



# The Nelson Thomlinson School

## SEN Information Report and School's Contribution to the LOCAL OFFER

June 2016

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(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 – 3a)

This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

#### **What kinds of special educational needs do we provide for?**

The Nelson Thomlinson School is a mainstream secondary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. Good practice for pupils with special educational needs is good practice for all.

#### **Definition of Special Educational Needs and Disabilities**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

#### **Who is the SENCo and how can parents contact them?**

The school's SENCo is Mrs R Tweddle; she works in school full time and can always be contacted by email via the school office: [admin@nts.cumbria.sch.uk](mailto:admin@nts.cumbria.sch.uk)

Alternatively, an appointment to see Mrs Tweddle can be made via the school office by telephoning: 016973 42160.

Mrs Tweddle has been the school SENCo since September 2008 and, as such, is exempt from completing the National Award for SEN.

## **How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

The Learning Support Department and the Pastoral Team work closely with our feeder primary schools to ensure that we are aware of the needs of incoming pupils and the provision they may require. The SENCo attends Annual Reviews in Year 5 and 6 to assist a smooth transition into secondary school life.

It is important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaises closely with the Pastoral staff and HoDs to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENCo and the Head of the Learning Support Department. If further action is deemed necessary, the parents are informed immediately.

In most cases, pupils are only identified as SEN if they do not make adequate progress even though they have been given good quality personalised teaching, access to adaptations and intervention.

Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

Once identified, as having a special educational need or disability, a child will be added to the SEND register by the SENCo so that 'additional and different' provision can be made for them.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 – reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being the child of a travelling family

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated by the pastoral team on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for

the behaviour and take all reasonable steps to address the root cause. Pupils who are a cause for concern are discussed at our half-termly inclusion panels.

The school seeks the advice of external agencies such as County Psychology, The Specialist Advisory Teaching Service, Inspira and the 11 – 19 Early Help Team. Additionally, some children may receive support from our National Health Service colleagues, e.g. Physiotherapy, Occupational Therapy, Child & Adolescent Mental Health Services, etc.

### **Evaluation/Impact Sept 15 – June 16**

Diagnostic testing (by the SENCo and/or by an outside agency, e.g. Educational Psychologist) has improved teachers' understanding of the difficulties certain pupils are facing and their ability to support such pupils. As a result, 2 additional pupils have been awarded EHCPs and others have improved their learning through personalised action plans, e.g. ISPs. At present 191 pupils are on the SEND register; 170 of these pupils are at SEN Support and 21 of these have an Early Help Assessment. All of these pupils receive some form of support that is additional to or different from the support provided as part of the school's usual differentiated curriculum. Since October 15, 27 pupils have been removed from the SEND register as their needs are now able to be met through normal classroom differentiation. A further 21 pupils hold an EHCP and they all have ISPs which are reviewed twice yearly.

### **How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?**

The school's Policy of Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the HoD or the HoY. School operates an 'open door policy' so parents can contact school at any time and we will do our best to meet with you straight away. However, staff have teaching responsibilities and are sometimes unavailable due to meetings, etc. An appointment to speak with the SENCo can also be made via the school office, as above.

To keep parents informed we have a website with a section about our Learning Support Department and our SEN Policy can be accessed via the site. We have one parents' evening per year, one annual report and two termly progress reviews, which enables parents to give written feedback.

There are annual open evenings for prospective and current parents and some special open evenings to showcase pupils' work. Parents are also invited to some of our prize giving assemblies.

Some pupils require an ISP (Individual Support Plan). ISPs are sent home and they are reviewed at least twice per year. Parents are invited to discuss the ISP with the SENCo or HoY. We also send a copy of the previous ISP with an evaluation to show the progress the child has made against their targets. Alternatively, some pupils have an individualised plan with outcomes to work towards through the Early Help Assessment and progress is reviewed at 6 weekly 'Team Around the Child' meetings.

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. This is a long and complicated process, but school will guide parents

through each step. We would also encourage parents to accept a referral to the SEND Impartial Advice for Parents Service (IAS), previously known as the Parent Partnership Service. Their aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child. More information about the IAS can be accessed at the following website:

[www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/](http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/)

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted, e.g. enlarged print or in audio format if requested.

The SENCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as Inspira, Barnardos, etc. Information, advice and guidance for families of children with SEND is available via the SENCo. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to IAS, as above.

When pupils join the school, a Home - School Agreement is established to help parents understand the parameters and expectations in school.

If parents wish to become even more closely involved with school life, we have two places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle.

Parental surveys are also completed and actions taken in response to this.

### **Evaluation/Impact Sept 15 – June 16**

Feedback regarding provision from parents of SEND pupils, is extremely positive. School has recently made 4 applications to the Local Authority for Statutory Assessments; the assessments for three of these applications have begun and two of the pupils now have EHCPs. Also, 21 pupils hold Early Help Assessments which subsequently have led to referrals to outside agencies for additional support. Since September 15, 11 Early Help Assessments have been closed; 9 pupils no longer require additional support and 2 pupils now have EHCPs. The parents of these pupils have been supported by the SENCo throughout these processes.

Teaching Assistants are involved in Annual Reviews and ISP review meetings, to share progress, highlights and concerns alongside the SENCo. Parental responses about this are very positive.

The Ofsted Report, May 2013, states: Teaching Assistants are used very effectively in lessons and make a significant contribution to the learning and progress of lower-ability students, and those who are disabled or who have special educational needs. They help students to learn, develop skills and achieve well.

### **How do we involve and consult with the pupils about their education?**

We have a School Council which is made up of representatives from each tutor group, voted for by their peers. ALL pupils are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the Council very well.

All pupils take part in the pupil voice questionnaire each year which produces a numerical summary of their views of their school lives as well as opinions of various school-related topics, such as

behaviour. The data shows that the vast majority of pupils have a positive view of school. Areas for further development can also be identified and improvements planned to ensure all pupils enjoy their school life.

Additionally we carry out pupil interviews, which take two forms: The first is a general survey based on learning skills and how they access the learning environment; the second is subject-specific. These are carried out annually.

Pupils with SEND who have an Individualised Support Plan (ISP) are involved in discussions about their targets including how well they are progressing and what they need to do or need help with in order to progress further. They do this by either having a 1:1 discussion with the HoY, SENCo or a teaching assistant, or by attending a TAC or ISP review meeting.

### **Evaluation/Impact**

The Ofsted Report (May 2013): 'Students say they enjoy their lessons, know how well they are doing and get good support from their teachers. The good relationships between students and teachers and between the students themselves, promote positive attitudes to learning and this helps to make learning enjoyable and effective.'

### **How do we assess and review the progress that pupils make and how do we involve them and their parents?**

Assessment for all pupils is a continual process and takes many forms, as stated in the school's Policy on Teaching and Learning.

For many pupils with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through an ISP. It is the responsibility of the Head Teacher, through the class teachers, to monitor the support and provision for pupils with SEN in their care. This work is coordinated by the school's SENCo. Throughout the school, pupil's progress in all subjects is formally assessed by teachers every half term. All of this information is monitored and evaluated to ensure that provision for all pupils is matched to their needs.

Specific additional assessments for children with potential or identified SEND can also be carried out by the SENCo, usually starting with targeted classroom observations. Examples of assessments available are: Diagnostic Reading Analysis, GORT, Single Worded Reading Test, Vernon Graded Spelling Test, DASH, Dyslexic Screening Test, etc. These can be repeated at a later date to measure progress.

All ISPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets, which are monitored weekly by the teaching assistants, who complete pupil intervention sheets, to record progress, as well as the teacher who also regularly monitors progress. ISPs are formally reviewed at least twice per year by the SENCo or HoY, informed by the weekly monitoring.

For pupils with a Statement of Special Educational Needs or an Education, Health Care Plan, an annual review will be carried out by the SENCo in conjunction with the LEA. Parents and external agencies are strongly encouraged to attend. Reviews in Year 9 are used to begin to establish the parents' and the pupils' preferences for the future, in order to assess the arrangements for a possible transfer to a college setting, etc. A transition plan will be devised at these meetings and this will be amended in Year 10 and 11 if necessary.

## **Evaluation/Impact**

Adjustments to provision and action plans are made whenever required. Plans are written in consultation with parents and pupils wherever possible; if parents are not available draft copies are sent home and parents get the opportunity to respond and request any amendments.

## **How do we support our pupils with SEND as they move on to college?**

To support Year 11 pupils with SEND to have a successful transition to a college setting, the SENCo liaises closely with Student Support Services at the colleges and arranges transition visits. Student Support Services are also invited to annual reviews and transition meetings in school, allowing parents and pupils the opportunity to meet with college staff. All relevant paperwork to support the pupil, e.g. EHCP, ISP, Form 8s, are forwarded to relevant colleges to ensure staff are well informed about any difficulties pupils may have. Our Information and Guidance Officer, employed within the school, assists pupils to complete application forms and can advise parents through the application process. An Inspira representative will also attend annual reviews from Year 9 onwards.

## **What is our approach to teaching pupils with SEND?**

In accordance with the SEND Code of Practice, 2014, school does everything it can to meet children and young person's SEN. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure that all pupils' needs are fully met. This is embedded within our SEN policy, which aims to provide full access to the curriculum and to encourage success and participation for all pupils, whatever their level of ability. To see the key principles of this approach, please see section 4.2 in the SEN policy.

For all pupils with SEN, the class teacher and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping; a differentiated programme of work; special seating or extra adult attention.

Where a pupil has a Statement of Special Educational Needs or an Education Health Care Plan, the provision and approach to teaching this pupil is laid out in the aforementioned documents.

There are currently 7 Learning Support Teaching Assistants and 1 Senior Learning Support Teaching assistant working across all subject areas and departments. This enables support to be provided for our lowest ability sets in most subject areas, and may include: in- class support, small group intervention and the 1 to 1 delivery of pupils' individual targets.

## **Evaluation / Impact**

Our high expectations of SEND pupils has resulted in at least good progress against a school benchmark of all groups achieving 80%EP+ in all years. As of July 2016 SEN/K in, Y7 = 76.2%EP+, Y8 = 66.8%EP+, Y9 = 61.5%EP+, Y10 = 76.2%EP+. In Y11, RAISEOnline for 2015 shows progress is Outstanding, with SEN VA consistently above 970. Point scores for SEN are well above Nat Av values. This is because provision is increased where necessary to accelerate and/or maintain progress, with pupils following a curriculum of courses that is designed to meet their needs, regardless of school performance measures.

Throughout the course of the year, there are several timetabled INSETs and meetings where the needs of the pupils in the lower sets are discussed and there are opportunities for staff to discuss specific pupils, their difficulties, and to share good practice.

Ofsted, in 2013, gave very positive verbal feedback about the Learning Support Department and the outstanding provision it provides for its pupils.

### **How do we adapt the curriculum and learning environment for children with SEND?**

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, supports will be provided, with specialist furniture, depending on the needs of the individual pupil.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. The needs of some pupils with SEND can be met through differentiated work and/or targeted support in class. Examples may include: focus groups with the class teacher or TA, organisation aids (task checklists, visual timetables etc.), large print documents, coloured backgrounds on the interactive whiteboards, coloured paper, Dictaphones and many more. We already have a very good bank of resources to assist pupils with additional needs and are constantly evaluating and updating this to continue to meet the needs of the pupils we have in school.

The school has 2 smaller classes in every year group, one for the academically weakest pupils and the other for those who need that little bit of extra support: a class of 10 pupils and a class of 20 respectively. Initially, in Year 7, pupils will be placed in these classes as a result of recommendations for provision in a Statement or EHCP, guidance from their primary school and / or end of KS2 data. As pupils progress through the school, assessment data and teacher recommendations will also be used to ensure that the correct pupils are accessing this small class provision.

The Learning Support Department has a robust system of intervention in place to help support pupils. On entry in Year 7, or when joining the school in subsequent years, every pupil is tested in spelling and reading to see if intervention is required. This is done within the first 2 weeks so that support can be put in place as soon as possible. Pupils may access targeted small group interventions (usually in withdrawal for limited periods). Examples include: spelling withdrawal groups, Paired Reading Scheme, SEAL intervention, speech and language withdrawal, handwriting support.

In KS4, there will be a few pupils who will not be able to access a full set of GCSEs and/or BTECs. When this occurs, the Learning Support Department works closely with the Deputy Head in charge of the curriculum to ensure that these pupils receive a KS4 education matched to their needs. Courses on offer include: CoPE, BTEC Workskills, BTEC Level 1 Engineering, Entry Level Humanities, Entry Level Childcare and Entry Level Food Technology.

Every pupil has access to computers with headphones and software designed for the development of specific learning objectives, including Clicker. There are interactive whiteboards in all classrooms and a set of netbooks is available for use throughout the school. In addition, two i-Pads are available for use and a set of Promethean handheld units are available within the Learning Support Department.

The Learning Support Department offers a kitchen area whereby pupils can develop their independent living skills for courses such as CoPE or for personal development. The area is also utilised for SEAL and multi-sensory learning across the curriculum. Additionally, there is a

comprehensive library of books catering for students at various stages in their reading development, as well as a quiet library/time out area for pupils.

Access arrangements for assessments and examinations are in line with JCQ guidelines. I.e. when children meet the prescribed criteria for extra time, rest breaks, a reader, a scribe, enlarged print or 'live voice' for mental maths tests, etc.

The Learning Support Department offers a residential trip to Kingswood, an outdoor activities centre; it has a successful Boccia team, which competes in numerous competitions both in and out of county; support staff help pupils prepare for Work Ready day and work experience where they arrange additional visits or special programmes of support when required. Support for pupils going on to college and other post-16 provision is arranged on an individual basis, depending on needs.

### **Evaluation / Impact**

All pupils on the SEN register with a Statement or EHCP have a Pupil Profile that gives an overview of their strengths and difficulties so that all staff are aware of their needs. The SENCo gives a brief talk to all staff on new pupils with SEN at the September INSET. The SENCo and HoD are always available to offer advice about individual pupils to colleagues and the LSD has an 'open-door policy'. This policy also extends to parents.

### **What else we do to make the school safe and accessible?**

The school has dedicated walkways through areas where cars will pass. There are disabled car parking spaces located close to the reception area. All main pupil entrances have ramps and the front entrance has an automatic door.

The majority of the school buildings are on one level and are wheelchair accessible. All pupils who have mobility needs are timetabled so that they are taught in ground floor classrooms only. There are toilets for disabled users in 3 locations around the school.

Pupils arriving and leaving by bus are supervised by members of staff and there is a member of staff on the gate for pupils who walk to and from school. For pupils with SEND, specific collection / handover arrangements may be made on a needs basis.

At break time and lunch time, a mixture of teachers and midday supervisors oversee the safety of the pupils.

Visitors to the school sign in at reception and are given either a green or red badge depending on being DBS checked. All pupils are informed, via assemblies and Form time, as to what these badges mean and what to do if they see a visitor without a badge or ones who are unaccompanied and shouldn't be.

We have a dedicated full time Health and Safety Officer who is based in the school office.

### **Evaluation / Impact**

The school's accessibility plan is currently under review.

Throughout the year, the SENCo organises training from outside agencies including: Deaf Awareness, Visual Impairment Awareness, Speech and Language, Sex Ed, Injection training to name a few. These are timetabled into the calendar and staff can opt in.

**How the body of staff is trained and kept up to date. If we need more expert help and advice, what can we do?**

The SENCo attends the county's SENCo meetings and passes updates on SEND to other staff, as appropriate. All of our Learning Support teaching staff have completed a Diploma in Specific Learning Difficulties: dyslexia.

We recognise that to effectively support our pupils, we need to have the skills and knowledge to understand the needs and issues that individual pupils face. As mentioned previously, our SENCo organises several INSETs from outside agencies who come in and keep us up to date on such needs and issues.

Furthermore, Continuing Professional Development or CPD – is offered to all staff. A record of CPD is kept in the main office and the need for training is reviewed by SMT and the HoD through the Performance Management systems for teachers and teaching assistants. Specific training will be made available to staff to support the needs of a particular pupil(s) if the expertise is not already in school.

Initially, school will endeavour to meet the needs of pupils with SEND from within its existing resources. However, if after reviewing the pupils' progress, they continue to experience difficulties, the school may, with parental permission, seek the advice and support from the relevant outside agencies. Any plans shared with the school by these agencies are disseminated to the appropriate members of staff so the recommendations / resources can be implemented to fully support the pupil.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF process, which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Cumbria County Council website.

**Evaluation / Impact**

All staff have had initially training, during an INSET, on how to support pupils' reading. The School's Development Plan has a Literacy focus, which has strands to do with supporting pupils who find this area difficult. A working party has been set up with one of its roles being to try and support weak readers. A detailed account of the intervention is set out in the said plan.

As previously mentioned, the SENCo organises several CPD sessions with outside agencies to come in and train / support staff with specialist areas such as Speech and Language, which all members of the LSD attended in the academic year 2015-16.

**How do we know if what we provide for the pupils is effective?**

All SEND pupils have either: an Educational Health Care Plan, an SEN Support Plan, a Statement of Special Educational Needs or, in most cases, a Pupil Information sheet. All of these are reviewed regularly.

The monitoring and evaluation of progress of pupils with SEND is detailed in the SEN policy section 6.

In collaboration, the SENCo and HoD collect and analyse tracking data for all pupils on the SEN register and use this, in conjunction with information gathered from other sources (reports, progress

review, INSET, examinations, assessments, professional dialogue, discussion with pupils and parents etc) to make a judgement on effectiveness. Pupils with SEN are expected to make at least the same progress as their peers because of the additional provision they receive. The HoD meets with the SEN Governor to update progress and discuss the quality and effectiveness of SEN provision.

### **Evaluation / Impact**

Pupil feedback is very important in our measure of effectiveness. The Learning Support Department carries out Pupil Voice interviews with its pupils and uses this feedback to inform future plans for the department and also to implement 'tweaks' to individual teaching practices.

Similarly, parental feedback is of utmost importance when judging how effective our provision is.

One parent stated: **'Words cannot be found to show my appreciation for the care and support you have given \* over the past 5 years. You eased and solved all my concerns to the point where I no longer worried about \* in your care (which believe me, is very hard for me). I can't fault the care, the teaching, the systems in place or the results. You should all be very proud, it's not 'just a job', it matters!'**

### **How do we know if what we provide for the children is effective?**

All SEND children have either: an Education, Health and Care Plan (EHCP); a Statement of Special Educational Needs or an individualised plan with identified targets or desired outcomes. All of these are reviewed regularly, as laid out above.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. For pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan, annual reviews are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

### **Evaluation/Impact**

The Ofsted Report (May 2013): 'Disabled pupils, those with special educational needs, those few students from minority ethnic backgrounds and those who speak English as an additional language are well supported in their learning, make good progress and achieve well.'

### **How do we support pupils with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure pupils with SEND can tell us if they are having a problem?**

Medical: The school has a variety of policies which cover health and wellbeing issues, e.g. Supporting Pupils with Medical Conditions Policy, etc.

Some medication, such as asthma inhalers, are carried by pupils but the spare inhalers are kept in the main office. All other medication is kept in a locked cupboard or in the fridge in the main office. All dosages of medication are recorded and parents must sign an authorisation form/healthcare plan prior to any arrangement for school to administer medication to pupils.

For pupils with more specific needs, healthcare plans are written at a meeting between parents, the pupil (if appropriate), our School Nurse, our Health and Safety Officer and a First Aider. Staff are made aware of all pupils with healthcare plans via the school internal computer network and the Medical Register. All healthcare plans display a photograph of the pupil. The SENCo will ensure staff

are made aware of pupils with serious conditions which could require immediate medical attention, e.g. an injection. This information is disseminated via annual training for staff and information being emailed to relevant staff and made available on the internal computer network. The School Nurse provides epipen training for staff on an annual basis.

Where a pupil's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff, but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

### **Evaluation/Impact**

Injection and epipen training is refreshed annually. Currently we have members of staff qualified to administer injections and epipens. Within the school we have a pupil who may require an emergency injection if she becomes ill.

Emotional and Social: The Nelson Thomlinson School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the school liaises with all relevant specialist agencies such as CAMHS, paediatricians, speech therapists, occupational therapists, etc. Although none of these services are based in school, they do come into school to attend meetings, carry out assessments and therapy, with parental permission.

In some cases, school or one of the other agencies may complete an Early Help Assessment. This is an assessment and planning tool which is used to gather information about children and families in order to determine what type of support is needed. Team around the child (TAC) or family (TAF) meetings will be held involving a multi-agency team and the family including the child, if appropriate, to agree upon and support the family or child to achieve clear outcomes. More information for families about the Early Help Assessment progress can be found on the Cumbria County Council website: [www.cumbria.gov.uk/childrenservices/childrenandfamilies/earlyhelp](http://www.cumbria.gov.uk/childrenservices/childrenandfamilies/earlyhelp)

### **Evaluation/Impact**

The school's Educational Psychologist has provided advice and strategies to support some pupils with emotional difficulties. Staff have received training on Attachment and this is due to be renewed in September 16. The SENCo has placed 2 recent referrals to CAMHS, which have resulted in initial assessments taking place. CAMHS staff are invited to TAC or TAF meetings and they have observed pupils within school. Likewise pupils are also referred to other outside agencies who can provide counselling or therapy. The school nurse works 3 days per week in school and runs drop-in sessions for pupils and also arranges regular 1 to 1 sessions or group intervention when necessary.

Within the Pastoral Team each cohort has the support of a HoY and starting in September there will also be an Assistant HoY for Year 7, KS3 and KS4. There is also an Attendance Officer and 2 Pastoral Assistants. Our Learning Mentor has a flexible timetable so that he can respond to need quickly. This support can be targeted in certain lessons, during 1 to 1 sessions or group work.

Bullying and Child Protection: All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHRE (Personal, Social, Health and Religious Education)

lessons and assemblies. Additionally, all staff are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. In some circumstances the police have spoken to specific groups or individual pupils about E-Safety if this has been deemed necessary.

An 'E-Safety and Bullying box' is kept in Reception for pupils to flag up any concerns they may have. The procedure for doing so is explained to them in assemblies.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. Incidents of bullying are extremely rare and behaviour at this school is 'outstanding' (Ofsted Report, May 2013). We have a zero tolerance approach to bullying.

In accordance with legislation, the school has a Designated Child Protection Officer (Mrs G Foster). There are also 5 other members of staff trained to Level 3 in Child Protection who are equipped to deal with issues relating to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training and have been awarded their Level 1 training certificates.

### **Evaluation/Impact**

The Ofsted Report (May 2013): 'The school has a very strong anti-bullying policy. Students are fully aware of the different forms of bullying and report that bullying is rare. When any instances do occur they are quickly and effectively dealt with. Students say they feel very safe in school. They have a good understanding of how to keep themselves safe, for example, they learn about road safety, the responsible use of alcohol, and how to use the internet safely. Some sixth-form students help to teach Year 9 students about sexual health. The responses to Parent View indicate that the vast majority of parents agree that their children are very safe at school, exceptionally well looked after and that they would recommend the school to other parents.'

'The excellent pastoral system ensures that students are very well cared for. Students show exceptionally caring attitudes towards each other and follow the school saying of 'Respect for Others'.'

### **What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?**

School has a nominated member of staff for Looked After Children. This is Mrs M Banks, Deputy Head (Pastoral). She liaises with Heads of Year to contribute to the pupils' Personal Education Plan (PEP). Where a Looked After Child has a Statement of SEN or an EHCP, whenever practicable, the PEP is reviewed along with the Statement or EHCP.

### **Evaluations/Impact**

Regular PEP meetings have been attended by Heads of Year and the Head of Pastoral. ISPs are implemented if necessary. None of these pupils have an EHCP or Statement.

### **What should I do if I have a concern or complaint about the provision for my child?**

In order to deal with your concern or complaint in the quickest and more straightforward way, we ask that you take a graduated approach:

Firstly, contact your child's Head of Year or the SENCo, if relating to SEND, via the school office.

Secondly, if you have concerns which cannot be addressed by either the Head of Year or the SENCo, then please ask to speak to a Mrs M Banks, Deputy Head (Pastoral), via the school office. She may refer your complaint to Mr D S Northwood, Headmaster.

Finally, should further action be deemed necessary, reference should be made to the school's Complaints Policy, which is available on the school website. We aim to deal with any complaint at the earliest opportunity, but within 20 days at the latest (in accordance with the Complaints Policy).

### **Evaluation/Impact**

Concerns and/or complaints are minimal in number, and records of review meetings show that any issues raised (that are within our control and/or remit) are swiftly dealt with to the satisfaction of all parties.

### **Where can I find information about the Authority's Local Offer?**

[www.cumbria.gov.uk](http://www.cumbria.gov.uk)

This website also contains a vast amount of information on SEND related matters, including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

### **Appendix 1 - List of Key Personnel involved in SEND Issues**

<b>Name</b>	<b>Position</b>
Mr D S Northwood	Headmaster
Mrs M Banks	Deputy Head (Pastoral)
Mrs C Speakman	Head of Learning Support
Mrs R Twedde	SENCo
Mr M Cowen	Governor with responsibility for SEN
Mrs G Foster	Child Protection/Safeguarding Officer and Head of Year 7
Mr G Clark	Information and Guidance Officer
Mrs R Jones	Attendance Officer

### **Appendix 2 – Glossary of key terms**

ADD – Attention Deficit Disorder

ADHD – Attention Deficit/Hyperactivity Disorder

Annual Review – is the review of a Statement of special educational needs or EHCP, which an LEA must make within 12 months of making the statement or, as the case may be, of the previous review.

ASC – Autism Spectrum Condition. The specialist teacher assigned to NTS: Sarah Wall.

CAMHS – Child and Adolescent Mental Health Service

CoPE – Certificate of Personal Effectiveness

Dyscalculia – Pupils have difficulty in acquiring mathematical skills.

Dyslexia – Pupils have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.

Dyspraxia – Pupils with impairment of gross and fine motor skills.

EAL / ESL – English as an Additional (or Second) Language (This is NOT a special educational need).

EHA – Early Help Assessment. This is a process that assesses and aims to meet the needs of children and young people. It is a continual process and involves regular TAC or TAF meetings to review progress. The assessment and the reviewing may lead to support from outside agencies and an application for statutory assessment for an EHCP. A request for support from an outside agency cannot be made without an Early Help Assessment.

EHCP – An Education Healthcare Plan is a legal document which provides a description of the needs of a pupil and what needs to be in place to meet those needs by education, health and social care. It is a statutory document and for pupils who require high levels of support, it has funding from the LEA attached. (Supersedes the Statement).

EP - The Educational Psychologist works by applying psychology to help people solve problems and improve learning. A referral including parental permission must be made before they can become involved. The EP assigned to NTS: Caroline Shaw.

EYS – The Education Youth Service is an independent day school for students aged 14 to 16 years with behavioural, emotional and social difficulties.

HI – Hearing Impaired

HIT – Hearing Impaired Team. The specialist teacher assigned to NTS: Rachael Dyson.

HLTA – Higher Level Teaching Assistant

IEP – Now called Individual Support Plans (ISP).

Inclusion Officer – replaced the EWOs and deals with attendance issues. Our Attendance Officer works closely with the Inclusion Officer. The Inclusion Officer assigned to NTS: Stef Mulhall

Inclusion Support Officer – previously known as EBD Specialist Teacher. ISO assigned to NTS: Sarah Wall.

Inclusion Panel – We hold multi-agency meetings each half term so that professionals can develop a holistic view of the NTS pupils causing concerns in order to co-ordinate effective and consistent provision. Concerns will be shared and as a result, action points will be agreed upon and reviewed at subsequent meetings. Staff can refer pupils to the relevant HOY.

IAS – The SEND Impartial Advice for Parents Service provides advice and information to parents whose children have special educational needs. They provide neutral and factual support on all aspects of the SEND framework to help parents play an active and informed role in their child's education. Although funded by the LEA they provide a service to parents and are often either run at arm's length from the authority or by a voluntary organisation to ensure parents have confidence in them. (Previously known as The Parent Partnership Service.)

ISP - The Individual Support Plan is a planning, teaching and reviewing tool. It is a working document for all teaching staff, recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class.

LAC – Looked After Child. (This is NOT a special educational need).

LEA – Local Education Authority

MLD – Moderate Learning Difficulties

PEP – Personal Education Plan – For those in the care of the Local Authority.

P Scales – Levels used to assess pupils' attainment if they are below NC level 1.

Physical/Medical Difficulties – The specialist teacher assigned to NTS: Clare Rutherford.

PIVATs – An assessment tool for SEN pupils who require their progress to be measured in smaller sub-levels. Assessments are available in Maths, English, Science, IT and PHSE. Pupils with severe learning difficulties should be assessed using PIVATs.

PRU – A Pupil Referral Unit (PRU) is a type of school that offers education to students who are; at risk of exclusion, permanently excluded from, or are not attending school for other reasons, such as

illness (physical and psychological) or pregnancy. PRUs offer short-term placements with the aim of assisting successful re-integration into a mainstream setting. Longer-term placements are available for students whose needs cannot be met in a mainstream or special school setting.

SALT – Speech and Language Therapist

SEAL – Social and Emotional Aspects of Learning.

SEN – Special Educational Needs

SENCo – The SEN co-ordinator is a member of staff who has responsibility for co-ordinating SEN provision within that school.

SEN Code of Practice – Practical guidance to LEAs and the governing bodies of all LEA maintained schools.

SEND – Special Educational Needs and Disabilities

SEND – TST - Special Educational Needs and Disabilities Teaching Support Team. This is the new title for the Specialist Advisory Teaching Team.

SEN Support - SEN Support is when a pupil has special educational needs and interventions are provided that are additional to or different from those provided as part of the school's usual differentiated curriculum. The intervention is either solely provided within the school or advice and support is provided from outside specialists.

SLCN – Speech, Language and Communication Needs. The specialist teacher assigned to NTS: Tricia Smith

SLD – Severe Learning Difficulties. The specialist teacher assigned to NTS: Not yet assigned.

SpLD – Specific Learning Difficulty. The specialist teacher assigned to NTS: Not yet assigned.

Statement of SEN – A Statement of SEN details the child's needs and the support they should have. It is statutory and usually has funding from the LEA attached. Statements are being phased out on a 3 year programme and they are being converted to EHCPs.

TA – Teaching Assistant

TAC – This is a team that is established around the child after an Early Help Assessment has been completed. The small, individualised multi-agency team, parents (and child if appropriate), will meet on a regular basis in a supportive role to make decisions and action plan.

TAF – Team Around the Family

Transition Plan – a plan devised following the Year 9 transitional review and updated at subsequent annual reviews. The purpose of the plan is to draw together information from a range of individuals within and beyond the school, in order to plan coherently for the young person's transition to adult life.

Transitional Review - is the review of a statement of special educational needs when a pupil moves from one key stage to another.

VI – Visually Impaired

