

SEND Policy



NOTTINGHAM
TUTORIAL COLLEGE

Approved by: Andy Messent

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1. Aims

Our SEN policy and information report aims to:

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

This policy outlines the framework for **Nottingham Tutorial provision** to meet its duty and obligation to provide a high- quality education to all of its students, including students with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of students with SEND.

Through successful implementation of this policy, this provision aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between students with SEND and students without SEND.

Nottingham Tutorial Provision will work with the ULC within the following principles which underpin this policy:

- The involvement of children, parents/ carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

2. 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 2014](#), which sets out provisions' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out provisions' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement as set out at the foot of this policy in our Pupil Premium Provision Mapping.

3. Definitions

A pupil has SEN 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 provisions

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 provisions.

4. Roles and responsibilities

4.1 The SENCo

The SENCo is: Lesley White

They will:

- Work with the Principal to determine the strategic development of the SEND policy and provision in the provision
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans already or, to make an application to begin one.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the provision'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 Principal and senior management to ensure that the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the provision keeps the records of all pupils with SEN up to date

4.2 The Principal

The Principal will:

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

4.3 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 SEN policy

5. Monitoring arrangements

This policy and information report will be reviewed by the Principal together with the SENCo every year. It will also be updated if any changes to the information are made during the year.

6. Links with other policies and documents

This policy links to the following documents:

- NTC Accessibility plan
- NTC Behaviour Policy
- NTC Supporting pupils with medical conditions plan
- The NTC SEND Report
- The Nottinghamshire Local Offer:
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>
- The Nottingham City Local Offer: [Children and Families | Ask Lion - Nottingham City Directory](#)

Pupil Premium Provision Mapping 2020-22

Green = Academic

Blue - Enrichment/engagement

Red = Wellbeing

Interventions

Overview:

Provision of specialist support assistant time to deliver intervention programmes to support Pupil progress.

- Additional 1:1 small group support from T/A's
- Catch -up sessions before and after school for Numeracy and Literacy
- Additional tuition for more able children (G&T)

Cost £0.00 tbc

Outcomes:

Appropriate individual support to ensure disadvantaged students can make the most effective progress quickly (closing the gap on

Resources

- Revision Booklets
- Differentiated Texts with appropriate reading ages
- DVD's to support and consolidate learning
- Resources that boost students' e.g. laptops or tablets
- Educational games to encourage learning

Cost: £tbc

Outcomes:

Appropriate requests for resources are met quickly so that students can make effective progress.

Outside Agencies

- Autism team for advice / input for those students with an ASD diagnosis.
- Learning Support Team for advice and assessment strategies for SEND / SPLD students.
- Specialist staff provided by stakeholder(s) for advice and provision assessment programmes.

Cost: £0.00

Outcomes:

External Agencies ensure that they provide support, advice and strategies for disadvantaged students.



Academic

Careers

- Barclays life Skills programme specifically designed for SEND students.
- Futures Careers programme of intervention around CV writing, mock interviews, skills and techniques.
- Carefully mapped, planned risk assessed work placements in years 10/11.
- Attending careers events.

Cost Staff: *delivery time but all 'Free Resources'.*

Pupil Premium Provision Mapping 2020-22

Promoting Independence

- Use direct experiences to expand horizons
- Bus journey-route planning and Fayre paying
- Promoting self-study
- Tram into town
- Meal planning and cooking
- Ordering food in a restaurant or café using a budget

Outcomes:

To develop confidence and competence in dealing with everyday situations:

Green = Academic

Blue - Enrichment/engagement

Red = Wellbeing

Subsidised Trips

Overview:

- Access to a range of broad educational experiences. (Visits to various locations looking at Science, Natural History, Geography, animal experiences etc)

Cost: £

Outcomes:

Raise aspiration, motivation and engagement. Improve behaviour, confidence and encourage social skills.

Improve pupils' personal, social and emotional development



Sporting Activities

- Trampoline Parks
- Inflatable assault course
- Competing in sports events
- Football sessions
- Swimming pool

Cost: tbc

Outcomes:

To promote health and well-being. Encourage a healthy lifestyle. Improve confidence and self-esteem.

Supporting the whole child

Enrichment & Engagement

Closing the Gap

- Raising the Grade day at Nottingham Trent University
- Raising the Grade Maths for Year 11 students
- Raising the Grade English
- Self-study made easy (access to tutor support, lap-tops, tablets, memory sticks / cloud drives)
- Food and drink provide within easy access.

Cost: tbc

Outcomes:

Raising aspiration and achievement

Pupil Premium Provision Mapping 2020-22

SEMH funds

Overview:

Money set aside to respond to additional needs eg providing counselling, nurturing, 1:1, hardship Funding.

- Uniform provision
- Business Dress for work-experience (provided for those in financial hardship)
- Classroom equipment (pens, pencils, rulers etc)

tuition Cost: £

Outcomes:

To provide a sense of wellbeing and belonging to the provision community through quality uniform provision and equipment.

Green = Academic

Blue - Enrichment/engagement

Red = Wellbeing



Nutrition

- Free breakfast bars and warm drinks for pupils who do not have breakfast prior to attending provision or, become hungry at school
- Supplies for those with diabetes diagnosis experiencing 'a low!'

Cost: £tbc

Outcomes:

Increased attendance, support for working families, support for Diabetic conditions.

Ensure best energy levels for all

Supporting the whole child

Wellbeing

Promoting Health and Wellbeing

- Providing first-aid treatment and advice.
- Addressing issues such as bullying, cyber bullying, social networking through speakers and workshops
- Aspirational speakers invited in to contribute to pupils' learning by explaining benefits of a healthy eating lifestyle
- Access to a school nurse via Stakeholder(s) Denewood LC

Cost £ tbc

Outcomes:

To promote a positive learning culture within provision, where all children are ready to tackle learning head on and improve social skills situations with increased confidence.

Mental Health

- Funds set aside to respond to additional needs e.g. providing 1:1 counselling / nurturing. (ELSA)

Cost:

Outcomes:

Address individual's concerns and promote emotional and mental health, ensuring the best possible performance in school.