



New Line Learning Academy
Believe and Achieve

SEND

DEPARTMENT HANDBOOK

2017-2018

CONTENTS

Meet the team	Page 1
Department Aims	Page 2
Assess-Plan-Do-Review	Page 3
SEND Register	Page 4-5
Plaza Learning	Page 6
Pitstop	Page 6
Alternative Curriculum	Page 6
Early Help Referrals	Page 6
Performance management	Page 7
Inset	Page 7
Absence	Page 7
Exit to Re-entry Model	Page 8
Resources available	Page 9-10
Inclusion referral form	Page 11
Learning support plan	Page 12
Personalised Plan	Page 13
Waves of Intervention	Page 14-15

MEET THE TEAM...

Inclusion and Intervention Manager – Sarah Doyle

Deputy SENCO – Christina Harris

Inclusion Administrator – Stephanie Holmes and Kerryann Zygmant

Student Welfare Officer – Laura Pethers (working days; Mon, Tues, Thur, Fri)

Family Liaison Officer – Emma Brown

Welfare Staff – Jackie Winchester

Engagement officer Year 7 – Mathew Hart

Student Support Manager Year 8 – Julia Duffy

Engagement officer Year 9 – Brian Stringer

Student Support Manager Year 10 and Yr11 – Trevor Shade

Literacy Coordinator – Nicola Simmons

Literacy Team – Heather Seyforth, Sue Chainey

Year 7 HLTA - Sarah McKee

Year 7 TA – Eve Jamieson

Year 8 HLTA – Alison Haywood

Year 8 TA – George Pollard

Year 9 HLTA – Fiona Scullion

Year 9 HLTA – Maria Cunningham

Year 11 HLTA – Beth Bethell

Year 10 TA - Andy Burnham (working days; Mon, Tue, Thur, Fri)

Year 10 HLTA - Phil Urquhart

EAL Co-ordinator – Verena Ribeiro

Inclusion Department Aims

- NLL are proud to have a fully inclusive school policy for pupils with Special Educational Needs and or Disabilities
- “The SEN Code of Practice sets out guidance on policies and procedures aimed at enabling pupils with SEN to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.” (SEN Code of Practice, 2001)
- The SEN Policy sets out all aims and objectives for the department and the school
- There are a number of people within the team who all play a significant part in making sure that the pupils are fully supported and that their individual needs are met on a daily basis
- We have a well-established list of interventions that are used to offer a range of support structures in order for the pupils to be able to achieve to the best of their ability, both whilst in school and once they move on to further education or employment
- All pupils who are identified as needing Wave 1 intervention are receiving that additional support via their classroom teacher. This will be closely monitored and reviewed, once sufficient progress has been made the pupil will stop receiving the intervention. If not enough progress has been made, then the pupil will be referred to the SEN department for more specialised and personalised intervention at Wave 2 and or Wave 3
- The inclusion team meet bi-weekly for each Key Stage to plan – monitor – review all Wave 2 and Wave 3 interventions to successfully monitor the progress of the pupils
- There are levels of need to consider when pupils are placed on the SEN register:
 - SEN support (K) – Wave 1 Quality First Teaching strategies to ensure pupils progress within each subject area.
 - Education, Health and Care (EHC) plans replace Statement of Educational Need (S)
 - Statement/EHCP students may need assistance from teaching staff or other adults and may/will need lots of additional resources and highly differentiated tasks in order for them to make appropriate progress.

SEND Department - 'ASSESS – PLAN – DO – REVIEW'



Education Health and Care Plan

Pupils who are identified as having either a Statement of Education or an Education, Health and Care Plan all have an overview of need, which is sent to all staff. They also have a personalised plan, which has identified targets on it which enable students to be reflective about their learning, aims and future goals. It is a legal responsibility for all staff to ensure that these pupils are appropriately supported during lessons and are able to make appropriate progress.

Pupils on the SEN Register: (K) - SEN Need

Any pupil who is identified as having Special Educational Needs will be recorded on the SEN register which can be found on VLE. All pupils who have an identified need must be catered for in every learning environment within school. All members of staff at NLL have an obligation to support pupils within the classroom and around the school during other elements of the day. Staff must be aware of and

Plaza Learning

At NLL Academy all Students are taught in the Plaza learning environment, unless the subject requires specialist equipment which is therefore led in the appropriate areas. The work is differentiated and students are generally in three key academic/social groups within the Plaza, but still able to work at their own pace. There is an integrated social mix, so that they can move easily from one level to another within the format of subjects being taught. Students are not streamed at Key stage 3 but are taught in set groups within the Plaza. The aim is that all students are on their own 'individualised programme of learning', with a teaching experience to ensure that they progress at their own appropriate pace and level. The students remain together building on a relationship culture. The school uses E.I. (Emotional Intelligence) to help students build an understanding of theirs and others emotions plus help regulate their own behaviour.

Pitstop Intervention Groups

Pitstop is a mid-level intervention, which offers a range of targeted support groups which are specifically designed to address the particular issues that pupils may be struggling with in mainstream lessons. The lessons are agreed and implemented via the setup of PSP's/personalised plans and are regularly monitored and reviewed by the key member of staff and the inclusion team.

The interventions are run by TA's and HLTA's who have been supported in developing the 12week programs. Each pupil is required to take part in a baseline assessment and then a post intervention assessment which enables us to monitor the effectiveness of the interventions and the positive impact they have on the pupils.

Alternative Curriculum

The alternative curriculum centre at NLL is called 'The Gateway' and is staffed with experienced staff who offer a range of qualities designed specifically to address the challenging issues faced by the young people who attend. Pupils may be referred to The Bridge through the inclusion department and will only receive this high level intervention once all other interventions have been tried.

It is always the aim of NLL to return the pupils into the mainstream and this is the end goal for any young person in attendance. The staff working at The Bridge work closely with staff in the main school, parents and pupils, to ensure that they stay focused and are equipped emotionally and academically to return to mainstream full time. Attendance at the Bridge will only begin once all parties are in agreement, there is a 12week limit on the placement, a PSP is in place and regular reviews happen to discuss progress.

Early Help Preventative Service (EHPS)

EHPS aims to target early help services for the most vulnerable children, young people and families with complex needs who require additional and intensive support. The service also aims to make a significant difference in reducing demand for statutory Specialist Children's Services (SCS) and to help step-down SCS cases. The pastoral team will refer to EHPS when we feel it necessary to access additional services for families and young people at NLL.

Performance Management

TA's and HLTA's have performance management completed by Mrs Doyle and Ms Harris in line with the Academy's performance management Policy.

Timetables and afterschool clubs

All TA timetables are devised depending on the level of, and area of need of the pupils, initially this is completed by the TA's and HLTA's. It is then monitored and adapted throughout the year as necessary.

HLTA's are also timetabled to deliver and analyse the impact of individual interventions, these are based on their developing specialisms.

Specialist HLTA's also have adjustable timetables⁵ depending on the level of need of specific pupils with Education, Health, Care, Plans or Statements. This may mean that they support 1 pupil or a small group of pupils on a 1:1 basis or within a small group scenario.

A full timetable of OOSHL will be developed and advertised to students at the beginning of every school year.

INSET and CPD

All support staff take part in whole school training and CPD where appropriate i.e. safeguarding, behaviour etc.

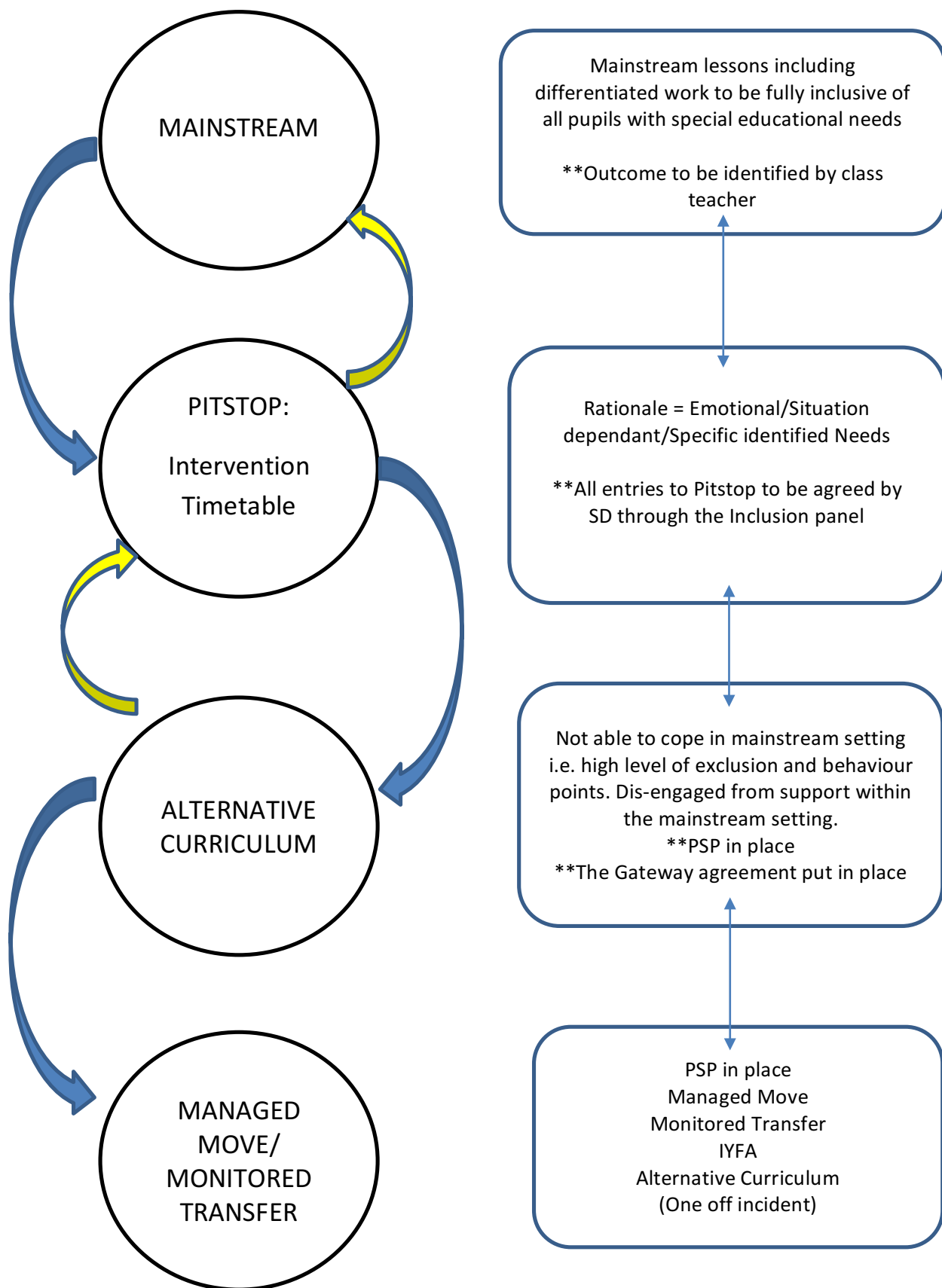
Alternative CPD and training is also supplied throughout the academic year by staff, in house. Throughout the year there is the opportunity to attend external training to gain additional qualifications and to improve existing skills and expertise.

If staff should want to attend external training, they should approach either Mrs Doyle or Ms Harris to discuss this before then approaching HR. Attending external training requires completing a form from A. Gillis and then submitting to Mr Murphey for his approval.

Absence procedure

If any of the department are ill and unable to attend work, then they must contact the school by 7:30 on the absence hot line. An email should also be sent to your line manager to inform them of your absence.

Exit to Re-entry Model



Resources Available

Resources and information are regularly sent out, via email, by the Inclusion Manager, Sarah Doyle, the Deputy SENCO, Christina Harris and all other members of the team. It is essential that these emails are read thoroughly as they will give valuable information regarding individual and groups of pupils. Please take the time to read these and respond where necessary.

Whole School Documents

Staff Support Document

Waves of Intervention

Mainstream Core Standards

SEN Register

SIMS information – linked documents

Interventions Review

Personalised Plans

Useful resources for the classroom and Lesson Planning

Books are available in the Inclusion office

Teacher files have information on a range of difficulties which have a number of strategies that can be adopted

There is an SEN library in the first room, opposite Pitstop.

*All of the following documents can be found
on the school website*

SEN Trust Policy:

SEN Policy

Disability Equality Scheme in Schools:

Disability
Equality
Scheme

Mainstream Core Standards for all teachers:

Mainstream
Core
Standards

KELSI is an information website which offer a great deal of further information regarding SEND and inclusion www.kelsi.org.uk

Should any concerns arise with a pupil in class and Wave 1 strategies have been tried, then a referral should be made directly to the inclusion team using the following referral form (this is for use by teaching and support staff):

Pupil Referral form

Pupil Name	Year Group	Form Tutor	Term and Date completed:		
SEN Code	SEN Need				
Summary of Concern					
Strategies used to support		Success level			
1.					
2.					
3.					
4.					
5.					
Name	Signature	Subject			
Please note that the person completing this form can be: Form tutor, Head of Department, Class teacher, Student Support Manager and HLTA/TA. Please make sure that all sections are fully completed.					

[Name's] Personalised Plan started on [Date]

1. The Outcome I am working towards	1) 2) 3)			
2. What I need to help me (resources)		3. Resources/training for which funding has been applied/agreed		
4. Ways to help me best (strategies)	• • • •			
5. Extra support I need (intervention)	6. How often I need this and who will provide it	7. What I need to achieve by the next review	8. How well did it work?	Date
In-year meeting 1	Provider signature	Young person/parent/carer signature	Comments	Date
In-year meeting 2	Provider signature	Young person/parent/carer signature	Comments	Date
In-year meeting 3	Provider signature	Young person/parent/carer signature	Comments	Date

Waves of Intervention

Area of Need	WAVE 1 Quality First Teaching strategies	WAVE 2	WAVE 3
Transition	Induction Day / Induction Evening / Transition meetings with Year 7 team / Transition meetings with SENCO / Reading tests and CATs tests / Information sharing / Summer School / Annual Reviews / CIN&CP Meetings		
<i>Cognition and Learning</i>	<ol style="list-style-type: none"> 1. Differentiated learning materials 2. Delivery/Outcomes/Resources 3. Use of technology 4. Word banks 5. Writing frames 6. Visual prompts 7. In-class TA support 8. In-class targeted teacher support 9. Homework clubs 10. OOSHL 11. Appropriate curriculum options 12. Use of laptop/IPad 13. Chunked information/tasks 14. Highlighted text for specific focus 	<ul style="list-style-type: none"> • Specific in-class TA support • Individual timetable • DEAR monitoring • Maths booster • Literacy booster • Referral to Literacy Coordinator for additional assessments • Pitstop • Visual timetable • Working memory group • Life skills group 	<ul style="list-style-type: none"> • 1:1/small group – Literacy • Referral to EP/STS • Alternative curriculum • Pathways, e.g. construction, Farm • LIFT referral • Young Lives Mentor • Assistive software – Clicker 6 • Early Help referral
<i>Communication and Interaction</i>	<ol style="list-style-type: none"> 15. Use of technology 16. Word banks 17. Alternative methods of recording/assessment/communication 18. Visual aids 19. Structured equipment 20. Consistent expectations 21. Visual cues/prompts - specific to pupils needs 22. Seating plans 23. Highlighted text 	<ul style="list-style-type: none"> • Social skills group • Family Intervention Officer • Pitstop • SLCN group with TA • Visual timetables • ASC group • Life skills group 	<ul style="list-style-type: none"> • SLCN group with SPLC therapist • Assistive Software – Clicker 6 • Referral to EP/STS • Referral to LIFT panel • Referral to CHYPS • Early Help referral • Young Lives Mentor • 1:1 Art Therapy

<p><i>Emotional Social and Mental Health</i></p>	<p>24. Whole school behaviour policy 25. Whole school rules 26. Whole school charter 27. Classroom system 28. Consequence system 29. PHSE focused work 30. Structured classroom environment 31. Consistent teaching and consequence systems used 32. Regular breaks where needed - access to a safe space 33. In class targets (report cards) 34. Manageable work load – chunked information and tasks</p>	<ul style="list-style-type: none"> • Social skills group • Exit pass • Pitstop • Student Welfare Officer • Church Positivity Groups • Family Intervention Officer • Anger management • Resilience and positive behaviour group • Mentoring group • ADHD group 	<ul style="list-style-type: none"> • Risk assessments • Alternative curriculum • Advice from EP/STS • Early Help Referral • Referral to LIFT panel • Referral to CHYPS/WKHNE • CBT • Referral to KCA • Young Lives Mentor • Slideaway • 1:1 Art therapy • 1:1 Counselling
<p><i>Sensory and Physical</i></p>	<p>35. Flexible arrangements for access to lessons 36. Writing slopes 37. Pencil grips 38. Moving and handling training 39. Use of appropriate technology 40. Use of appropriate technology: Write Online Clicker 6 41. Intervention available to staff regarding the level and nature of need</p>	<ul style="list-style-type: none"> • Nurture group • In-class TA support • Family Intervention Officer • Pitstop • Young Lives Mentor • Specific in class support and strategies 	<ul style="list-style-type: none"> • OT Program during appropriate lessons • Use of appropriate technology • Early Help referral • Referral to LIFT panel • Physiotherapy • Access to sensory room

