



St Nicholas School

Special Educational Needs and/or Disabilities Policy

Date Approved: Sept 2025

Next Review Date: Sept 2026

Signature: _____
Chair of Governors



SPECIAL EDUCATIONAL NEEDS & DISABILITY

1. Background Information

St. Nicholas Secondary School is a special school for pupils with a wide range of needs. The school population represents a very wide range of learning difficulties designated as communication and interaction difficulties, cognition and learning difficulties and autism. We value the abilities and achievements of all our pupils, and are committed to providing the best possible environment for learning.

2. School Aims

The school aims to:

- Reach high levels of achievement for all.
- Be an inclusive school.
- Provide curriculum access for all.
- Meet individual needs through a wide range of provision.
- Attain high levels of satisfaction and participation from pupils, parent and carers.
- Share a common vision and understanding with all stakeholders.
- Give transparent resourcing to SEND.
- Work towards inclusion in partnership with other agencies and schools.
- Achieve a level of staff expertise to meet pupil needs.

In implementing this policy, we believe pupils will be helped to overcome their difficulties.

3. Responsibilities for Special Educational Needs and Disability

St. Nicholas Secondary School recognises its duty of care and statutory responsibilities for Special Educational Needs and Disability. (SEND)

The Governing Body will ensure that the School has policies in place which are robust and fit for purpose. The SEND Governor monitors the provision for particular SEND and the Pastoral Governor has a particular interest in the behaviour management and attendance policies and systems.

The Headteacher will ensure that the policy is, and any associated procedures are, implemented and that staff are aware of their responsibilities and are given appropriate training and support.



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The Headteacher is the SEND co-ordinator who co-ordinates statutory assessment in the school and organises the Annual review conference administration. The Headteacher is responsible for ensuring that the policy and procedures are being implemented correctly on a day to day basis. Other staff and any volunteers are directly responsible to her.

We have a trained counsellor who delivers counselling/therapy sessions on site, complemented by the support provided by our Home School Liaison Officer.

All school staff have a responsibility for our SEND pupils and their responsibilities are identified in individual job descriptions.

Support Assistants play a major role in the support of our SEND pupils. They are organised so that there are two Learning Support Assistants permanently with the class group. Occasionally, we may need additional support staff who provide assistance as needed both with groups and by focussing on particular pupils as appropriate.

4. Admission Arrangements

All our pupils have an EHC plan and have been placed here by the Local Authority's Special Needs panel with the full agreement of their parents/carers.

The Senior Management Team build links with the pupils' previous school before and after admission to ensure smooth transition.

5. Identification of Pupils Needs, Assessment, Monitoring and Review

The Code of Practice (2014) refers to 4 broad areas of need:

1. Communication and Interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental Health difficulties.
4. Sensory and/or physical needs.

We recognise the benefits of early identification and making effective provision in improving long term outcomes for pupils with SEND. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The monitoring of Pupil Progress is undertaken through the use of the school's own bespoke assessment system which has been created by us, to link closely to our own bespoke



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curriculum. It aligns to the National Qualifications Framework and students are assessed against this every term so that there is direct correlation between our assessment system and nationally recognized assessment systems such as GCSE and Entry Level accreditations.

Individual Student Assessment Records (ISARS)

ISARs are created for each student every half term and are linked to our Quest steps and students' EHCP objectives so that students actively work towards their EHCP outcomes in lessons. A student friendly version of ISARs, known as 'Quest Qualities' is used for students in KS3 to further support students in understanding what they are trying to achieve with each quest and how they will know they have made steps forward in their learning.

ISARs and Quest Qualities are shared with parents at the end of every half term with informal 'Quest drop-in' sessions, at parents' evenings and at annual reviews.

Monitoring/Assessment: Monitoring/assessment of pupils is on-going during lessons and teachers constantly monitor and assess pupils by various means from informal observations through to tests.

Records are kept for the purpose of:

- To inform Teaching and Learning.
- National and Additional Curriculum assessment.
- Statutory Special Needs Assessment.

Reviews of Statements/EHC plans: Each SEN statement/EHC Plan is reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The Annual Review Administrator will organise these reviews and invite where appropriate:

- The pupil's parent
- The pupil
- The relevant teacher
- A representative of the L.A SEN Team
- The Educational Psychologist
- Any other relevant person involved with the pupil the Head considers appropriate.

The aim of the review will be to:



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- Assess the pupil's progress in relation to the objectives on the Statement /EHC plan.
- Review the provision made to meet the pupil's need as identified in the Statement/EHC plan.
- Consider the appropriateness of the existing Statement/ EHC plan in relation to the pupil's performance during the year, and whether to continue, amend or cease to maintain it.
- To set new objectives for the coming year.

Within the time limits set out in the Code of Practice, the Head will ensure that the annual review forms are sent, with any supporting documentation to the LA. The School recognises the responsibility of the LA in deciding whether to maintain, amend, or cease (to maintain) a Statement of SEND/EHC Plan.

Involvement of Pupils: We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning (self-assessment and self-evaluation, Assessment for Learning).
- Self-review their progress and set new targets.

In addition pupils are invited to participate in:

- ISARs/Quest Qualities reviews and setting of weekly targets
- Regular meetings with named adults
- Working with learning and behaviour mentors
- Annual reviews

Record Keeping: The School will record the steps taken to meet pupils' individual needs. The School Secretary will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties



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- Information from health/social services
- Information from other agencies.

6. Access to a Broad and Balanced Curriculum, including the National Curriculum

All the School's policies, systems and programmes are based on the need to provide a stimulating, differentiated and supportive learning environment modified sufficiently for our pupils to be able to achieve their full potential. Great emphasis is placed on celebrating achievement and giving each pupil confidence and self-worth.

The pupils are organised into classes based on key stage and, in KS4 ability. The class teacher is responsible for ensuring that each young person follows programmes appropriate to fulfil the requirements of their EHC plan. Progress is carefully assessed and class teachers liaise with colleagues, outside specialists and agencies and parents as appropriate to provide pupils with the support they require to meet their SEND.

The provision for pupils is related specifically to their needs. The range of provision includes:

- Allowing pupils to learn in their preferred style.
- Pupils working both independently and collaboratively.
- In class support for small groups with an additional LSA.
- Individual support.
- Further differentiation of resources.
- Use of topics relevant and within pupil's experience.
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training.

We offer accreditations in Art & Design, Computing, Cookery, P.E, English, Science and Maths.

7. Evaluating the Success of Provision

There are a variety of monitoring and evaluation systems in School based on a structure of SMT input, and feedback/review supported by the School's Senior Advisory Team and outcomes are recorded in our School Evaluation Framework.

The Governors meet regularly to discuss the following:-



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- Monitor and review the termly progress of school priorities in the School Development Plan including OFSTED key issues
- Agree and set the school's targets for general development and pupil achievement targets and monitor and review progress;
- Receive termly teaching and learning monitoring reports;
- Review and approve school Curriculum Policy;
- Receive reports from the SEND and Pastoral governors on aspects of Child Protection, differentiated SEND provision and Looked After Children;
- Receive and discuss governor subject focus visit reports.

The Governors consider developments and initiatives in the curriculum and assessment and monitors the effectiveness of curriculum provision, in order to ensure that the School meets its statutory requirements.

Each of our Governors has at least one nominated area of the SIDP upon which they "focus" during Governor Visit days.

8. Considering Complaints from Parents

If there are any complaints relating to the provision for our SEND pupils these will be dealt with in the first instance by the Headteacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

9. Arrangements for In-Service Training

Both teaching staff and learning support assistants are involved in appropriate long term and short day in-service training (INSET) from outside providers and this can include accreditation. There is also on-site INSET support from various advisers and other experienced colleagues. The whole adult community is Therapeutic Thinking trained and includes specialist teachers. The Head holds the National SENCo Award.

10. Use of Teachers and Facilities from outside the School

Our working relationships as part of the Southend SEN Trust has significant impact on the School's teaching and learning. We are also active participants within community projects, where available. Our pupils take part in local Art exhibitions and SESSA sporting events. Music is covered on a part time basis by specialist teachers. Local businesses support both extended and blocks of effective work experience for post -16 preparation.



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11. Partnership with Parents/Carers

The School aims to work in partnership with parents and carers. The Home-School Liaison Manager and School Counsellor support parents/carers and families closely with their child's special needs as and when required by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies in supporting pupils and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing information in an accessible way.
- Encouraging parents and carers to inform the School of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the School will listen and act appropriately.
- Focusing on the pupil's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the School can help their child.
- Agreeing targets for the pupil.
- Making parents and carers aware of the Parent Partnership services where necessary.

12. Links with Other Schools

Partial and full integration to mainstream schools is arranged where appropriate in the view of the School and Educational Psychologist. The School ensures that such arrangements are discussed and have the full support of parents/carers in line with our policy of working in partnership with parents/carers.

13. Links with Other Agencies

Links with Education Support Services: We aim to maintain useful contact with support services in Children and Young People's Services. Any one or more of the following agencies may be involved:



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- Educational Psychology Service (EPS)
- Educational Welfare Service

Links with Other Services - Effective working links are maintained with:

- Other Children and Young People's Services
- Connexions
- Community Health Service
- Family Support
- Parent Partnership Service

14. Breach of the Policy

Any breaches of School policy by pupils, staff, volunteers or other will be investigated and dealt with as part of the normal grievance or disciplinary procedures in the School, as appropriate.

15. Monitoring and Review

This policy and related procedures will be monitored on an ongoing basis, in consultation with the Local Governing Body and records kept as appropriate. It will be reviewed as necessary, either when the relevant legislation or guidelines are amended or at least annually.

References:

Section 69(2) of the Children and Families Act 2014 www.legislation.gov.uk/ukpga/2014/6/section/69

Date Approved by Governing Body: September 2025

Signed: _____ Date: _____

Next Review Due: September 2025