the Educational Psychologist/Specialist Assessor for further assessment. Parents will be informed.

Roles and Responsibilities Subject / Class teachers

- To be aware of the patterns of development that may indicate a specific learning disability.
- To collaborate over alternative assessment arrangements. If necessary, implement within class initial supports via an adaptive program and teaching and learning strategies based on on-going evaluation.
- Collaborate with Literacy Team and SEN & Inclusion Lead to implement agreed strategies
- Contribute to Intervention, Identification and/or Support Plans
- To alert colleagues where problems are prolonged, learners seem resistant to intervention or behavioural changes are noted.

Support Staff:

- Support class teachers with a range of appropriate identification strategies
- Help to prepare Support plans and targets
- Support teachers with adaptation of the curriculum
- Support students, where appropriate

The English Team will:

- Ensure procedures are in place to support early identification
- Work collaboratively with all staff and the School Leadership Team
- Monitor all student progress through review of termly progress, interventions, support plans and targets
- Take responsibility, when required, in identifying targets for students
- Co-ordinate input from external agencies
- Ensure parents have ready access to information about their student's progress and support needs
- Ensure staff are given relevant CPD opportunities
- Liaise with the SEN & Inclusion Lead at all stages

Parent/Carer and Student Involvement

Collaborative working with parents is central to the success of the support implemented for students. Liaising with parents/carers will take place at all stages of the assessment / identification process and thereafter. Parents are a valuable source of information about their student/ren so this should be utilised at all times. Equally, the school expects that parents will undertake the recommendations made to support their student as advised by teaching and support staff. Students are also expected to take on board advice offered by staff including attendance at interventions sessions where required