

SEND POLICY



Shuttleworth College

Status :

Statutory

Date of next revision :

September 2021

Reviewed and monitored by:

Sally Sagar

Approved by :

Full Governing Body

Signed by

A handwritten signature in black ink, appearing to be 'Sally Sagar', written over a horizontal line.

Chair of Governing Body

Shuttleworth College

SEND Policy

Issue No: 6

Date: September 2020

Review: Annually

This policy is designed to set out Shuttleworth College's Aims and objectives.

PART 1: Introduction

1.1 Philosophy

The SEND Policy aims to:

- Set out how the school will support and make provision for students with Special Educational Needs and Disabilities (SEND) in accordance with the The Code of Practice for Children's SEN 2015.
- Explain the roles and responsibilities of all stakeholders involved in providing for the specific needs of students with SEND.

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Legislation and guidance

This policy is based on the statutory Special Education Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which set sets out schools' responsibilities for students with SEND and disabilities
- The Special Education Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCOs) and the SEND Information Report.

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

1.3 Definition of Special Educational Needs and Disability (SEND)

Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they have:

- A significantly greater difficulty in learning in comparison with the majority of children of the same age, or
- A disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children 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.

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

1.4 Additional needs – Gifted and Talented Provision

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, coordinated by Miss K Lightfoot - Senior Assistant Head teacher, in addition to targeted pupil centred provisions implemented to meet their individual needs.

1.5 What triggers SEND Provision?

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

** Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.*

- Student can be identified by any of the following:
- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Progress which is slower than their peers starting from the same baseline
- Progress which fails to match or better their previous rate of progress
- Where progress fails to close the attainment gap between the child and their peers • Where progress widens the attainment gap
- Working at significantly below age expectations, particularly in Literacy or Numeracy
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.6 SEND Provision is achieved by:

- Identifying and assessing individual student's needs.
- Reporting of students' needs to all members of school staff
- Providing an appropriate curriculum, taking into account
- National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans
- Delivering an appropriate curriculum, taking into account:
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image
- Providing learning support through:

- Curriculum development
- Support teaching
- Bespoke training
- INSET
- Using outside agencies where necessary and appropriate
- Monitoring individual progress and making revisions where necessary
- Ensuring that parents / carers understand the process and involving them in the support of their child's learning
- Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process
- Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures
- Teaching Assistants and teachers collaborate effectively

PART 2: Structural Arrangements

2.1 The SENDCO Mrs Sally Sagar, BSc (Hons) PGCE, National SENCO Award.

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2015) guidelines and school job descriptions.

2.2.1 The Governing Body:

- In partnership with the Head teacher, the Governors have a responsibility for deciding the school's general policy and approach to meet the needs of students with SEND
- Ensuring, through the appraisal process, that the Head teacher sets objectives and priorities in the school development plan, which includes provision for SEND
- Monitoring the policy through the school's self-review procedures
- All governors are informed of the school's provision, including funding, equipment and staffing
- Reporting annually to parents on the school's policy through the website

2.2.2 The Head teacher:

- Setting objectives and priorities in the school development plan, which includes SEND
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body

2.2.3 The SENDCO as SEND Coordinator:

- Work with the Head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to day responsibility for the operation of this policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the co-ordination of student provision via a graduated approach

- Screening and identifying students
- Supporting the teaching and learning of students with SEND
- Keeping accurate records of all students with SEND
- Drawing up, reviewing and monitoring Personalised Provision Plans for those with SEND and others, as required
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCOs, both locally and nationally.
- Contributing to in-service training and external training (as appropriate).
- Disseminating information and raising awareness of SEND issues throughout the school
- Be the point of contact for external agencies, especially the local authority and its support services
- Advise on the deployment of the school's delegated budget and other resources to meet students' need effectively
- Being responsible and accountable for the whole-school SEND resources and sharing with the Head teacher and School Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Recruiting and deploying the School's SEND and learning support team, which includes Teaching Assistants, Educational Psychologist and Counsellor.
- Managing and developing the roles of Teaching Assistants, through training and Appraisal
- Being involved in preparing the SEND report, which the Head teacher forwards to the Governors.
- Managing and supervising Trainee and Apprentice TAs to the college.
- Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned
- Work with the Head teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps records of all students with SEND up to date and that these are stored to meet confidentiality and Data protection (GDPR) regulations.

2.2.4 Subject Leaders:

- Departmental Practice to include the use of student passports to support planning according to the school's SEND Policy
- Ensuring appropriate curriculum provision and delivery for SEND students clearly stated in their schemes of work
- Ensuring appropriate teaching resources for students with SEND are purchased from college capitation.
- Raising awareness, of college responsibilities towards SEND issues through agenda item on faculty meetings
- Communication with SENDCO

2.2.5 Other Staff (including SLT, Lead Practitioners, Pastoral

Leaders: *"All teachers are teachers of special needs"*

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND Faculty
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- Ensuring Personalised Provision Plans inform practice in lessons
- Monitoring progress of students with SEND against agreed targets and objectives
- Be fully aware of the school's procedures for SEND
- Raising individual concerns to the SENDCO
- Are responsible to Subject Leaders and / or SLT, LP or PLs

2.2.6 Teaching Assistants:

- Support students with SEND and the wider school population
- Plan and deliver individualised programmes where appropriate
- Monitor progress against targets using Personalised Provision Plans
- Assist with drawing up individual plans for students and supporting Passport development, as required
- Contribute to the review progress, either in person or with a written report and as part of the college tracking system
- Work with small groups in or out of the classroom, under the direction of the class teacher
- Support students on Educational Visits, as required
- Jointly plan with teachers, where appropriate and relevant

| Role | Staff Name |
|-----------------------------------|--|
| SENDCO | <i>Mrs Sally Sagar</i> |
| Bespoke SEND | Mrs Julie Snaith |
| Cohort SEND & Access Arrangements | Mrs Claire Bowyer |
| Hub Manager | Mrs Melissa Burns |
| Hub Teacher | Mr Shaun Sagar |
| KS3 The Hub | Miss Vicky Hannah |
| Nurture Manager | Mrs Pat Taylor |
| LSC and EAL Manager | Miss Nicol Dyer |
| HLTA – Mentoring Manager | Mrs Lorraine Lauder |
| HLTA - Harbour Behaviour Mentor | Mr Jim White |
| HLTA - Student Walk | Mrs Kay Carver |
| Teaching Assistants | Mrs Tracey Atkinson Mr Ethan Green Miss Jodie Graham Mrs Jacky Philips Miss Jaqui Collins Mr Shaun De-Looze Mr Joshua Graham Miss Bethia Peel Mrs Michelle Sanders |

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus and on the school website:

'In-year Admissions and Appeal Information 2020-2021'

'Admissions Arrangements for the academic year 2020-2021'

'Admissions Arrangements for the academic year 2021-2022'

'Determined Admissions Arrangements 2022-2023'

2.4 SEN Specialisms

The school:

- Is a designated school for students with physical disabilities
- Has specific provision within the *Learning Support Centre* for the vulnerable students at transition. (*Further detailed information available from the SENCO as required*).
- Shuttleworth College has established a partnership with St. Peters Centre in Burnley developing mainstream SALT provision, for students with significant SALT needs
- Has a working partnership with ACORNS education to assist with SEMH (Social, Emotional, Mental Health Needs)

2.5 Special Facilities

The school is fully accessible to students with physical disabilities and those with learning and behavioural needs. The Accessibility Plan/Policy 2019-2020 clearly identifies how the school is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and The Special Needs and Disability Act 2001.

The Disability (Equality Act 2010) states that "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities". Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The school has put in place measures to ensure that the curriculum is adapted to fully accommodate all pupils within an inclusive environment, where physical and written access is of paramount importance. We also provide a wide range of interventions/adapted technologies/resources, following Occupational Therapy, Physiotherapy, ECLAS and Educational Psychology Report recommendations.

Please refer to the Accessibility Plan 2019-2020 and the SEND Information Report for further details.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The school caters for students with emotional difficulties through 1:1 support, the learning support centre and those with sensory impairment, including inbuilt audio systems and visual enhancing technology. The school supports students who have more specific 'low incidence needs' and has a particular expertise with regard to including student with SALT in mainstream provision.

2.6 Inclusion

At Shuttleworth College, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education, work placement and college arrangements. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- The needs, rights and entitlements of individual students are the focus of both an educational and social environment
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice
- The family and community should work together.

2.7 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision are made to the SENDCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus and the school website may be followed.

If the concern is with the Local Authority, they should be contacted directly.

2.8 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results
- Evidence of planning and targeted expenditure for SEND by Colleges.
- The SENDCO reviewing procedures in consultation with subject leaders, SLT, CL, DoS and outside agencies
- Feedback from SLT, LPs and PLs.
- Number of complaints received

In association with the Head teacher, the Faculty produces an annual Action Plan and Progress Report which is included in the Governor's annual report to parents/carers.

2.9 Confidentiality and Data Protection

All staff undergo annual Safeguarding, GDPR and SEND and Medical Needs training.

The Data Protection Policy and the Privacy Notice relating to Pupil Information identify procedures and protocols relating to what data we collect, the purpose for collection and who the information will be shared with are identified. C-Poms is also used to record confidential conversations with students, parents/carers.

2.10 Quality Assurance

The SENDCO and the SEND Team are instrumental in leading a Quality Review process to ensure that all documentation meets the Code of Practice, Local and school aims and objectives. The SENDCO regularly

reports to the Governing Body through the Curriculum and Standards meeting. Mrs Marie Shaw, the Governor for SEND regularly visits school to meet with the SENDCO and students with SEND.

2.11 Supporting The Local Authority Local Offer

Our Local authority's Local Offer is published on our website.

The information will be reviewed annually by the SENDCO and Governing Body. It will be updated if any changes are seen to occur.

PART 3: Identification, Assessment and Provision

3.1 Types of SEND

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction** e.g. autistic spectrum conditions, speech and language difficulties
- **Cognition and learning** e.g. dyslexia, dyspraxia, moderate/severe learning difficulties
- **Social, emotional and mental health difficulties** e.g. attention deficit hyperactivity disorder (ADHD), anxiety, depression, eating disorders, attachment disorder
- **Sensory and/or physical needs** e.g. visual impairments, hearing impairments, processing difficulties, epilepsy, Cerebral Palsy

3.2 Identifying students with SEND and assessing their needs.

The school uses the graduated response as outlined in "The Code of Practice (2015)". To help with this process a variety of screening procedures are used. Curriculum Leaders and Lead Practitioners have copies of assessment scores, which are then disseminated to teaching staff.

3.2.1 Primary Liaison

The identification and assessment of students with SEND begins during the Primary School transition meetings and parental requests for visits in Year 6. The LA notifies school about students who are transferring with Education Health Care Plans (formerly statements) in the spring of their year 6.

The Assistant SENDCOs (Bespoke SEND and Cohort SEND) attend EHC Review and plan meetings for year 6 pupils who have been allocated a place at Shuttleworth. Additional meetings with the Primary schools is undertaken with the Pastoral Manager (Year 7) and the SEND team to collate information relating to any SEND requirements in order to ensure a successful transition for each student.

Enrichment activities take place weekly in the spring and Summer Term. All year 6 students are invited to take part in a wide range of activities. This provides our staff with excellent opportunities to get to know all students and understand their individual needs before their September start. The SENDCO or another member of the team arranges meetings with parents and students with SEND, usually in the summer term of Year 6. Individuals and small groups of students are given increasing access to the school via pre-arranged visits.

Relevant information is disseminated to teaching staff before transfer.

3.2.2 Initial Screening for Year 7 pupils

Information and data relating to the academic ability of each student is also collated and analysed based on:

- KS2 tests
- Cognitive ability tests
- Reading and spelling tests

3.2.3 Screening in Other Year Groups

Other screening tests are administered when required.

In September 2010 all SEND students were issued with an individual Personalised Provision Plan (PPP) which identifies their specific needs, barriers to learning, recommended teaching and learning strategies, one page profile, provision planning and an ongoing progress record throughout their time of study at Shuttleworth College. The progress of the individual pupil draws on:

- The teacher's assessment (as per the AC data inputs) and experience of the student
- The student's previous progress of attainment and behaviour
- Other teachers' assessment
- Observations
- The individual's development in comparison to their peers
- The views and experience of parents/carers
- The student's own views
- Advice from external agencies (where appropriate).

The monitoring and analysis of AC Data is undertaken three times in the academic year and is used to inform individual, subject and cohort progress, and is subsequently used to determine universal and targeted provision to be implemented by the SENDCo.

3.2.4 Individual Diagnostic Assessments

- Individual diagnostic assessments are used for students who are placed on the Summary Sheet List. A battery of tests is available, including ART Reading Test and Heinemann Spelling Tests
- This results information is made available to members of staff, as required but is also transparent to teaching staff through SIMS.

3.2.5 Staff Observation

- Members of staff consult with the SENDCO if they notice students who may need specialist help during the school year. Evidence for concerns raised must be produced, prior to any testing and/or additional intervention being undertaken
- The SENDCO may then ask for additional diagnostic assessments to be undertaken by other external professionals.

3.2.6 Transition to Post 16 (Education or Training) provision

The SENDCO also works closely with the Careers Advisor and students, parents and post 16 providers to ensure a smooth transition to Post 16 provision. Very child in Year 10 has the opportunity to access the programme, 'your future your choice'.

3.3 Referrals

We will have early discussions with the students and their parents/carers 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/carers concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are.

3.3.1. Referrals by Parents/Carers

- A student's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

3.4.2. Referrals by Students (Self-referral)

- Students will be able to refer themselves for SEND support
- Students will be told how to do this in assembly time

3.5 Special Educational Needs Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.

Subject teachers, HLTAs and TAs will ensure that the needs of pupils with SEND are met via:

- Quality first teaching
- Providing an appropriately differentiated curriculum
- Drawing on the SENDCO and SEND Team advice
- Identifying students using the referral process for students who are making little or no progress
- Using student's Personalised Provision Plans to inform planning and provision
- Speaking to TAs at the start of the lesson to discuss the support for the SEND students
- Accepting and valuing the contribution of the parents/carers make in their child's learning and involve parents/carers in working with the school.
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The majority of students at Shuttleworth College learn and progress through these differentiated arrangements.

3.5.1 Graduated Response

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff.

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Numeracy Intervention Group
- Numeracy Form
- Lexia Reading Intervention
- Smaller group sessions within the learning support centre to complete Toe by Toe and Step Up to English
- 1:1 Support

- Generic in class support
- Specialist support
- SEND resources
- Dyslexia mentoring
- Lego Therapy
- Appropriate teaching groups / sets
- Group support on a regular basis
- Additional staff training
- Handwriting Intervention
- Piano therapy
- Laptops/Tablet use
- Why Try? Behaviour modification
- Nurture, Social Stories and Life Skills
- Comic Strip conversations and Vocabulary development
- Angled writing boards
- Stabilo handwriting pens/pencils
- Coloured paper and overlay
- Baker-Ross adapted scissors

The school seeks advice and involvement from external support services such as Occupational Therapy, Physiotherapy, ECLAS, Educational Psychologists, Literacy Solutions, and Burnley Football Club Counsellor.

Their involvement is largely based upon the need to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff
- Evidence for EHCP and Access Arrangement submissions.

Sometimes it is necessary to adapt the curriculum further for students to access an Alternative Curriculum Provision such as The Harbour (KS3) and The Hub (KS4). This offers bespoke curriculum content at both Key Stages 3 and 4.

3.5.2 Personalised Provision Plans (PPP) - previously known as the Student Passport

At Shuttleworth we follow the graduated approach and the four-part cycle of assess, plan, do, review. In September 2010 all SEND students have an individual Personalised Provision Plan (PPP) which identifies their specific needs, barriers to learning, recommended teaching and learning strategies, one page profile, provision planning and an ongoing progress record throughout their time of study at Shuttleworth College.

Contents of the PPP incorporate:

- Specific individual SEND need(s)
- Pen portrait
- Provision map
- Objectives
- Barriers to learning
- Suggested teaching and learning strategies
- Progress charts

The progress of pupils will draw on:

- The teacher's assessment and experience of the student
- The student's previous progress of attainment and behaviour
- Other teachers' assessment
- The individual's development in comparison to their peers
- The views and experience of parents/carers
- The student's own views
- Advice from external agencies, where appropriate
- Involvement of student and parents.

The PPP is communicated to all staff who support the student's learning, and to the parents/carers and the student. Passports are constantly reviewed and updated in line with whole college assessment cycles. This information will be shared with parents through reports. All staff that have responsibility for the learning of SEND pupils receive regular updates of the PPPs. CPD training during the Wednesday morning briefings and cascading of information within the Curriculum Briefing also supports the wider distribution of information as updates are received and actions amended.

Interventions and strategies are reviewed each assessment cycle and updated accordingly. Should the assessments identify that the student requires additional provision on a regular basis for an extended period, and then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

Interviews are arranged with individual students to discuss staff comments, any concerns raised, find their opinions of their progress and to set new targets. A revised Passport is then drawn up and parents / carers are sent a copy with an invitation to meet with the SENCO if required. On an annual basis there is a formal review in which all concerned are invited to participate.

3.5.3 Educational Health Care Plans

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Educational Health Care Plan (EHCP).

The SENDCO is responsible, on a daily basis, for providing support and mentoring which allocates students with EHCP a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at School Action and Teaching Assistants are fully involved.

Students who have an EHC plan are required to have an annual review.

3.5.4 Continuous monitoring of individual progress.

Monitoring of individual progress is completed rigorously by Colleges and individual reviews, screening tests and through procedures described in the School's Assessment Policy.

3.5.5 Provision of an appropriate curriculum:

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEND is regularly reviewed and revised.

It is the responsibility of individual Colleges to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEND Faculty.

3.6 Provision of Curriculum Support

The SENDCO can help subject areas in the following ways (although this is not an exhaustive list):

3.6.1 Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

3.6.2 Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENDCO can assist by:

- Planning appropriate programmes of work
- Preparation of relevant and differentiated materials
- Team and individual teaching
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved

3.6.3 Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Shuttleworth College's inclusive ethos.

3.6.4 In-service Training

The SENDCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at Shuttleworth College. Individual departments can ask for INSET from the SENDCO as required, for specific purposes or generic training. Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs
- Delegated and designated budgets
- Also, in some part, the Pupil Premium

3.7.1 Capitation

The SENDCO is allocated a departmental capitation each financial year. Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: Partnership

4.1 In school

The SENDCO liaises closely with individual Curriculum Leaders, Lead Practitioners and Pastoral Leaders, working closely with SLT to ensure that information and concerns regarding individual SEND pupils are discussed. We regularly review the College systems and procedures to ensure that the mechanism through which SEND issues are discussed and disseminated are effective.

4.2 Parents/Carers

Shuttleworth College actively seeks to work with parents/carers and values the contributions they make.

As such:

- Parental views are recorded as part of the Annual Review procedures
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers
- Effective communication is achieved through regular contact with home either through letter or, telephone calls
- New parents can attend the Open Evening in the winter term prior to transfer

4.3 Students

Shuttleworth College acknowledges the student's role as a partner in their own education. As such:

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets
- Student views are recorded as part of the Review process and their views are valued and listened to

4.4 External Support

The college aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Shuttleworth College include (*this is not an exhaustive list*):

- Educational psychologists
- Barnados
- Young Addaction
- Children's Social Care
- Young carers
- GP support
- Speech and Language therapy
- Physiotherapy
- Counselling – Freeflow/ Pendleside Hospice
- School Nurse
- Clinical Psychologist
- ELCAS service
- Hearing Impaired support teachers
- Autism specialists
- PCSO work

4.5 Between Schools

The SENCO liaises with other SENDCOs from local secondary schools to discuss local and national SEND issues. This is supported through LA run 'SENDCO cluster' meetings to discuss new initiatives and strategies. On the transfer of a student with SEND from other educational establishments all information is released to the SENDCO to inform appropriate provision. Information is also shared through the national DfE hosted 'SENDCO -forum' mailing system and Advisory Group.

4.5.1 Transfer Arrangements

All documentation relevant to the specific needs of a student who is transferred between schools is included in their records. The SENCO deals with specific enquiries and more often than not is the school representative who will attend all Year 6 transfer reviews for those with an EHC plan. Additional induction days may also be arranged, as required, for all students with SEND/vulnerability factors. The records of students who leave at the end of Year 11 are kept and stored in the Archive Room in school. Documentation relevant to the last Review is forwarded to Post 16 placements, where appropriate.

April 2020

Abbreviations used:

| | |
|-------|--|
| BSC | Behaviour Support Centre |
| DfE | Department for Education |
| DBS | Disclosure and Barring Service |
| LA | Local Authority |
| PCSO | Police Community Support Officer |
| PM | Performance Management |
| SLT | Senior Leadership Team |
| SENCO | Special Educational Needs Coordinator |
| SEND | Special Educational Needs and Disabilities |
| SIMS | Student Information and Management System |