



NENEGATE SCHOOL (SEMH)

Special Educational Needs Policy

NeneGate is a 'Good' school – Ofsted
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Introduction

This policy details how NeneGate School will do its best to ensure that the necessary provision is made for pupil’s special educational needs and that these needs are made known to the staff in the school.

The staff and governors of NeneGate School will endeavour to ensure that all pupils reach their full potential and are fully included within the school community enabling them to make successful transitions between educational establishments. This policy aims to support staff in providing positive whole school approaches to the learning, progress and achievement of pupils.

Meeting the needs of NeneGate School pupil’s requires effective and close partnership working between all those involved including the Local Authority, parents/carers, pupils, children’s services and all other agencies.

Interventions will be delivered where necessary to ensure pupils make the best possible progress. Needs and interventions will be considered on an individual basis.

NeneGate School is a special school for pupils with social, emotional and mental health needs (SEMH). In addition pupils may have other learning and health needs.

Aims

NeneGate School aims to ensure that:

- Opportunities are provided for pupils to develop their full potential by offering a broad and balanced curriculum including an appropriate vocational curriculum and 14-19 pathways education.
- Pupils have their SEND needs met.
- The views of the pupils are sought and taken into account.
- There is a partnership between parents and carers and an understanding that they play a key role in supporting their child's education.
- Parents and carers are supported through transitions.
- Pupils have access to all school activities.
- We work in partnership with external agencies to meet the needs of the pupil.
- Ensure that parents/carers have knowledge about the SEND provision that the school makes.
- Staff roles and responsibilities are identified in providing for pupils SEND.

At NeneGate School we aim to be a flag ship school for pupil's with social, emotional and mental health difficulties. We have high expectations of all our pupils whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation in the school. We want all pupils to feel that they are valued and part of the school community. Through appropriate provision we respect the fact that pupils:

- Have different educational and emotional needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers and other support staff respond to pupil's needs by:

- Providing support for pupils who need help with communication, language and literacy.
- Planning to develop pupil's understanding through the use of all their senses and of varied experiences.

- Planning for pupil's full participation in their learning, and in physical and practical activities.
- Helping pupil's to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in their learning.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) January 2015 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, SEN co-ordinators (SENCOs) and the SEN information report

3. Definition of Special Educational Needs

This definition is taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015.

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 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools,

maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

4. Roles and Responsibilities

4.1 The SENDCO is Emma McMenemy

- Manage the day to day operation of the policy.
- In collaboration with the Head Teacher and governing body determine the strategic development of the SEND policy and provision at NeneGate School with the ultimate aim of raising pupil's achievement.
- Line-manage HLTA's.
- Provide professional guidance and training to colleagues and work with staff, parents and other agencies to ensure that pupils receive the appropriate support and high quality teaching.
- Overseeing the review and maintenance of EHCP's and records for all SEND students and ensuring that they are kept up to date.
- Liaise with potential next providers of education to ensure smooth transitions.
- Ensure that IEP's are set and reviewed on a regular basis.
- Monitor and evaluate special needs provision and report to the governing body.
- Be the point of contact for external agencies, especially the local authority and parents/carers in matters relating to SEND.
- Be the lead professional in the early help process, organise and chair team around the child meetings and follow up as necessary.
- Be the designated teacher for children looked after by the local authority.
- Co-ordinating the range of support available to children with SEND.
- Advise and manage the SEND budget to ensure resources match need.
- Work with the Head Teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

4.2 The SEND Governor is Kathryn Black

The SEND governor will:

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

The Role of the Governing Body

Governors have responsibility for the strategic overview of the implementation of the SEND policy. The day to day management and organisation of SEND at NeneGate School is the responsibility of the Head Teacher and the SENDCO. Governors will make sure they are fully involved and will undertake the reviewing and monitoring of the school's SEND Policy. All governors will ensure that they are up to date and knowledgeable about the school's SEND provision.

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENDCO and SEND governor 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 SEND 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 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.
- Support pupils to be able to meet the targets identified in their Education Health Care Plan (EHCP).

5. SEND information report

The SEND information report will be updated annually to reflect changes and plans within the school. This report states the current provision for SEND at NeneGate.

We are dedicated to creating positive, appropriate learning experiences and opportunities for all. Our students feel valued and are challenged to develop to their full potential. It is a holistic environment where individual needs are supported towards a successful future.

Our Learners Will:

- Experience teaching of high quality to maximise development.
- Develop empathy.
- Be equipped to express themselves confidently.
- Be independent and inspired to engage in their learning.
- Respond positively to challenges in an environment of respect and trust.
- Value others, work co-operatively, respect diversity, be honest and trustworthy citizens.

To achieve our vision we will be flexible and respond to the needs of our diverse and developing society.

- We will offer an inclusive, accessible, stimulating and well resourced environment offering appropriate opportunities for all.
- As a school we recognise and value the local community.
- At NeneGate we aim to provide a happy and safe learning environment where children's needs are met and where achievements are recognised and praised.
- We will promote pupil's spiritual, moral, social and cultural development so that they are able to integrate into the community.
- Staff will access the necessary training and development opportunities to enable effective practice.
- Help pupils to acquire the knowledge, skills and confidence to enable them to lead full and independent lives.
- We will encourage decision making and personal responsibility.
- Provide individualised and appropriate learning experiences that are interesting and challenging. Offsite provision is used in key stage 4 to support post 16 transitions.
- Offer opportunities to develop social skills by working with others both inside school and the wider community.
- Build relationships with parents/carers and other professionals.

What are the kinds of needs for which provision is made at the school?

NeneGate is a maintained day special school for pupils with social, emotional and mental health needs aged 9-16 years. Pupils in school will be provided with an appropriately paced and differentiated curriculum. Pupils attending the school meet the definition of SEND as described in the SEND Code of Practice. The admission arrangements for pupils can be found on our website within the admissions policy.

What are the school's policies for the identification and assessment of pupils/students attending the school?

All pupils who attend the school will have an EHCP. In the case where a pupil does not have an EHCP a request must have gone in and been agreed by the local authority. Pupil's special educational needs will be reviewed through annual reviews. Pupil's progress will be monitored using subject, attendance and out of class data. Social and academic interventions will be put in place where they are identified on pupil's EHCP and where pupils are not making the expected amount of progress. Teachers and TA's will be observed to ensure learning is effective and progress is being made. Tutors meet with parents/carers each term to discuss, set and review previous targets. The school's parent liaison officer works closely with parents trying to engage them in their child's education.

What is the expertise and training of staff in relation to pupils and young people with SEND and how is specialist expertise secured?

Pupils are educated in classes of no more than eight with a teacher and at least one teaching assistant (TA). The school has four higher level teaching assistants who have the following roles: behaviour mentor/ Safe guarding lead, family liaison, cover supervisor and academic intervention tutor who has qualifications in supporting children with Dyslexia. The SENDCO has the National Award for SEND Co-ordination.

NeneGate regularly works with and receives advice from a range of professionals in order to meet pupil's needs. We work closely with the local authority and inform parents of any changes regarding the SEND Code of Practice.

Staff training is delivered on a weekly basis. The newly qualified teacher follows a training programme and has a mentor. All staff are encouraged to take ownership of their professional development and have the opportunity to access a wide range of courses to support their role in school.

How will equipment and facilities be provided to support pupils?

NeneGate is purpose built and is fully accessible. Classrooms are fitted with interactive white boards and there are facilities to support outdoor learning. Specific equipment is available to support individual pupils to access their learning, these are available from the SEND office, tutors, TA's, behaviour mentor and the academic intervention tutor. NeneGate accesses community leisure facilities on a weekly basis. NeneGate has a dedicated sensory room which pupils can access throughout the day.

What are the arrangements for consulting parents/carers of young people with SEND and involving parents in the education of their child?

At NeneGate parents/carers are fully included in the process of working with and the education of their child. This is achieved by the following:

- Initial visits to the school and home.
- Introductory meetings with parent/carers and outside agencies if necessary.
- Regular phone calls from the Parent Liaison Officer, tutor or class TA.
- Annual reviews.

- Coffee events.
- Workshops and information sharing meetings.
- Parental representation on the governing body.
- Parent feedback through questionnaires after meetings.
- Termly parent consultations.
- Half termly newsletter.

What are the arrangements for consulting pupils at NeneGate and involving them in their education?

Each tutor group has a representative and meets every half term as part of the school's pupil voice. Minutes are discussed and shared with staff and pupils. Pupils have the opportunity to discuss their education at annual reviews and at parent consultations. Pupils have individual staff identified to support them throughout the day, this is another opportunity to discuss their education.

What are the arrangements made by the governing body for dealing with complaints for parents or pupils regarding the provision made at NeneGate?

The procedure for complaints is made available on the school's website.

How does the governing body involve other bodies in meeting the needs of pupils at NeneGate and in supporting their families?

There are a wide range of staff working together within the school to support pupils and their families. Some staff are employed directly by the school and other professionals work for a variety of agencies. There are service level agreements in place for a number of outside agencies. The Head Teacher works closely with the Chair of Governors and the governing body to inform them of the different bodies working with the school. There are staff in school trained to complete Early Help Assessments if additional support for pupils and their families are identified.

Contact details for support services are available on the local offer which can be found on the school's website. Local authority contact details can be found on the Peterborough City Council website.

What are the school's arrangements for supporting pupils transferring between phases of education or in preparing for adulthood?

All transitions are well planned, parents/carers are informed of the transition process and are supported throughout.

Pupils are supported with the transition from key stage 4 with 1:1 meetings and support is given to choose relevant courses and complete the necessary application forms. Careers and life skills education are part of the personal social development programme and help to prepare pupils for adulthood.

Where is the local authority's local offer published?

NeneGate's local offer and SEND policy can be found on the school website.

The Local Authority's local offer can be found at -

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

If you have any queries or requests relating to this report please contact the SENDCO – Emma McMenemy on 01733 349438

6. Monitoring and Review

- The SENDCO will provide the Head Teacher with regular summaries of the impact of the policy on the practice of the school.
- The SENDCO is involved in supporting of teachers involved in drawing up IEP's for pupils and evaluating their impact. Regular meetings will be held with SLT to review the work of the school in this area.
- The SENDCO will inform governors of the current SEND provision.
- The governing body will review the policy annually and consider amendments as necessary.
- Pupil and parent views will be collected relating to the statutory review.
- Teacher assessment data.

7. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Equality

Admissions

Authorisation:

Signed:

Name:

Date:

Chair of the Governing Body

Date for Review:

Revision History:

Rev. No.	Date	Changes	Sign
1			
2			
3			
4			
5			
6			