



New Mills School

SEN Policy and Information Report

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Signed:
Chair of Governors

Date:

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

At New Mills School we believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access our curriculum which meets and goes beyond the National Curriculum.

All children are valued and their self-esteem promoted. We aim to work in close partnership with parents/guardians who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the effective education of other children and the effective use of resources by providing opportunities which extend skills, knowledge and confidence with appropriate levels of support.

The objectives of our policy are:

- To ensure we identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum to meet the needs of children with special educational needs and ensure that targets set are specific, measurable, achievable, realistic and time related;
- To involve children in the identification and review of the targets set and where necessary those targets identified in their Individual Education Plans;
- To work in partnership with, and involve, parents/guardians of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To work in partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students 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

More information about SEN can be found here: <https://www.gov.uk/children-with-special-educational-needs>

3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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 children or young people of the same age by mainstream schools.

4. Roles and responsibilities

All children

- are valued for the individuals they are and for the potential of the people they will become
- are accepted for who they are and are expected to be accepting and welcoming of others including those they may perceive as “different”
- deserve to be supported in their learning and emotional development and are expected, without exception, to support others in their class and in the school in the same way.
- need to have dreams for their future and accept the reality and limitations of being in school and do their best to take advantage of their learning.
- need to make adjustments in their understanding and behaviour to learn as well as they can, and to help others to make adjustments to improve their learning.

4.1 The SENCO

The SENCO is Joanna Winterbottom (jjwinterbottom@newmillsschool.co.uk). They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Contribute to and, where necessary, leading the continuing professional development (CPD) of staff;
- Advise on the graduated approach to providing SEN support, providing advice to staff and making them aware of the targets set for each child
- Advise on the deployment of the school’s delegated budget and other resources to meet students’ needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Co-ordinate the range of support available to children with special educational needs, including managing the deployment of Teaching Assistants across the school;
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date, (detail each student’s special educational needs and the special educational provision made)
- Oversee and maintain specific resources for special educational needs;
- Monitor, evaluate and report on the provision for children with SEN to the governing body in conjunction with the designated responsible person;
- Promote each student’s inclusion in the school community and access to the school’s curriculum, facilities and extra-curricular activities;

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Governing Body of the school will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that a child with SEN joins in the activities of the school together with children who do not have SEN, so far as is reasonably practical. The provision for a child's learning needs must be compatible with the effective education of the children with whom they are educated, and with the effective use of resources.
- Have regard to the Special Educational Needs Code of Practice 2015 when carrying out its duties towards all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole;
- Have a written SEN policy containing the information set out in the Educational (Special Educational Needs) (Information) (England) Regulations 1999 and the SEND Code of Practice 2015.
- Ensuring a Governors' SEN Information Report is published on the school website, containing information as stipulated in Schedule 1 of 'The Special Educational Needs and Disability Regulations 2014'
- Ensuring the school prospectus and website includes the name of the person responsible for coordinating SEN provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- The quality of SEN provision is continually monitored;
- The SEN policy is made available via the school website.

In addition, as part of our Equal Opportunities policy the Governing Board take all steps necessary not to discriminate against disabled children in admissions arrangements, or in the education and associated services provided by the school for our students.

4.3 The Headteacher

The Headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

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

Teachers will:

- Seek to understand individual students and their differences.
- Seek to make students feel safe, secure and wanted in the classroom and create positive relationships with them.
- Be a partner with a student in developing his or her learning
- Make reasonable adjustments within the classroom to provide for those differences through differentiated delivery, dialogue and understanding
- Explain to students the limitations of learning together in a classroom of other children and help them to adjust behaviours where necessary to improve their own learning and support the learning of others

5. SEN information report

5.1 The kinds of SEN that are provided for

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and interaction; for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning; for example, dyslexia, dyspraxia, dyscalculia, verbal dyspraxia
- Behavioural, emotional and social development; Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Pathological Demand Avoidance (PDA), attachment disorder
- Sensory and/or physical. for example, visual impairments, hearing impairments, physical impairments, processing difficulties, epilepsy, Tourette's syndrome

Some children could have needs in more than one category.

5.2 Identifying students with SEN and assessing their needs

In our school, the starting point for understanding and provision for a child's needs is that there are differences between all of us which are part of us and not what defines us. At New Mills School, we try to identify and answer needs and overcome barriers to learning where those differences may sometimes make learning in a school environment problematic.

We all perceive and interact with the world in a slightly different way; our interpretation of people and events and actions is different, our creative abilities, our capacity to store and retrieve knowledge, analyse and evaluate, interpret and apply that understanding to new contexts, even the way we move through our environments and how we use our senses of sight, hearing, touch, taste, smell can be different. Our experience of childhood and upbringing and our understanding or love, security commitment and personal and social responsibility and social interactions are all different.

In addition, many children have learning differences. They affect the way information is learned and processed, and can affect literacy, memory, coordination, and the manipulation of letters and numbers. These differences can appear across all ranges of ability and with varying degrees of severity or significance. They are often hidden for example, many pupils with Specific Learning Difficulties (SpLD) will look and behave just like their peers and may even demonstrate no immediate learning differences, and a pupil may have more than one co-occurring difference. SpLD are lifelong conditions that can have a significant impact on a person's life. The profile of individuals with SpLD is affected by a range of factors, including the cluster of learning differences they experience, their ability, background and opportunities.

Therefore, an individual should be supported in a way that not only meets the needs of their particular differences, but also develops their strengths and abilities.

Focussing on a label is misleading and can be counter-productive both for the child, parents and teacher; all parties can underestimate ability and be guilty of lowering expectations of what can be achieved. Focussing on the specific differences, and providing for those individual needs and talking about the talents, desires and aspirations of the individual is likely to lead to far greater success.

Per the Equality Act, a person has a disability if they have '...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' Thus there is the combined idea of needing additional provision and the idea of its being long term (for a year or more.)

Students with additional needs may be identified in the following ways:

For students entering Year 7

- by the SENCo attending the Transition Reviews which are held in Years 5 and 6 for students with an Education, Health and Care Plan or for those on Higher Needs Funding such as GRIP (Derbyshire's' graduated response interim payment process)
- by liaising with and visiting Primary Schools to gather valuable information about students with additional needs including asking about access arrangements at key stage 2 SATs
- by studying student records, KS2 SATs results and advice from Year 6 teachers.
- By review of year 7 Cognitive Abilities Tests (CATS) held in September/early October especially looking at disparities between different skills within the CATS rather than focusing on average scores.
- By review of reading ages supplied from baseline tests of the accelerated reading scheme at the start of year 7.
- Additional one to one reading tests (York Assessment of Reading tests) to give a more detailed idea of the specific areas of needs relating to literacy where we have highlighted students needing support with reading.
- By teacher or other staff member's concern
- By parental concern
- Through conversation with individual students.

Students already on the SEN register at primary school will automatically be placed on the same stage at the beginning of Year 7. However, once the results of the tests above are collated, some changes in placement on the Register may be made. If this is the case, parents will be informed.

Students already at the School

Initial concerns about students already at the school may be raised by teachers, parents/carers or indeed by the student themselves. The flow chart in appendix A details the procedures followed

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

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

In identifying a child as needing SEN support, the subject teacher (or form tutor or Year Manager), working with the SENCO, should carry out a clear analysis of the student's needs. This should draw on the subject assessment, teacher observations, details of previous progress and attainment, as well as the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Any parental concerns will be recorded and compared to the setting's own assessment and information on how the student is progressing. This assessment process may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

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

Our first response to any identified attainment issue is high quality teaching targeted at their areas of weakness. Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where careful identification and assessment deem it necessary, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through SEN support.

Where it is decided to provide a student with SEN support, teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

In line with the updated SEN Code of Practice (2015) the SEN register is split into 2 stages –

- 1) SENE "Education, Health and Care Plan" (EHCP) – this is for higher needs learners with high level, complex special needs which need to be brought together in a plan.
SEN-HNG "Higher Needs GRIP" (shortened to SENG for internal use) — this is for higher needs learners who access higher needs funding to make the required provision but do not need those needs bringing together in a plan
SENK "SEND Support" - this is for students who need ongoing support and provision that is 'additional to' and 'different from' the support that all students receive in the classroom.
- 2) "SEN awareness" (SENW in NMS) – these are students who may have some learning differences, but are making progress in the classroom and do not need any additional or different support to that which is normally available in the classroom. They may be students who did originally need more support but do not any more. Identifying them enables us to keep an eye on their progress and ensure that they continue to progress

5.2 Consulting and involving students and parents

Parents/guardians are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/guardians' contribution to their child's education is valued highly by the staff of the school. Parents/guardians are encouraged to involve their child in the decision-making processes, including recording children's views. The school will also ensure that parents have access to updated relevant information.

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

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

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

Where it is decided to provide a student with SEN support, parents will be informed and where appropriate given information about the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the School Council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

5.3 Assessing and reviewing students' progress towards outcomes

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

A clear analysis of the student's needs is completed which will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour

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

Provision planning will arise from this assessment and may be a combination of in class and additional support. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Termly progress checks will be used to review student's progress.

We will regularly review the effectiveness of the support and interventions and their impact on the student's progress. Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in schools.
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents/guardians, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents/guardians and the child the next strategy for action. This may involve engaging the child in an appropriate programme as part of our provision. Any provision made and the progress made by the child will be discussed at parent evenings or through our normal channels of communication with parents.

Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working at National Curriculum levels significantly below those of his/her peers we will involve external support services provided by the LA and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning.

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education, Health and Care (EHC) plan.

For students with an EHC plan, the school will request a re-assessment of the plan at least 6 months following an initial assessment, if a student's needs significantly change. When reviewing an EHC plan we will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the student prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a student's EHC plan is undertaken at least 7 months before transfer to another phase of education.

5.4 Supporting students moving between phases and preparing for adulthood

Links with local primary schools are maintained to ensure a smooth transfer on school entry through liaison and visits where necessary. Children are invited to visit us for education visits in the term before they start school. If necessary, the school liaises with other agencies at this stage. Staff from New Mills School visit local primaries and specialist staff from the SEN team also maintain close liaison which continues into Y7. Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and teaching assistants to aid a smooth transition.

Normal admissions arrangements apply to students with SEN. The admissions policy is based on the agreed Derbyshire policy, and we strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been receiving extra support from LA funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Funding will be allocated on the basis of the appropriate amount of core per-student funding and notional SEN budget outlined in the local offer for the SEN provision of its students. Personal budgets are allocated from the local authority's high needs funding block under the new framework and New Mills School will continue to make SEN provision from its own budgets, even if a student has an Education Health Care Plan (EHC plan).

New Mills School will co-operate and liaise with parents and other educational providers to ensure that students with SEN have appropriate support and preparation for each transitional phase of their education, including preparation for adulthood and independent living. This may involve the support of local agencies such as the Multi-Agency Team. We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Any variation to the above will need to be agreed by the full governing body.

5.5 Our approach to teaching students with SEN

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully included within their class, and that their learning experiences are appropriate to their needs. Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEN.

For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, HLTA, teaching assistant or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

We also provide the following interventions from school staff as required:

- Registration Readers 1-2-1
- Small Group Sound Discovery
- SNIP Sessions
- Accelerated Sessions
- Accelerwrite Sessions
- Inference Course
- EAL Sessions
- Claro Read Training
- Maths Sessions
- In Class TA Support 1-2-1 or shared
- Mentoring
- Additional accelerated reader (Y9)
- ELSA
- YM Support
- Personalised Timetable

In addition, the following interventions can be accessed via external agencies

- Behaviour Support Sessions (Richard Storm)
- Integrated Pathways, including Tailor Made Pathways
- Alternative Provision Curriculum
- Counselling
- Educational Psychologist Support
- OOST
- NTAS

The Year Manager, Form Tutor and subject teachers, as appropriate, will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

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

School support provides a graduated response to needs and is divided into:

Wave 1 Interventions – are interventions which can be made within the classroom by the teacher to make adjustments for learning differences identified. This is quality first teaching taking account of the needs of all learners. Adjustments are required to be made in the classroom in the first instance to ensure students have the same access to learning. Often these adjustments are those which can be made for all students to meet the needs of the SEND student while not prejudicing the neuro-typical students. Usually these adjustments are sufficient for a student to be able to make progress.

Wave 2 interventions – are interventions in school by school staff over and above those taking place in the usual classroom situation to address unmet learning differences. These are specific, time limited and for children who need additional help to make progress. This may be an individual or small group activity, (examples are 1:1 reading activities, small group booster learning). Year team managers may also form part of Wave 2 if they are spending significant periods of time with a SEND support over a longer duration which are greater than for those without SEND support.

Wave 3 interventions – describes targeted provision for a minority of children where wave 1 and 2 interventions have been insufficient to make progress, and it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions and / or interventions by third party groups (examples are the Integrated Pathways Team, including Tailor Made Pathways, an alternative curriculum, behaviour support, EP support) or alternative provision. At this level of intervention, the provision for a student can become highly personalised and the school may need access to higher needs funding to be able to meet the needs with a provision.

Generally, higher needs learners will have a significant element of wave 2 and 3 interventions in order to make progress.

Children needing support over and above the usual adjustments made in the classroom have their needs met by a skilled team of Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) who may support in the classroom with shared support or one to one if appropriate, or work in small groups, or conduct different learning interventions to build students' skills. The Teaching Assistants also staff the Learning Support area in S4 before and after school and at lunchtime, which is a calm space for some students to take time out during break times and a place where homework is supported each day until 4 p.m.

Parents will be informed of Wave 2 interventions; Interventions are evaluated for effectiveness. Higher needs learners have their provision evaluated as part of either a GRIP review or a statutory annual review (for EHCPs). Parents' and Children's views are asked for before any review meeting. For students with an EHC plan, their progress and review of provision take place at a statutory Annual Review (SAR) when alterations to the provision can be put in place and amendments to the EHC plan requested. These are then taken to the Local Authority Panel to make a decision. Most students will not need a plan going forward to college post 16 as colleges can draw down higher needs funding for required provisions without a plan. Some with complex needs will need a plan to continue beyond 16.

The Local Authority operates a graduated response also. It expects most needs to be able to be met from the school's normal resources, then where this is not deemed sufficient, schools can apply to the LA GRIP

panel for GRIP funding which can be as much as Band 4 granted by an EHCP (up to £9150). GRIP funding is currently reapplied for after a year; however the LA is currently reviewing whether to grant GRIP for a key stage. Schools have to show how they have spent their normal resource funding and hoped for outcomes from the additional funding applied for. The expectation is that most needs can be met by the graduated response up to and including higher needs GRIP funding.

Schools may apply to the LA for an Education Health Care Needs assessment for a student where there are a range of complex needs which need to be brought together in a plan. A parent may write to the local authority at any time asking for an Education Health Care Needs assessment at any time. The request will be put to panel who will review the graduated response of the school and any existing evidence of need in deciding whether to grant a needs assessment. If this is granted, at this point all the evidence around the young person will be brought together and an EP will review the young person's needs and talk to them and parents. A needs assessment is not the same as being granted a plan as the needs may be met by the graduated response and not need a plan. If the panel agrees that needs should be brought together in a plan then a draft will be issued by the locality SEND office to parents and school for review before a final plan is issued. The timescale from application to final plan is about 20 weeks unless there is delay in any stage of the process. Further information is available on the Derbyshire Local Offer website.
<https://localoffer.derbyshire.gov.uk/#/!directory>

At New Mills School, we try hard to meet needs appropriately and as well as we can and may not always manage a perfect provision from the start, as not all interventions put in place may be effective straight away. A successful school life is made up of good relationships between students, parents and children and young people. We operate a "plan, do, review" cycle, and matching a child's needs is most successful when the lines of communication are good and there is an understanding on both sides that if something is not working, we can collaborate about the best way forward and change the adjustment. The SENCO, progress leaders and Year team managers are always available to discuss any worries or concerns you may have about your child in school

Teaching Assistants and Higher Level Teaching Assistants

We ensure Teaching Assistants are appropriately prepared and trained to support the curriculum, and that pupils are not separated from the curriculum as a result of being supported by a Teaching Assistant. Teaching Assistants provide classroom support as well as extra support outside the classrooms e.g. Homework Club every day after school, literacy spelling and maths support during Tutor Period, revision sessions, specialist support for behavioural/emotional difficulties and delivering small group interventions. A very small number of students access some of their lessons outside the mainstream classroom to enable them to develop their skills more appropriately. Higher Level Teaching Assistants can also deliver some lessons in their own right.

HLTA – The Bridge

Mrs Perkins is the HLTA who staffs the Bridge, the learning area for students who cannot manage to be present in mainstream classrooms. She supports those students to maintain their learning and hopes to re-integrate students into mainstream classrooms if possible.

5.7 Expertise and training of staff

Our SENCO has extensive experience in this role and has previously worked as a MFL teacher. She is allocated 2.5 days a week to manage SEN provision at New Mills School.

We have a team of 17 teaching assistants, including three higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. In addition, we use specialist staff for specific interventions where the need arises.

Through the monitoring and evaluating of our provision the SENCO, with the Headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN provision.

5.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term

- Reviewing the impact of interventions after each intervention
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans

The impact and quality of provision is regularly evaluated, along with the views of the student and their parents. This feeds back into the analysis of the student's needs. The class or subject teacher, working with the SENCO and HLTAs/TAs revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

5.9 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

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

We actively promote equality of opportunity for disabled students, staff, parents, carers and other stakeholders that use the school. We do not treat disabled students less favourably for reasons related to their disability. We make reasonable adjustments for disabled students so that they are not at a substantial disadvantage. The school's accessibility plan can be found on the school website.

5.10 Support for improving emotional and social development

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

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of [name of] club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

Mental Health and Well-being.

The school is concerned about children who experience anxiety and who are unable to regulate their responses to the normal stresses and strains of every-day living. There is a hierarchy of support for well-being, beginning with tutors and going up through the pastoral team and teaching assistants. Two teaching assistants are trained to be ELSAs (Emotional Literacy Support Assistants); they work with students on short run targeted one to one interventions. Students who still experience significant distress can be referred for counselling; this is confidential. The school can also refer students to be seen at CAMHS in Buxton.

5.11 Working with other agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs, ensuring that their physical, emotional and social needs are provided for. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/guardians accordingly. These agencies normally include the educational psychologist, the MAT team especially around transition from one key stage to another, speech therapist, hearing specialists, behaviour support team, CAMHS, health and LA personnel. Any or all of these agencies may be involved in the Provision Map and/or construction, delivery or review of targets in order to ensure children's attainment is raised.

CAMHS

CAMHS can be involved with students in a variety of ways and can help them and their families when emotional or behavioural difficulties are disrupting home and school life. They advise the school about strategies to manage those students as well as possible in school. CAMHS also conduct assessments for ADHD and ASD and can make a diagnosis and offer advice.

Early Help Intervention

The Multi Agency Team was re-organised in the summer and now work with families where children are at "Child in Need" level. The school now has its own Family Support Worker, Mrs Hussey, who can help to support young people and families of children with additional needs.

Out of School Tuition Service

Where students are unable to come into school for an extended period and they have a medical reason they can access their education for a limited period from the Out of School Tuition Service (OOST). This service delivers lessons around core curriculum in the student's home, or a venue nearby, or in school usually for two sessions a week. They will help students to re-integrate back into school, when they feel ready to do so. Referral to OOST has to be backed by a medical or CAMHS letter supporting the involvement of OOST as appropriate for the student's situation.

The Educational Psychologist

The Educational Psychologist (EP) and the SENCO meet during the first half term and plan priorities for EP involvement in relation to assessing students' needs and advising on their provision in order for the school to put an effective provision in place. The EP can also help with training and advising staff. She can also carry out well-being assessments, where students do not have learning differences, but whose progress is being impeded by long term social, emotional or mental health problems. As the title suggests, these assessments are designed to help with strategies to improve well-being and behaviour in school. Our EP is called Naomi Anderson.

The Behaviour Support Worker

The Behaviour Support Service worker listens to referred students and can help them to unpick situations and learn to understand how and why they react in a certain way in the classroom. Often, students can get stuck in cycles of behaviour. He can then give students strategies to help them to regulate themselves and find solutions for themselves to feel happier in school. He also advises staff on strategies for management of situations and student behaviour and can help to train staff in management of various learning differences such as e.g. PDA. Our BSS worker is called Richard Storm.

Visually impaired advisory teacher / Physically impaired advisory teacher.

Julie Goodfellow is the Local Authority's advisor on visual impairment and advises the school on specialist provisions and classroom adjustments. She is involved in training teachers and teaching assistants about adjustments for specific students. Julie also gives advice about special provision and equipment for students with physical disability. In both of these roles she liaises with the student and parent.

Hearing Impaired advisory teacher

Sue Tucker comes into school to monitor students with hearing loss and advises the school and parents of her findings. She can also be involved in training staff.

Autism Outreach

Amanda Towers is our autism outreach teacher who offers advice about pupils who are having difficulties across the ASD spectrum. She can monitor and observe students in lessons and train staff.

5.12 Complaints about SEN provision

If parents/guardians have a complaint concerning provision for their child, they should discuss this with the class teacher/tutor. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/guardians should contact the 'responsible person' on the governing body (details from school reception). If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

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

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

5.13 Contact details of support services for parents of students with SEN

The SEND Office.

The local authority has locality SEND officers – High Peak and North Dales office is located at Kents Bank Road in Buxton. SEND officers can advise students, parents and schools on provisions and funding and are asked to Annual Reviews from year 9 onwards to ensure a smooth transition onwards to adulthood.

DIASS

DIASS is Derbyshire's independent advice service who will support parents and students through the EHCP process or in other situations where families may feel they need independent advice around the area of SEND. There is also an independent advocacy service.

5.14 Contact details for raising concerns

To contact a class teacher or tutor, email enquires@newmillsschool.co.uk and in the title write the name of the teacher concerned

To contact the SENCO, Ms J Winterbottom, email jwinterbottom@newmillsschool.co.uk

To contact a year manager, use the appropriate email below:

- Year 7&8 - Mrs Johnston, mjohnston@newmillsschool.co.uk
- Year 9 - Mr Bailey, mbailey@newmillsschool.co.uk
- Year 10 &11 - Mrs James, ejames@newmillsschool.co.uk

5.15 The local authority local offer

New Mills School will co-operate with the LA and local partners in the development and review of the local offer. Our local authority's local offer is published here: <https://localoffer.derbyshire.gov.uk/#!/directory>

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher and SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

6.1 Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives by:

- An analysis of all teachers' planning by subject leaders/headteacher/SENCO ensures that a differentiated approach is taken and that the individual learning objectives are identified and reflected in planning.
- Parents/guardians are involved with individual targets set with children by discussing, receiving and having their views recorded;
- Children are involved in discussing, constructing, reviewing and having their views recorded;
- Targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART);
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded and are involved in their development;

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equal Opportunities
- Supporting students with medical conditions
- Anti Bullying
- Assessment
- Target Setting and Reporting