



St. Nicholas School Canterbury

SEND POLICY AND INFORMATION REPORT

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Governing Body Committee	LCS Committee
SLT responsibility	Stephen King
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1. INTRODUCTION INCLUDING DEFINITION

A child or young person has SEND 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 if he or she:

- Has a significantly 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. *SEN Code of Practice (2015, p5)*

What is a disability ?

Many children and young people who have SEN may also 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' *SEN Code of Practice (2015, p5)*

This policy complies with Section 69(2) of Children and Families Act 2015 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2015.

St Nicholas School is an all age (4 – 19) community day special school designated to meet the needs of children and young people who have profound, severe or complex learning difficulties. The school also makes provision for primary aged pupils who have a combination of autistic spectrum disorders and severe cognitive impairment.

The school manages the Caterpillars Specialist Day Intervention Nursery (an Observation and Assessment preschool provision), for children aged 3-5.

The provision for 6th Form students aged 16-19 is based within the school's own building on the campus of Canterbury College.

Since 2010, the school has established a number of 'satellite' classes within the mainstream host schools. The programme began in secondary schools in Key Stage 3 (from Year 7) and then following these pupils into Key Stage 5. The 'Satellite Class' programme was then developed in a number of primary schools in KS2 and now accommodates pupils from Years R to 11, over an increasing number of sites.

The pupils who attend satellite classes are admitted to St Nicholas School following a change of placement at an EHCP review. The St Nicholas School senior leadership team will then decide (in consultation with parents and carers) if a satellite class is the most appropriate learning environment for the pupil. Satellite class pupils are part of St Nicholas School and access the specialist resources and facilities of the school, as well as using the class base and inclusion opportunities presented by being co-located on a mainstream primary or secondary school site. This programme is established with the support of Kent County Council.

St Nicholas School will aim to meet the needs of all pupils by planning, developing and delivering adaptive teaching and learning opportunities (for each individual learner) from the appropriate curriculum pathway - EYFS/Oak/Willow/Beech/Cedar/6th Form (See Curriculum Pathways documentation).

2. AIMS

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

3. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2015](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2015](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report

This policy also complies with the KCC advice and guidance on SEND in the Early Years – <https://www.kelsi.org.uk/early-years/equality-and-inclusion/special-educational-needs-for-early-years> and Post-16 – <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/send-in-further-education>

4. DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

4.1 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.2 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. ROLES AND RESPONSIBILITIES

5.1 The SENCO

The Deputy Headteacher, Stephen King, has assumed the responsibilities of Special Educational Needs Coordinator.

They will:

- Work with the headteacher and SEN 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 SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 the records of all pupils with SEND up to date
- Work alongside the pathway leaders to ensure pupils receive challenging curriculum opportunities that enable them to meet their learning, physical, sensory, communication, interaction and social/emotional/mental health needs.

5.2 The Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Maintain constant communication with parents regarding the SEND provision made for their child.

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish this SEND Policy and Information Report on the school website.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice and guidance.

5.3 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school, using the SEND Governor Compliance document as the basis for this work.

5.4 The Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.5 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

6. SEND INFORMATION REPORT

6.1 The Kinds of SEND That are Provided For:

St Nicholas School is a community day special school providing education for pupils in the Canterbury and Coastal District, and beyond, aged between 4-19 (3 - 4 in pre-school) who have profound, severe and complex learning difficulties. Many of the pupils also have additional difficulties – physical disabilities, epilepsy, autism and sensory impairment.

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

- Communication and Interaction, for example, Autistic Spectrum Condition, Asperger's Syndrome, Speech Language and Communication Needs

- Cognition and Learning, for example, Moderate/Severe/Complex Learning Difficulties/Disabilities or Specific Learning Difficulties e.g. dyslexia, dyspraxia or dyscalculia.
- Social, Emotional and Mental Health, for example, Hyperkinetic Disorders - attention deficit hyperactivity disorder (ADHD), Challenging Behaviour, Emotional Disorders – depression and anxiety or Psychosis.
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, Gross and Fine motor control.

6.2 Consulting and Involving Pupils and Parents

The school meets with parents before their child starts at St Nicholas School. There will then be regular meetings to review the EHC Plan as well as daily communication through home-school books to update on their child's (daily) progress. There is an annual Parent Survey that informs the School Development Plan and two parent/carer evenings per year. The PTFA also provides a forum for consultation with the school. The school's parent governors are very active in promoting dialogue between the school and parents.

Coproduction is an important factor of daily life at St Nicholas School and the students are partners in their own learning. The pupils are involved in their EHCP reviews through the Section A (parents commenting also) and many attend their review meetings. There is a pupil survey that informs the School Development Plan and the School Councils (for Pre-16 and Post-16) meet regularly to provide a voice for the pupils in the school. For the primary pupils there is a special assembly for them to share their ideas for improving the school.

6.3 Assessing and Reviewing Pupils' Progress Towards Outcomes

Every pupil is baselined on the school's assessment tool, B Squared / Evisense. This information is then analysed to create targets for the learners that would mean that they were making good progress. Progress against subject or physical skill developments (or the SHINE Curriculum) is monitored and assessed three times per year. The assessment judgements are moderated internally and externally as is their progress towards their own EHC targets, which is monitored termly.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** to measure pupils' progress against their EHCP long term Outcomes and short term Targets. The class or subject teacher will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- The recording of each pupils' progress in the core subject areas of English/Literacy, Maths/Numeracy and PSHE and, if appropriate, their achievement of skills and milestones in the other (foundation) subjects using the Earwig Programme and, where appropriate (for pupils on a SHINE goals programme) their "Engagement5Learning" in the areas of Exploration, realization, anticipation, persistence and initiation. Pupils' involvement and well-being are also assessed each term using the Leuven scale, or SDQ assessments.
- Their previous progress and attainment and behaviour
- Other appropriate assessments of need e.g. SHINE, SCERTS, MOVE, ACTIVE EDUCATION.
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.
- Preparing 4 Adulthood Outcomes (at Secondary).

The assessment will be reviewed regularly using the **B Squared and Evisense programmes.**

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

ANNUAL REVIEWS (EHCP)

All of the pupils at St Nicholas School have an EHC drawn up by the Education Authority which summarises the multi-professional assessments of the pupil's educational needs and details the types of provision that ought to be in place to address these needs. The statement is reviewed yearly and looks at:

- The special educational provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress
- The health and social care provision being made for the child or young person, and its effectiveness in ensuring good progress towards outcomes
- The continuing appropriateness of the EHC plan in the light of the child's or young person's progress during the previous year or changed circumstances, and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment, or whether the EHC plan should be discontinued
- Setting new interim targets for the coming year and, where appropriate, agreeing new outcomes.

Each pupil has a provision plan which details the how the educational programme will be delivered at St Nicholas School which clearly shows the targets and review procedures. Teachers, other professionals, parents and carers and the pupil as far as is possible are all involved in the process of deciding the targets. The same pro-forma is used for all pupils and it is discussed and agreed at the Annual Review meeting.

Pupils operating with the most complex needs will have their assessments and targets set within the 'SHINE Goals' programme. This is a multi-disciplinary team that meets with parents and carers three times during the year to agree the learning priorities for the pupil and set specific targets to achieve them.

We will aim for the annual review to take place within 12 months of the last annual review meeting. The parents and carers will be invited to the meeting and where it is appropriate the pupil also will be at the meeting. They will have completed Section A – pupil voice regarding communication and aspirations ready for the meeting. The pupil's progress against the outcomes and targets set the year before will be discussed with the class teacher and reviewed and new targets set. The meeting will be chaired by a member of the school's extended leadership team. The previous year's targets will have been reviewed at the end of terms 2, 5 and 6.

Annual Reports

The annual school reports for all the pupils at St Nicholas are produced in term 6.

All reports are seen by the appropriate Key Stage Manager and the Headteacher reads and signs them all. They are distributed prior to the parents' consultation evening in July each year. The reports detail the pupils' achievements over the academic year and provide data on their progress. This complements the presentation afternoon for KS5 and KS5 when all of the accredited course work is reported and celebrated and the final assembly of the year when each pupil's efforts are recognised.

Assessments

The school has an Assessment, Recording and Reporting policy. This details the purposes of assessment, the uses to which it is put and the ways in which the pupils may be involved in the process.

The school assesses all pupils at the end of each key stage and reports to parents on their child's progress. At Key Stage 4 and Key Stage 5 there is a range of entry level accredited courses that the pupils are entered for at the level appropriate to their attainment.

6.5 Supporting Pupils Moving Between Phases and Preparing for Adulthood

Pupils receive independent and impartial careers advice and guidance. They also participate in a number of programmes and experiences that prepare them for world of work and independent living, as is appropriate, to their level of need.

We share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The EHC plan of each individual pupil describes their life-long learning outcomes and the appropriate transition strategies that prepares them for the next stage of their education pathway (in sections A, B and F). From Year 9 onwards, students' EHC plans also explicitly refer to the national Preparing for Adulthood Outcomes – Employment, Independent Living, Community Inclusion and Health.

6.6 Our Approach to Teaching Pupils with SEND

At St Nicholas school, we start with the needs of the learner, as set out in their EHC Plan. We then plan an individual educational programme that will help to overcome the barriers to learning that the children face. The teacher will then adapt their teaching style, adapt the curriculum, adapt the most effective communication system and manage the classroom environment and specialist resources to ensure that each child makes the best progress that they can. We use a detailed assessment tool to evidence the outcomes for the learners. The teacher will be working in partnership with the parents/carers of the child and other professionals involved with them.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. Teaching will be adapted for individual pupils. The school delivers a core curriculum and then any additional services, programmes and resources allocated to meet the specific needs of the individual pupil are detailed in their provision map.

We will also provide the following interventions:

- MOVE
- Active Education
- SHINE/SHINE GOALS
- TEACCH
- MAKATON
- Attention Autism
- ELKLAN
- PECS
- Rebound
- Massage therapy
- Forest School
- Creative Therapies
- Construction-based Therapy
- Intensive Interaction
- Friends Project
- Amongst others (see St Nicholas School Provision Map – Appendix 3).

6.7 Adaptations to The Curriculum and Learning Environment

We have an accessible building. We allocate a portion of the annual budget to the purchasing of special equipment – for communication, physical, sensory or emotional/social development. We seek the use and trial of low/high-tech communication aids via the East Kent Computer Assistive Technology Service. Pupils' use of walking, seating, standing and transferring equipment is promoted by our partnership with the NHS EKHUFT therapy team.

The learning environment is specially adapted to reflect the needs of the learners with clear visual supports for their learning. There is access to communication aids and specialist equipment to facilitate engagement for learning. The curriculum is adapted for the learning needs of the pupils and recognizes the small steps of progress they make. Learning is practical, scaffolded and re-enforced to ensure success and application. There is a focus on communication, mobility and independence as well as on the core academic skills.

We make the following adaptations to ensure all pupils' needs are met:

- Each pupil has learning opportunities designed to meet their individual EHCP outcomes and target areas.
- Adapting our teaching and curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The St Nicholas School Curriculum is divided into Six distinct pathways – EYFS (for Pre-school, Reception and Year 1 pupils – focusing on pupils' readiness to learn, communicate and the pre-requisite functional skills to access learning); Oak (formal subject-based curriculum designed for pupils with Complex Learning Needs), Willow (skill-based curriculum based around the core subjects); Beech: (personalised learning curriculum based pupils communication and interaction needs); Cedar (a holistic SHINE-based curriculum built to develop the learners' sensory, emotional and physical/motor control/health needs) and the 6th Form (which has a focus on the independent living, life and work skills required for preparation for adulthood / the 'next stage' of the social and educational development).

The schemes of work delivered, are derived from/linked to the programmes of study for Key Stage 1 (expected outcomes for years 1 and 2) of the National Curriculum. These activities will have been carefully developed in depth to provide continuity, progression and age-appropriate learning contexts for pupils seeking achievement at the earliest levels across the age range. Activities will be taken from the programmes of Study for Key stages 2, 3, and 5 of the National Curriculum and offers pupils access to relevant, age appropriate material, both at earlier levels and beyond. Many pupils will need to revisit fresh interpretations of Key Stage 1 material throughout their school careers.

The key to success in curriculum tasks for our pupils is the way that the task has been adapted to meet the needs of the individual. It can be by:

- Content
- Interest
- Level
- Access
- Structure
- Sequence
- Pace
- Response

- Staff time
- Teaching style
- Learning style
- Grouping

The balance between all these different aspects of the curriculum for an individual pupil will be determined at the Annual Review in full consultation with the parents of the pupil.

6.8 Additional Support for Learning

Each class has a team of Higher Level Teaching Assistants (HLTAs)/teaching assistants who are trained to deliver the range of interventions appropriate to meet the needs of their pupils.

Teaching assistants will support pupils on a 1:1 basis, small/large group, and whole-class basis.

We also have a number of HLTA/teaching assistants who work outside the classroom, on a withdrawal basis, to provide specialist provision e.g. SHINE lessons, Forest School leads, PE/Physical-based activities (e.g. climbing wall, rebound), Literacy/Numeracy development etc.

We also have a number of specialist teachers and tutors that offer curriculum support in the areas of creative and expressive arts, Active Education and the Duke of Edinburgh's Award Scheme.

We work with the following agencies to provide support for pupils with SEN:

- NHS therapy staff (Speech and Language Therapy, Occupational Therapy, Physiotherapy)
- NHS nursing teams (community and specialist)
- NHS paediatric and specialist consultant teams
- Social Services (children's and 16-25 teams) including Disability Services
- Child and Young Peoples Mental Health Services
- Kent Special Educational Needs Trust
- Universities and other Research-based developmental activities
- Visiting creative arts consultants.

6.9 Expertise and Training of Staff

The school is a lead school in KSENT for training, research and development. It is part of the research programmes "Pop-up literature festival" and "Philosophy for Children". The school's vision is to be "A community of learners" – for pupils, their families, our staff and the local community. We have a wide and varied programme of Continuing Professional Learning activities, providing specialist training to meet the different safeguarding, SEND approaches and the lifelong learning needs of our students.

The school has a comprehensive induction programme that covers all areas of a new staff member's responsibilities. It has a three year CPL programme for our staff development days, so that the pupils' curriculum is monitored and cutting edge; our staff/pupils ongoing safeguarding (PROACT-SCIPr-UK Child [Moving &] Handling and Risk Assessment, Child Protection, Prevent, Online Safety) knowledge is up-to-date and our SEND expertise is relevant with a programme of Communication, Autism and Physical/Sensory development workshops by outside speakers.

Our staff lead on training for the county (special and mainstream) in the areas of MOVE, PROACT-SCIPr-UK, Online Safety, Prevent, Specific Learning Difficulties, Makaton, Moving & Handling and Emergency Evacuation – as qualified trainers. We hold trainer training

qualifications in the areas of MOVE, PROACT-SCIPr-UK and Mindfulness approaches for pupils with SEND – there will be opportunities for Resilience trainer training also. We play a full and active role in the training programme for new teachers in their initial SEND-specific teacher training and in further specialist approaches as they move through their careers. The school helps to lead on the Research and Development Programme for KSENT and are developing new programmes and approaches for pupils with learning difficulties which are reported and shared via small-scale research projects and M'Level research studies.

Our SENCO has 4 years experience in this role, has a Masters Degree in Special Educational Needs, Inclusion and Institutional Development and has worked in Special Education for more than 20 years. They are the Deputy Headteacher and managing the schools' SEN provision is central to all areas of their work.

We have a team of 127 teaching assistants (inc TA apprentices), 36 higher level teaching assistants (HLTAs) / HLTAs-in-training, three counsellors (1 level at 5/2 at level 6) and 51 experienced teachers/UQTs who are trained to deliver specialist SEN provisions. We also employ an additional seven teachers who are part of the Specialist Teaching and Learning Service for outreach/mainstream school support.

In the last academic year, staff have been trained/begun training in a range of interventions including – Youth Mental Health First Aid (including Instructors), Adult Mental Health First Aid (including Instructor), Makaton signing/Regional Tutor, MOVE Trainer, PROACT-SCIPr-UK Principal Instructor/Instructor/Practice Leaders, Intensive Interaction Trainer, Intensive Interaction (including Trainers), ELKLAN (including trainers), Solihull Approach – amongst other interventions. We use specialist trained school staff for all interventions.

St Nicholas School is fully committed to the development of the teaching and non-teaching staff so that the specialist skills and knowledge necessary for the delivery of high quality education for our pupils are continually being updated and reviewed. Through the School development and Improvement plan a Training Plan is set up with agreed targets. In addition the school operates an induction programme for new members of staff. The school has a Staff Development Policy. The school has the Investor in People mark and has yearly reviews of the standards.

All staff are trained in safeguarding, Makaton awareness, early communication, moving and handling, positive behaviour support, autism awareness and sensory approaches to learning, as some elements of our Specialist Induction Programme, with regular/annual refreshers, (where appropriate). There is a programme of curriculum support training in addition. The school's development plan will highlight training areas that will be the focus of the five Inset days each academic year. All teachers undertake additional training in SEN when they start at St Nicholas and a number have gone on to Masters level qualifications.

We secure specialist expertise by developing i) our own staff – CPL training, research programmes and our partnership with the Specialist Teaching and Learning Service, and ii) through bringing in external support – Educational Psychology Service, Local Universities, Partner schools within KSENT/district/county-wide, NHS therapy and nursing partners and third sector organisations – Loddon Training and Consultancy, The Makaton Charity, Challenging Behaviour Foundation and MOVE/Enham Trust

6.10 Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their EHCP goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires

- Monitoring by the SENCO/SLT
- Using provision maps to measure progress
- Holding annual reviews for pupils.

We do this through the school's self-evaluation systems – Earwig, SIMS, CPOMS and our own informal data monitoring programmes.

6.11 Enabling all our Pupils with SEND to Engage in Activities Available in The School

The school is very connected with the local community. The school has satellite classes in a range of primary (5) and secondary (2) schools. The 6th Form department is co-located on the campus of the Mainstream General College of Further Education, for the area. The school participates in local arts festivals and sports events. The school is involved with a number of projects with local schools or other KSENT Special Schools, which bring the students together.

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and/or lunchtime clubs, and any after-school/out of school activities. All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is excluded from taking part in school activities because of their SEN or disability.

6.12 Support for Improving Emotional and Social Development

The school is a Headstart pilot school and is part of the Kent Trailblazer for Mental Health. We are implementing individual programmes for pupil resilience and mindfulness across this year. The school has a Creative Therapies Team who offer play therapy, art therapy, drama therapy, music therapy and counselling of pupils and small groups of pupils who are experiencing particular emotional difficulties. The school also has Mental Health First Aid England Instructors for Youth and Adults, as part of an implementation of mental health awareness raising.

The school acts quickly and robustly to deal with any incidents of (meanness, rudeness and/or) bullying. This can be complicated due to the learning and communication difficulties (expressive and receptive) of the pupils but will always be managed to ensure that the pupils' well-being is protected.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils (all with SEND) are encouraged to be part of the school council
- Pupils (all with SEND) are also encouraged to be part of all clubs, to promote teamwork/building friendships etc.
- Pupils (all with SEND) have access to Pupil Positive Behaviour Support or Well-Being Plans.

We have a *zero tolerance* approach to bullying.

The school has a PSHE Policy that addresses the following key areas: Sense of Self, Relationships, Independent Living Skills, Sex and Technology.

6.13 Working with Other Agencies

The school is fully committed to working in partnership with other professionals. There is a dedicated therapist's room with telephone, computer and Internet access. There is a small treatment room available for the therapists to work individually with pupils in. The input of the therapists to the individual educational programmes of the pupil is highly valued as is their skills in assessing and evaluating pupil learning and teaching sessions. Provision is made for the therapists to work in a variety of modes, directly with the pupils or groups of pupils, alongside

the teacher and/or other members of staff, or advising on teaching programmes. As many of our pupils have complex medical needs close liaison with the school nurses and the doctors and consultants working with the pupils is essential. The school doctor/Paediatrician holds clinics at the school.

A number of our pupils also have specific dietary needs and we work closely with the school cook and her kitchen staff to ensure that both these requirements are met and that also mealtimes are successful and enjoyable educational experiences for all our pupils.

It is necessary also to maintain close links with the Social Services Department and to work closely with social workers in relation to a number of our pupils.

We work with the following agencies:

- NHS therapy staff (Speech and Language Therapy, Occupational Therapy, Physiotherapy)
- NHS nursing teams (community and specialist)
- NHS paediatric and specialist consultant teams
- Social Services (children's and 16-25 teams) including Disability Services
- Child and Young Peoples Mental Health Services
- Kent Special Educational Needs Trust
- Universities and other Research-based developmental activities
- Visiting creative arts consultants.

6.14 Complaints about SEND Provision

As all our pupils have SEND, any complaints about SEND provision in our school should be made to the class teacher in the first instance, then directed to the Assistant Headteacher of Primary/Secondary (as appropriate). Following this; complaints may be taken to the SENCO/Deputy Headteacher or, ultimately, to the Headteacher or Chair of the Full Governing Body. They will be referred to the school's complaints policy, on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.15 Contact Details of Support Services for Parents of Pupils with SEND

The school is fully committed to working in partnership with the parents and carers of all the children and young people who attend. The school has a Partnership with Parents Policy and has achieved the Leading Parent Partnership Award. The other organisations we work with are:

- NHS
- CYPMHS
- Social Care (children's and 16-25 teams)
- Partner schools – KSENT, local, County-wide
- FE Colleges
- Universities – University of Kent and Canterbury Christchurch University
- Outreach support through the LIFT process/Specialist Teaching and Learning Service

The school has a Wellbeing Team available to support families by providing guidance and sign-posting to parents and carers.

6.16 Contact Details for Raising Concerns

If any person wishes to raise a formal concern about their child's SEND Provision should be made to their class teacher or the relevant Key Stage Manager. If a satisfactory resolution is not found, the concern should then be raised with relevant the Assistant Headteacher for Primary or Secondary or to the SENCO/DHT. If a pupil is educated in a satellite class, they should consider raising a concern with the appropriate Teacher-in-Charge.

6.17 The Local Authority Local Offer

There is a link on the school website to the KCC local offer. Our local authority's local offer is published here: <https://www.kent.gov.uk/education-and-children/special-educational-needs>.

Our school is part of the Canterbury & Coastal, KSENT Executive, Special Needs and Inclusion Partnership (with Canterbury Christchurch University), Special School SEND programme networks, PMLD link, LIFT Executive and Headstart Strategic Forum and has close links with the University of Kent Tizard Centre/Challenging Behaviour Foundation – all of these contribute to local specialist provision.

7. ADMISSIONS PROCEDURE

All of the pupils at St Nicholas School have been referred to us by the LEA and have an Education, Health and Care Plan (EHCP) which names the school as the most appropriate placement. The present roll is 367 with the LEA providing further funding for outreach and in-reach support to enable pupils with EHCP with learning difficulties in mainstream schools to benefit from the expertise of the school. Traditionally the school has served the Canterbury City and surrounding areas. These arrangements cannot be changed without the agreement of the governing body and the LEA. Prospective parents are always invited to visit and discuss the needs of their child and once it is clear that a place has been offered more formal meetings are arranged. For pupils at St Nicholas School their main presenting special educational need will be profound, severe or complex learning difficulties but they may well have additional needs. St Nicholas will conform with the admission procedures and agreed outcomes of the Special Schools Admissions Policy agreed by Kent County Council.

As part of the Government's reforms around special educational needs and Disabilities (SEND) and disability, local authorities are required to publish a local offer showing the support available to disabled children and young people and those with SEND and their families/carers. The link to this information is on the school's website.

8. MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Head Teacher to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), St Nicholas School aims to:

- Provide equal opportunity for all;

- Foster good relations, and create effective partnership with all sections of the community;
- Only take actions which does not discriminate unlawfully in service delivery, commissioning and employment;
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the School and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

- Safeguarding
- Health and Safety
- Positive Behaviour Support
- All curriculum subject and Key Stage Policies
- Single Equality Scheme
- Teaching and Learning
- Monitoring and Evaluation
- Self-Evaluation, Target Setting and Planning/
Planning, Assessment, Recording, Reporting and Celebration
- Complaints Policy
- Accessibility Plan
- Education at Home

Appendix - GUIDELINES FOR THE EDUCATION OF SICK CHILDREN

These guidelines describe how St Nicholas School will meet the needs of pupils who are absent from school because of their medical needs.

This policy applies to all pupils whose absence is greater than 15 days or who have on-going conditions supported by specialist medical opinion which necessitate long periods at home. The school monitors attendance and families will be contacted if there is not a message sent into school giving a reason for the pupil's absence. The school has a duty to report to the Local Authority a pupil as Absent Missing from Education, where there has been 10 consecutive days absence with no contact or explanation from the parents.

When a pupil is away for an extended period of time, then the Headteacher or a teacher delegated with the responsibility (by the Headteacher) will make contact and arrange a meeting to discuss the pupil's education. The meeting will be multi-agency to ensure that the family have all the support required.

The discussion will cover:

- The nature of the medical needs of the child
- The likelihood of their return to school
- The possibility of phased or part-time education to facilitate their return to school
- Any adaptations to the school or its procedures to facilitate return
- The St. Nicholas Outreach Programme providing resources and activities for the family to use at home
- Outreach team members working in the home with the pupil
- The views of the pupil
- Other agencies support to the family

There should then be a plan to ensure that the pupil's educational needs are addressed, their return to school facilitated and a review date set so that the plan can be monitored.