



**The Florence Nightingale Academy
Special Educational Needs Policy**

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health, and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

“Laugh often, dream big and reach for the stars”

At The Florence Nightingale Academy, we go by the ethos that everyone is included and that we are here to provide the optimal learning environment for all our pupils to achieve their potential. We look at every child as an individual and strive to ensure that the needs of children with Special Educational Needs (SEN) are met with early identification and intervention within an inclusive environment.

1. Aims and objectives.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To provide a safe, caring, and happy environment where children value others as individuals whatever their need or ability.
- To ensure equal access to the curriculum through a range of teaching styles and necessary reasonable adjustments.
- To ensure that children with SEN make accelerated progress.
- To ensure that children with SEN and their families are actively involved in decisions around their provision, care, and education.
- To ensure that there is joined up approach between school and supporting agencies to meet the needs of the child.
- To ensure that children with SEND needs are supported with relevant work and access to online learning should they need to learn from home.

Objectives

- **Identify the needs of pupils with SEN as early as possible. This is most effectively done by the thorough completion of the school information document by parents, copies of relevant medical letters of diagnosis, copies of reports from any services accessed and reports from any education services accessed prior to the child’s entry into the school.**
- **Monitor the progress of all pupils in order to aid early identification of pupils with SEN or which cause concern. Continuous monitoring of the progress of pupils with SEN and pupils accessing interventions to ensure accelerated progress is made and gaps are being narrowed.**
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. Provision will be coordinated by the SENCo (Mrs Whittaker). All interventions will be carefully monitored and regularly reviewed to**

ensure that individual targets and the needs of each pupil are being met.

- **Work closely with parents in planned structured conversations to gain a holistic approach towards provision and actively involve parents in the provision and care of their child. Provide support in understanding whole school SEN procedures and practices. Provide regular reports on their child's progress and provision.**
- **Liase, co-ordinate and work with outside agencies, local services and Family of schools in order to share best practice and meet the needs of children with SEND.**
- **Create a school environment where children with SEN feel safe to voice their opinions of their own needs. Children are entitled to feedback and discussions about their work with their class teacher/SENCO/Teaching Assistants. Where appropriate pupils will be involved in discussions about their thoughts and feelings around their provision and support that they are receiving. All children are involved in decisions about the wider opportunities in school via classroom assemblies and discussions.**

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is *Mrs Baxter (Headteacher)*
- The person co-ordinating the day-to-day provision of education for pupils with SEN is Mrs Whittaker

Specialist staff from the following agencies:

Speech and Language, Cognition and Learning, ASD team, Physical and Sensory Team, Early Years, Educational Psychologists, CAMHS, Children's Centre, Parent Partnership, School Nurse, WAM, SBAP

3. Arrangements for coordinating SEN provision.

The SENCO will hold details of all SEN support for individual pupils in the office.

All staff can access:

- The Florence Nightingale SEN Policy (in class SEN folder and school website)
- A copy of the full SEN Register from the SENCO.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans) from Inclusion Leaders
- Information on individual pupils' special educational needs in their class, including targets set, copies of their provision map and any strategies and information from outside agencies. (Class SEN folder) More detailed information in the Office.

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on current legislation and SEN provision on staffroom notice board.
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

<https://www.nottinghamshire.gov.uk/learning/schools/admissions>

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. *We treat all children the same (children and Families act 2014)* This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Admissions:

Parents initially fill out an information form stating any SEN or medical needs. If there is involvement from outside agencies, lead staff from the agencies contact school. Meetings are arranged by the SENCO with the parents, the child and any professionals involved before the child starts in order to ensure provision is in place.

Transition:

- To the main feeder secondary (Hall Park Academy) a transition plan is put in place for high profile students.
- Invite secondary representatives to review meetings in the last term for high profile students.
- Arrange secondary transition information sharing meetings with the secondary schools.

5. Specialist SEN provision

The Florence Academy is committed to whole school inclusion. For more information on our provision for inclusion see section **10**.

We are not a designated school for any Specialist SEN provision.

6. Facilities for pupils with SEN

The school has a range of specialist SEN facilities in place. These are:

1. The DEN – on site nurture provision classroom with specially furnished rooms for nurture and intervention purposes.
2. A specially designed sensory room within The Den.

3. The Haven – EPU – an on-site provision for EYFS / KS1 for Communication and Interaction needs provided for by our specialist SEN teacher – Mrs Martin.
4. Specialist Dyslexia Screening within school.
5. Ramps and rails are appropriately positioned, and disabled toilets are available in both upper and lower school.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Procedure for applying for additional funding:

1. Children raised as concern by the Inclusion Team are discussed with the head teacher and senior leadership team.
2. Discussion around provision and support required and either AFN or HLN bid is written by the SENCO.
3. Bid sent to Family of Schools and goes through the moderation process.

Arrangements for Allocation of resources:

- AFN and HLN funding is used directly for the student it is allocated for.
- Other sources of funding include Pupil Premium,
- Cohorts / areas of need are identified by Senior Leadership – interventions or resources are sourced, planned, implemented, reviewed, and assessed for impact and effectiveness.

8. Identification of pupils needs.

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) All pupils are assessed termly, and their progress monitored closely.
- b) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries are raised with the SENCO and SLT.
- c) Once a pupil has been identified as *possibly* having SEN, they will be observed by the SENCO and closely monitored by staff in order to gauge their level of learning and possible difficulties.
- d) The child's class teacher will take steps to provide differentiated learning opportunities with support from the SENCO that will aid the pupil's academic

progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

The Graduated Approach

-**Assess** pupil's needs.

-**Plan** how to support needs (e.g., extra teaching and interventions).

-**Do** put extra support in place.

-**Review** if it worked. How has this affected the pupil's needs?

-Start the cycle again.

Children's SEN are generally thought of in the following four broad areas of need and support (from the SEND Code of Practice):

Communication and interaction (e.g. Autistic Spectrum Disorder, ASD)

Cognition and learning (e.g. Dyslexia)

Social, emotional and mental health (e.g. Anxiety disorders)

Sensory and/or physical needs (e.g. visual or hearing impairment)

These areas give an overview of the range of needs to plan for but children may have needs that cut across all these areas, and their needs may change over time. The purpose of identification is to work out how the school can best support a child, not to fit the pupil into a category. At Florence Nightingale school, we identify the needs of children by considering the needs of the whole child, not just the special educational needs of the person.

These factors are NOT SEN, but we recognise that they may impact progress and attainment: **Disability** (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

Attendance and punctuality

Health and welfare

EAL (English as an Additional Language)

Being in receipt of the Pupil Premium Grant (PPG)

Being a Looked After Child (LAC)

Being a child of Servicewoman/man

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this, and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO/Inclusion Team and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO and Inclusion Team.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO/Inclusion Leader will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Individual Health Care Plan

Pupils with specific medical needs will have an individual health care plan detailing their condition, provision plan for care.

Early Help Assessment Form (EHAF)

If it regarded that a child/family require extra support from outside agencies an Early Help Assessment Form may be completed to log the support a family or child are receiving. This enables the professionals involved, parents and the child (if appropriate) to discuss and develop an action plan and share information. Meetings are held every 6-8 weeks to review and evaluate the impact of the support received.

Having an EHAF does not mean that a child is currently receiving or will receive AFN or HLN funding or will lead to an EHCP referral.

Referral for an Education, Health, and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health, and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health, and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Early identification of SEND in the early years setting.

The SENCo works in close collaboration with the Early Years Foundation Stage (EYFS) teacher to ensure that needs are identified at the earliest point. Where there are concerns about a child, the SENCo may do class observations and fill in an 'Concerns Form' in consultation with the EYFS teacher, parents, and child. The form details a child's strengths and interests, areas of need, current attainment, strategies/intervention tried and the impact of these, and next steps. This is reviewed and if minimal progress is gained after two waves of targeted intervention, the child may be placed on the SEN record.

10. When should a child be removed from the SEND list?

The SENCo, class teacher and parents of a child may decide to remove a child from the SEN register (during a termly SEN review). The child's thoughts about the help they need to be able to progress at school will also be considered. Their rate of progress should have improved and the attainment gap between the child and their peers should have reduced (compared to when they were added to the SEN register). Everyone must be confident that normal class provision and interventions will be enough support for them to continue to make progress and fulfil their potential.

11. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Adapting the Curriculum:

- If there are circumstances surrounding a child's difficulty in accessing the whole school curriculum every effort will be made to make reasonable adjustments in order for the child to stay within the mainstream classroom.
- Alternative strategies will be discussed with parents, class teachers and SLT in a review meeting.
- If required discussion around a personalised timetable involving some time outside the classroom and working on a bespoke curriculum may be negotiated.
- At the extreme negotiation of a flexible part time provision may be required.

Whole School Provision:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports, and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

12. Inclusion of pupils with SEN

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by *the senior leadership team* together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

13. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents, and pupils throughout the year.

- Termly whole staff SEN meeting/audit to share good practice and discuss any CPD requirements.
- Mid-year and end of year parent and pupil questionnaires on general provision.
- Record feedback from parents and agencies in review meetings.
- Pupil voice before, during and after interventions.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

Interventions:

- Cohorts identified.
- Baseline assessment completed.
- Mid intervention assessment
- End intervention assessment.
- Comments on progress after each session if appropriate.
- Correlated against teacher assessments.
- Will also include pupil voice comments Baseline, Mid and End.

All interventions will be reviewed at end of period and evaluated based on progress made both academically and social/emotionally.

Whole school provision maps to show interventions, group ratios, costs, and time.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo and headteacher and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ review meetings and intervention evaluations. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

14. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint through the governing body.

15. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes annually whole school:

- MAPA training, initial and refresher for Teaching Assistants and Teachers.
- Safeguarding and Child Protection – general for all staff
- Assessment and moderation
- Behaviour and Positive Engagement

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo, who will then inform the child's parents.

15. Working in partnerships with parents

The Florence nightingale academy believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively.

Parents can contact the SENCo by phone or arranging a meeting with the SENCO or Inclusion leader to discuss any concerns about their child or the provision they are receiving.

Parents are kept up to date with their child's progress through parent's evenings and review meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor may be contacted at any time in relation to SEN matters.

16. Links with other schools

The school is a member of the Eastwood Family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition in school across key stages:

- Pupils are introduced to their class teacher.

- High profile SEN pupils have graduated exposure to new class teacher over the last half term.
- High profile SEN pupils create “This is Me” books for their new teachers in preparation for transition.
- Transition time with September teacher to ease anxiety and set new expectations.

For transition from yr6-yr7 please see section 4.

17. Links with other agencies and voluntary organisations

The Florence Nightingale Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO and Inclusion Leader are the designated persons responsible for liaising with the following:

- Nottinghamshire County Council Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. [Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.]

20. The role of the Governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. The SEND Governor will liaise regularly with the SENCo and report back to the full Governing body.

This policy will be reviewed annually.