



Minsthorpe Community College.

Support for Achievement –
Specialist Support

Policies and Procedures

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Equality Statement

Minsthorpe Community College values diversity, and is determined to ensure that everyone is treated fairly, with dignity and respect; where the opportunities we provide are open to all; and that we provide a safe, supportive and welcoming environment - for staff, students and visitors.

Equality Impact Assessment (EIA)

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

EIA outcomes

- As a result of the Initial EIA, it was identified that the policy requires a full impact assessment and will be reviewed in due course by the Equality and Inclusion Consultation Group).

Policy last reviewed:	Due for next review:	EIA:	Role Responsible:
Jul 17	Jul 18	Enter date	K McGowan

Aims of the policy

- To outline how the College meets its statutory requirements in terms of the SEND Code of Practice.
- To clarify procedures and working practices of Specialist Support
- To indicate how the work of the Specialist Support seeks to support other areas of College life.
- To cite important links within the college and with outside agencies

This document and the 'Whole College Student Support, Information and Guidance Policies' reflect the inclusive aims of the College and as such serve as our Inclusion Policy.

The Continuum of Support

At Minsthorpe Community College Specialist Support is part of the Continuum of Support for Achievement which begins in primary school and extends to Post 16. This Continuum covers three tiers of support, i.e. Universal Support, Targeted Support and Specialist Support. (See diagram on next page). Within each tier of support are the various strands of the Support for Achievement Strategy.

Universal Support includes the entitlement of all students to support, advice and guidance to maximise their achievement and aspirations.

Targeted Support includes the strands of support for identified students who require specific intervention at specific times during their learning journey.

Specialist Support includes the strands of support for the students with the highest level of need, in terms of learning and/or behaviour as well as students with Special Educational Needs.

The overriding aim of the Support for Achievement Strategy is to raise the academic achievement and aspirations of all students, by ensuring individuals receive support, information and guidance, which is well timed and at an appropriate level and type to meet their needs.

The 'Whole College Student Support, Information and Guidance Policy' includes further details about universal and targeted support.

Support for Achievement Continuum

	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Universal	Joint Projects & Induction	Academic Tutoring							
		Catch up Premium							
		P&A Framework							
		M.A.P. (Minsthorpe Access Point)							
						Achievement Award Scheme			
		Curriculum Support Sessions							
		CEG & Enterprise							
		Study Support - Library Learning Centre					Post 16 Study Area		
Targeted		L2B B2L - Rewards							
		Support for Achievement mentoring							
		ST 1 Behaviour intervention (Friendship, Anger, Lego therapy, Conduct)							
		ST2 Intervention (Language, Literacy, Spelling, Numeracy)							
		Transition and Aspiration Raising Programmes							
		ST Homework Club							
		Curriculum area intervention							
		Gifted & Talented Provision							
		Risk Assessment							
		Step Out							
		Lit & Num Intervention							
	Summer Schools					Booster Classes			
	Transition Project					High ability - under performing mentoring			
		Work experience - bespoke provision							
		Guidance Advisor							
	Safer Schools Partnership Officer (SSPO)								
	Education Welfare Officer (EWO)								
	KS4 Pathways including offsite provision								
Specialist	Transition Project	Learning and Behaviour Support Provision							
		Personal Support Plan (PSP)							
		Common Assessment Framework (CAF)							
		Outside Agency Support (eg Nursing service, REACH, CIAT, STAR bereavement, TYS, LSS)							

Special Educational Needs

The definition of Special Education Needs and Disability (SEND) is as set out in the Special Educational Needs and disability: 0-25 years Code of Practice, January 2015.

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significant greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child or young person may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The College believes that:

- Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school’s head teacher, Associate Assistant Principal – Additional Needs and specialist support team, and all other members of staff have important operational responsibilities.
- All teachers are teachers of pupils with SEND. Teaching such pupils is therefore a whole-school responsibility, requiring a whole-school response.
- SEND students have more in common with other children than differences and that there is no such thing as a dividing line but rather a continuum of need.
- We have a responsibility to provide for the needs of all students as far as resources will allow.
- The views and wishes of individual students will be taken into account.
- Parents have a vital role to play in supporting the individual student’s education.
- There is an essential need to work in close co-operation with all agencies concerned to ensure a multi-agency approach.

- The Governing Body will aim to fulfil its responsibilities as outlined in the SEND Code of Practice

Special Educational Provision

High quality teaching that is differentiated and personalised will meet the needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014

SEN Register – The SEN Register is part of the Additional Needs Register and can be found on the SIMS system. The ‘Additional Needs Register Protocol’ document includes further details about how, at what stage and when students are recorded as part of the register and when they are removed.

It is the responsibility of each teacher in their lessons to differentiate accordingly to a student’s needs so that they can access the curriculum and make progress. Teaching students with SEND is a whole College responsibility, requiring a whole College response in such areas as effective management; school ethos; the learning environment; Community Dimension; curricular and pastoral arrangements. All these can help prevent some SEND arising and minimise others.

According to The SEND Code of Practice (2015) a child with a SEND will have difficulties in one or more of the following areas:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social and Emotional Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Responsibility for the coordination of SEN provision

The Associate Assistant Principal – Additional Needs, in collaboration with the head teacher and governing body, plays a key role in:

- helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND.
- the operation of the SEND policy and co-ordination of the provision made for individual pupils with SEND.
- working closely with staff, parents and other agencies.
- providing professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEN.
- developing effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs.
- ensuring the SEN Information Report is up to date and reflects the current provision and practice in the college.

Identifying the level of need.

In order to put in place appropriate provision careful process are used to identify student need. Methods of identification include:

- Transfer Information given by previous schools including phase transfer reviews.
- Information provided by outside agencies such as EPS; SENART; EWO; Special Schools/Medical Services.
- Information given by parents/carers.

- Cross Curriculum Team Leaders (CCTL - Head of Year) in consultation with Specialist Support, using information from classroom teachers and P&A mentors and referrals to the MID room.
- Joint Consultation Meetings (JCM)
- Pastoral Support Plans (PSP)
- Self-referral by students, followed by consultation with Cross Curriculum Team Leaders
- SEND Progress meetings
- Information provided through multi agency meetings.
- Assessments carried out with students at regular basis from the time they are admitted.
- Education Welfare Officer information for poor attenders.
- In school Inclusion Team Meeting.

Assess Plan Do Review

Where a setting makes special educational provision for a student with SEND they should adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess

In identifying a student as needing SEND support working with the students' parents, an analysis of the students' needs has taken place. This initial assessment is reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond College. Where professionals are not already working with the setting, the Associate Assistant Principal – Additional Needs will contact them where applicable, with the parents' agreement.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the college agree, the support and intervention provided is selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed.

Do

The student's subject teachers and Specialist Support need to ensure that there is effective communication so that where advice is given on how to meet needs through QFT that practitioners are suitably skilled and knowledgeable in personalising appropriately. Where the intervention carried out is out of class then it is important that any relevant information is shared with subject teachers of the impact of this and how information can be shared that enables them to include students in the classroom effectively.

Review

The effectiveness of the support and its impact on the students' progress is reviewed regularly. The impact and quality of the support is evaluated. Any changes to the outcomes and support for the child in light of the child's progress and development are agreed. Parents have clear information about the impact of the support provided and are involved in planning next steps.

This cycle of action is revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents are involved, contributing their insights to assessment and planning. Intended outcomes are shared with parents and reviewed with them, along with action taken at agreed times.

Examples of the types of Support available

- **Student profile** include SEN information and relevant advice sheets for individual students. These can be located on the SIMS system.
- **Advice sheets** Students with identified needs have advice sheets attached to linked documents on Sims. This information is accessible and used by staff to inform planning.
- **Specialist Support Pass** This pass is for students who require time out or calming down time. The pass can be used to excuse a student to specialist support to prevent them from getting in to any conflict. When they use their pass they are required to show the teacher the pass, leave the classroom, go to Specialist Support and then complete a pass out form as to the reason they have used their pass
- **Personalised Timetables** some students require an individualised timetable in order to support their needs. An example of this would involve students being withdrawn from a specific subject to follow a programme of work in Specialise Support. These are reviewed regularly.
- **Risk Assessments** Student Risk Assessment is a tool used in College to ensure the health and safety of students, staff and others. It evaluates the impact that a student and their situation has upon themselves, other students and staff and the impact that other students and staff may have upon the student.
- **TA support** Support for students is deployed through Curriculum area based teaching assistants taking in to account holistic needs. The TAs role encompasses supporting students with ever changing holistic needs including support in class, differentiation of resources and liaison between Curriculum areas and Specialist Support.
- **The Transition Programme** Minsthorpe Community College works very closely in taking the leading role with Primary Schools, parents and other relevant agencies to set up and deliver The Transition Programme. Students in need of Specialist Support are identified in Year 5 to be involved in the Programme commencing at the beginning of Year 6. Around 50 students take part. The programme involves Parents' Information Evening; visits to Primary School by Minsthorpe and other Agencies' staff. Inter-agency meetings; specific appointments for individual students and parents to visit the college; group visits to the college; informal social gathering for parents and students
- **Snack break supervision** Vulnerable students who find unstructured times difficult are offered a "safe place" in the Specialist Support block under adult

supervision. These students spend their social times in specialist support with a small friendship group.

- **Social interventions** These sessions are designed for students who have difficulty in social situations. The group supports them to develop their social skills. Examples of these are Lego Therapy and Social Skills groups.
- **Home learning club** For students who have difficulty organising and understanding homework a supported provision is available in specialist support
- **Literacy Intervention** On entry to Year 7 students sit the diagnostic assessments to identify any literacy support students may require. This also allows identification of students who may require access arrangements in examinations. For those with the most significant need a programme of withdrawal for literacy intervention takes place.
- **Signposting, liaison and joint working** As a Community College, colleagues work closely with various agencies to ensure that students with educational, health & medical issues receive appropriate support and advice in order to support their learning. Agencies include:- CAMHS, Social Services, School Nurse, Social Services, EPS, Early Help Hub, School Health, SENDIASS.
- **Specialist Support – Pastoral Care** Regular meetings are held between each year office and Specialist Support in order to discuss the individual needs of students and plan appropriate support to assist them further.
- **Nurture Group** Before students arrive in year 7, a small number of students are identified (through primary transition information and Boxall profiles) to join the Nurture group. These students have access to mainstream Curriculum alongside nurture provision to assist them in their transition to secondary School.
- **Targeted Pathway** At the end of Key Stage 3, a number of students are identified and recruited to the GCSE pathway which delivers a curriculum that offers a mix of core GCSE qualifications, that also support the development of life and basic skills that will meet their needs. The students on this pathway are identified through their low levels of literacy and therefore their difficulties in managing the complex and technical language of the traditional GCSE route. These students are then given a carefully considered transition into Post 16 and the further life skills or vocational pathways they are likely to encounter. There is a great deal of extra adult support and smaller groupings on this pathway.
- **Alternative Provision**
A small number of students are guided on to Alternative Provision (AP) packages where they are involved in offsite vocational education alongside an onsite educational package. The College works very closely with a range of providers in order to quality assure the packages provided for students.

- **Temporary injuries**- students who have temporary injuries which impact on the access to their curriculum provision are supported through risk assessments, personalised timetables, and use of ICT and snack break support.
- **Toilet passes** where there is a medical need students will be issued a toilet pass so that they can leave a lesson to go to the toilet without question or challenge.
- **Permission to leave early pass** - Students who find it difficult to move around the site at the same time as the rest of the College to conflict with other students, physical or emotion needs could be given a pass to leave the room 5 minutes earlier than other student.

Reviewing need

As part of the College's systems all students have regular periods of assessment, review and target setting. The review of student need takes place in the following ways:

- **In the classroom** – through intelligent accountability, progress and achievement day, marking, student reflections upon teacher's comments, parents evenings.
- **Inclusion register** - in addition to their universal support, reviews students take place at the end of the period of intervention. Where more support is needed a further targeted programme will put in place through consultation with the student, parent and relevant staff.
- **K SEN Support** - in addition to their universal support where the students are underachieving or have specific needs other agencies will provide support, advice and interventions where appropriate. Reviews for students take place at the end of the period of intervention. Where more support is needed a further targeted programme will put in place through consultation with the student, parent, College staff and relevant outside agencies. Where a student is not making progress at K SEN Support and has significant needs, a request for a statutory assessment may be required.
- **EHCP** - in addition to the universal and targeted support available where a student has an Education Health and Care Plan there is a statutory responsibility to review the student's statement at least every 12 months to identify further provisions of support and appropriate financial resources to provide that support.

Training- Is delivered in a variety of ways to meet the needs of staff and students.

Funding

The funding of Specialist Support is from the College budget supported by appropriate funding mechanisms including through the ST devolved and central budgets for SEND. It is co-ordinated by the Associate Assistant Principal – Additional Needs under the auspices of the Principal for the maximum benefit of the students.

Further to this policy, information can be found by reading the following relevant policies listed below:-

- Health Care Plans & Health Advice to College sheets.
- Supporting Students with medical needs – the administration of medicines in college.
- Sharing Information about students' Health & Medical Issues.
- Student Profiles – include information regarding individual students medical and health care
- Equal opportunities policy
- Whole College Student Support Information and Guidance Policy
- Additional Needs Register Protocol