

## Special Educational Needs Policy

This Special Educational Needs policy will be reviewed annually by the strategic development committee of the governing body.

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Date of next review: Autumn 2019

### Contacts

Mr C Turner – Deputy Head Teacher responsible for Inclusion. [cturner@clwacademy.co.uk](mailto:cturner@clwacademy.co.uk)

Ms T Marks – SENCO and Family SENCO. [tmarks@clwacademy.co.uk](mailto:tmarks@clwacademy.co.uk)

For further information about EHC Plans can found via the SEND Local Offer: [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk) or by speaking to an Education, Health and Care Plan Co-ordinator on: **0115 9774012 or 0115 9773323**

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## **Mission statement**

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for pupils with special educational needs/ disabilities (SEND) at Carlton le Willows Academy.

It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Carlton le Willows Academy is committed to providing an appropriate and high quality education to all students. We aim to be inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students or groups of students.

This policy takes account of current special education needs and disability legislation and has been updated in respect of legislative changes arising from the 2014 Children and Families Act and SEND Code of Practice.

This policy is additional to the Academy Equality Policy

## **General Objective**

At Carlton le Willows Academy the emphasis is on a whole school approach to SEND. All staff accept the responsibility for providing all pupils with effective and aspirational learning goals in a broad-based, differentiated and appropriate curriculum.

## **We therefore intend:**

- To have regard to the SEND Code of Practice (COP) on the identification and assessment of special educational needs.
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- That subject teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- Where a child is identified as not making adequate progress, provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need. This would be part of a considered graduated approach.
- Where a child is identified as having Special Educational Needs an Education Support Plan (SEP) in the format of a pupil profile will be drawn up tailored to each individual child's needs. Meetings with parents and pupils take place as part of the assess, plan, do, review cycle. Pupils are set targets based on need and attainment criteria which is assessed by class teachers and reviewed by the SENCo and HODs.
- Enhance self-esteem by setting appropriate targets and by using the Academy structures to celebrate them.
- To use a variety of complementary approaches to support the class teacher and pupil – i.e. differentiation, 1-1 support, group, whole class, within the class or withdrawal when appropriate.
- To include the pupil alongside their peers, wherever and whenever practicable.
- Endeavour to use all resources appropriately and efficiently.
- Work in effective partnership to make full use of support from parents and agencies that are available.

## 1. Aims and objectives

### Aims

At Carlton le Willows Academy we aim to provide every child with access to a broad and balanced education. This includes the formal Curriculum in line with the Special Educational Needs Code of Practice.

- Our aims are: To identify all pupils who need specific consideration to support their physical, sensory, social emotional mental health, communication and interaction or cognitive development.
- To ensure that these pupils are given appropriate support to allow every child full access to the curriculum in a positive framework.
- To ensure that these pupils are fully included in all activities of the academy in order to promote the highest levels of achievement.
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the academy.

### Objectives

We therefore seek to:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services [and feeding schools] prior to the child's entry into the Academy. We also work collaboratively to identify pupils with SEND within the Academy.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This is co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual needs are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.

**Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing opportunity for regular one to one meetings between pupils and their teacher/SEND staff. There will be careful monitoring of the progress of all SEND pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. membership of the School Council, access to curriculum enrichment activities].

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- To demonstrate that meeting the needs of pupils' learning and/or emotional is part of mainstream education.
- To plan for any pupil who may at some time in their school education, have Special Educational Needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.

- To give every pupil the entitlement to a sense of achievement.
- To identify, monitor and support pupils who will need extra resources and/or teacher help.
- To work in partnership with the pupil's parents and other external agencies to provide for the pupil's special educational needs.

SEND support is part of a network of Inclusive support at Carlton le Willows. We work in partnership with additional pupil support services in the Academy. This may include Pupil Support Services –i.e. House Leaders, Student Advisers, Oasis, Tutor, Attendance Officer or Health Care Adviser. Often pupils with more complex SEND will have a team around the child. This multi-agency practice ensures the most positive outcomes for SEND pupils.

## **2. Responsibility for the coordination of SEN provision**

- The person with strategic responsibility for overseeing the provision for children with SEND is Mr C Turner. Deputy Head Teacher. He is responsible for keeping the governing body fully informed.
- The person co-ordinating the day to day provision of education for pupils with SEND is Ms T Marks. SENCO and Family SENCO

## **3. Arrangements for coordinating SEN provision**

The Learning Support (SEND) Department will hold details of all SEND Support records such as provision maps, Education Support plans or alternatives or structured conversations and subject targets for individual SEND pupils.

### **All staff can access:**

- The Carlton le Willows Academy SEND Policy;
- A copy of the full Learning Support Register by year group.
- Links from the academy MIS to Education Support Plans
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including Support Plans, targets set and copies of their reports and progress monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements which may include examination Access arrangements.
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff, 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.

The storage and dissemination of this information complies with data protection requirements.

## **4. Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Details of the Academy Admissions Policy are available via the Academy website.

Transition arrangements for pupils with SEND are included complementary to the customary arrangements. These may include additional liaison visits, multi-agency planning, key worker visits and additional orientation visits. We work in close partnership with our feeder schools to ensure transition is effective and inclusive. We believe an effective transition is essential to ensure appropriate progress and provision for pupils with identified SEND.

## **5. Specialist SEND provision**

Carlton le Willows Academy is a mainstream school. We work with families, partner schools and other agencies to provide a wide variety of support for pupils with SEND. We aim to ensure that all pupils have access to provision which is appropriate to their special educational needs or disability. We do not have specialist enhanced provision for particular additional needs.

## **6. Facilities for pupils with SEN**

### **Learning Support and Inclusion Support structure**

- The Academy has a Learning Support Department which consists of a team of dedicated support staff. They act as key workers for named SEND pupils and have individual areas of expertise.
- The Academy has an Inclusion Unit. This is to support pupils who may be experiencing additional difficulties which can contribute to their identification of SEND. This provides short term support for pupils for whom the mainstream environment is not currently appropriate.
- The Academy SEND staff deliver a range of additional provision tailored to meet a broad range of additional needs
- Where appropriate, the academy can also refer for additional specialist support from a range of agencies- these include Educational Psychology, Speech and language, Schools and Family Support Services, The Family Service, CAMHS and Health and Social Care.

### **Site Access**

Carlton le Willows Academy is a split site organised around two buildings, on the same campus. These buildings are known as West and East. The site is arranged on a series of levels and access between East and West involves several sets of steps.

The Learning support base is situated in West. Access to the Learning Support Base is via steps.

There are Student Support facilities in both buildings organised around the Academy House system. West building houses Oak and Birch student support and East building houses Cedar and Ash.

The school Health Care Adviser, Counselling services and Family Support Adviser are located in East. This facility is known as Oasis.

The dining room is situated in West.

There are disabled toilets in both buildings and a first Aid room in West.

There is a lift in West allowing access to the upper floor classrooms and library.

There is no lift access to the upper floor in East or the Learning Support Base in West

Further details regarding accessibility are contained within the Academy Accessibility plan. This is available via the school office.

The Health Care Adviser offers specific Risk Assessments in consideration of site access and mobility. Where reasonably practical we make adjustments to include pupils who may be in plaster following an accident or operation. Injury or illness would not result in an identification of SEN unless there were some associated specific learning needs.

### **Exam Access Arrangements**

These are arrangements, such as access to additional time, a reader or a laptop computer.

These arrangements are strictly monitored and subject to strict criteria.

These arrangements are designed so that students with established and moderated needs will not be disadvantaged by the examination process.

It must be noted that an identification of SEND does not result in automatic exam access arrangements. The process of exam access is governed by the exams board-JCQ.

Where pupils are identified, via assessment, as requiring examination Access Arrangements this is co-ordinated between the Exam's officer and the SEND Learning Support Department.

Pupils are notified of their exam access arrangements and support, as approved, is provided. Pupils are formally advised which access arrangements have been awarded. More details of access arrangements can be found on at [www.jcq.org.uk](http://www.jcq.org.uk) on the schools website.

### **7. Allocation of resources for pupils with SEN**

At Carlton le Willows Academy we seek to allocate additional resources for pupils with SEND effectively and in response to pupils identified needs. This is part of our graduated approach

This provision may consist of access to carefully planned and monitored additional support; a more specialised curriculum provision; or additional resources.

For pupils with the most complex Special Educational Needs there are additional resources elements which the Academy can seek to access. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (Our Family of Schools comprises of secondary school (CLW) and its 5 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. If you require information on resourcing please contact the Academy SEND team. Resourcing is focussed on pupil outcomes.

### **8. Identification of pupils needs**

#### **Identification**

See definition of Special Educational Needs at end of policy - Appendices

**The Academy follows the revised SEND Code of Practice (COP) in respect of identification of a pupil's needs.**

## **A graduated approach:**

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored closely.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
- c) The student's subject teachers will take steps to provide differentiated learning opportunities 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.
- d) The Learning Support team will be consulted, as needed, for support and advice and may wish to review progress data or observe the pupil in class. This is part of the assessment process. ( see below- SEND support )
- 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 SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed and involved throughout. Advice will be offered in respect of the circumstances under which a pupil would be monitored. Parents are encouraged to share information and knowledge with the Academy.
- h) The pupil is formally recorded by the Academy as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND list ( This stage supersedes the previous monitoring stage of the COP ). 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.
- j) Pupils receiving monitored support will be offered opportunity to meet with subject teachers and tutors as part of the Academy reporting and consultation process.
- k) Support is focussed on outcomes not hours of support

Carlton le Willows Academy recognises there are specific circumstances that may impact on a pupil's progress and attainment. These may not fall under the criteria for identifying SEND.

These include:

- Attendance and punctuality. The Academy employs an attendance officer
- Health and Welfare. The Academy employs a Health Care Adviser
- Being in receipt of Pupil Premium. This is the responsibility of a Deputy Head
- Being a Looked After Child. This is the responsibility a Deputy Head

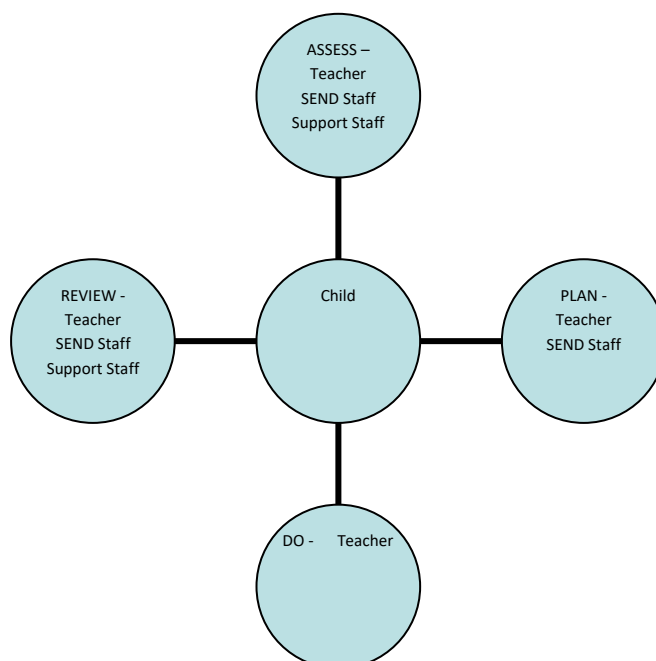
Some pupils may fall into the above category but have additional needs which would qualify them for identification within SEND.

### **SEND Support**

Where it is determined that a pupil's identified needs meet the threshold for identification at SEND, parents / carers will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEND is to help Carlton le Willows Academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process (this is part of the new SEN Code of Practice (COP))

## The SEND Process

- Assess
- Plan
- Do
- Review



This is an ongoing '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 subject teacher's assessments 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 review 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 subject teachers, SEND 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 subject teachers retain the responsible for working with and teaching the pupil 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 /subject teacher. They will work closely with Learning Support 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.

## **Review**

Achievement and progress 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 subject teacher, in conjunction with the SEND team 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.

## **Referral for an Education, Health and Care Plan (EHC Plan)**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by the school or 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 an EHC Plan 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.

## **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. Access to the curriculum, information and associated services**

Curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

Teachers at Carlton le Willows Academy encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In most cases, the action necessary to respond to an individual's requirements for curriculum access is met through greater differentiation of tasks and materials.

Pupils with identified SEND will be given access to the curriculum through the quality first SEND provision provided by the Academy 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 SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents and colleagues for other flexible arrangements to be made.

A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice or, in exceptional circumstances, with an Education Health Care Plan.

When necessary, teachers and learning support staff at Carlton le Willows work closely with representatives of other agencies who may also be supporting the pupil.

The learning support department will work collaboratively -

- 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 SEND and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- 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.

## **10. Inclusion of pupils with SEN**

The Deputy Head Teacher (inclusion), Mr C Turner, 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 Academy curriculum manager and Heads of Department together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The Academy will seek advice, as appropriate, around individual pupils, from external support services through structured liaison processes such as the termly 'Springboard meetings', Education Psychology, Health professionals and the Multi-Agency Safeguarding Hub and other support services as required.

## **11. 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. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Where students are at SEND Support or have an EHC plan formal achievement reviews are planned to take place termly.

The SEND provision is evaluated through:

- monitoring of classroom practice by SENCO, senior leaders and heads of department;
- analysis of pupil tracking data and exam results for individuals and groups;
- assessing value added for pupils on the SEND register;
- regular monitoring, review and evaluation of the implementation and impact of SEN procedures and practice using a variety of self-evaluation approaches;
- moderation of pupils' needs within the academy and across the family of school;
- review of the academy wide improvement plan and specific SEN development plan;
- Regular meetings between staff with specific responsibilities for SEN and inclusion.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO and Deputy Head teacher/SEN governor and information is gathered from different sources.

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.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the SEND progress or provision of their child, an appointment can be made by them to speak to the SENCO or member of the SEND team, who will be able discuss this matter and hopefully resolve it. If the matter is not able to be resolved via this mediatory stage advice on formal procedures for complaint is available via the Academy website.

## **13. 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 SEND.

Our school operates the following training programmes:

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

The Family SENCO co-ordinates training for all SENCO's within the Family.

We recognise the need to train all our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

## **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 SEND 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 and liaise with colleagues and support agencies to clarify an understanding of this SEND so appropriate support can be planned and delivered.

### **External support services**

The academy has arrangements for securing access to external support services for pupils with special educational needs. There is regular liaison and exchange of information between the Academy staff, SENCO and these services.

## **15. Working in partnerships with parents**

Carlton le Willows Academy believes that a close working relationship with parents is vital in order to ensure

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

We aim to promote a culture of co-operation with parents. We will do this through:

- ensuring all parents are made aware of the Academy's arrangements for SEND including the opportunities for meetings between parents and SENCO/ key worker and subject teachers;
- involving parents as soon as a concern is raised;
- providing access to the SENCO/key workers to discuss the pupil's needs and approaches to address them, perhaps using the individual education plan;
- supporting parents' understanding of external agency advice and support;
- Undertaking annual reviews for children with EHC Plans.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of each term.

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 SEND Governor, Mr Ken Place, may be contacted at any time in relation to SEND matters.

## **16. Links with other schools**

The Academy is a member of the Carlton le Willows Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. The Family SENCO also attends Local Authority and National SEND events. We seek to have secure working relationships with our feeder and receiving educational settings.

## **Transition**

Transition to Carlton le Willows Academy is carefully planned and co-ordinated by a number of staff with dedicated roles and responsibilities. As part of those transition arrangements information is requested from a range of sources including feeder schools, parents and outside agencies in respect of identification of SEND. We are aware good communication is vital for effective transition.

Transition arrangements for pupils with SEND may be supplementary to the usual Academy transition arrangements. This is subject to identification of need and advice received. Where required SEND team members may attend additional liaison meetings and identified students may receive additional transition arrangements. This is dependent upon identification of needs and advice offered in respect of these needs.

Where a student transfers with an EHC Plan the Academy works in partnership with the LA to facilitate the transition if it is identified that the pupil's needs can be met at the Academy. Please note access arrangements above.

Transition arrangements usually start in the year before a student transfers to the Academy.

### **17. Links with other agencies and voluntary organisations**

Carlton le Willows Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. There are a range of colleagues responsible for liaising with the following:

- Education Psychology Service
- Social Care
- Speech and Language Service
- Language and Learning Support Service
- CAMHS Children and Adolescent Mental Health Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

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.]

## Appendices

### Definitions

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

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 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.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

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](http://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.