Student Support

Special Educational Needs and/or Disability (SEND) Policy

Associate Assistant Principal – SEND Strategy and Partnership
Head of SEND (SENCo)

September 2026

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care

Minsthorpe
Community College

Contents

		Page
Section 1	Statutory Guidance	3-5
Section 2	Vision, Mission, and the Minsthorpe Way	5-6
Section 3	Aims and Objectives for Students with SEND	7
Section 4	Monitoring and Evaluation	8
Section 5	Accessibility Plan	8
Section 6	Access Arrangements	9 - 12
Section 7	Additional Needs Protocol	13 - 14
Section 8	Auxiliary Aids	15
Section 9	Education, Health and Care Plans	16 - 18
Section 10	Key Worker Intervention	19 - 21
Section 11	Nurture Curriculum	21 - 24
Section 12	Referrals for Autism (ASD) and Attention Deficit/ Hyperactivity Disorder (ADD/ADHD)	25
Section 13	Resource Provision	26 - 27
Section 14	SEN Information Report	27
Section 15	ST Medical Pass Protocol	28
Section 16	Movement Pass	29
Section 17	Supporting students at college with medical conditions	30
Section 18	Team Teach	30
Section 19	Word Processing Policy	30
Section 20	Foundations Intervention	31

Section 1

Statutory Guidance

Special Educational Needs Legal Definition

The definition of Special Education Needs and Disability (SEND) is as set out in the Children and Families Act (2014) Part 3, Sections 20 and 21.

A child or young person has special educational needs if he or she has 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—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or;

(b) 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 under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

"Special educational provision", for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in—

(a) mainstream schools in England;

(b) maintained nursery schools in England;

(c) mainstream post-16 institutions in England, or

(d) places in England at which relevant early years education is provided.

Disability Legal Definition

A disability under the Equality Act 2010 is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities:

(a) 'substantial' is more than minor or trivial, e.g., it takes much longer than it usually would to complete a daily task like getting dressed

(b) 'long-term' means 12 months or more, e.g., a breathing condition that develops as a result of a lung infection

This definition provides a relatively low threshold and includes more children than many realise. It 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.

For children with a disability there is a Reasonable Adjustments Duty set out within the Equality Act:

The duty requires a school to take reasonable steps to avoid the substantial disadvantage of a disabled student in comparison to non-disabled students. The key test is reasonableness, and this is not defined in the Act, allowing for flexibility of application: what may be reasonable for one school to provide may not be reasonable for another given the specific circumstances, the question is only whether or not the adjustment is reasonable and whether the setting has acted proactively in making or not making the adjustment

At Minsthorpe Community College we have an inclusive approach of:

- Provision for students with special educational needs and/or disabilities (SEND) is a matter for the college. In addition to the governing body, the school's Principal, Associate Assistant Principal – SEND Strategy and Partnership , Head of SEND (SENCo) and the Student Support team and all other members of staff have important operational responsibilities.
- All teachers are teachers of students with SEND. Teaching students with SEND is therefore a whole-college responsibility, requiring a whole-college response.
- 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 and their parents are at the centre of our decision making
- Parent/carers 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 aims to fulfil its responsibilities as outlined in the SEND Code of Practice
- The graduated response set out in this policy details how we provide facilities that enable disabled students to access the college and the reasonable adjustments we make that prevent them from being treated less favourably than others.

Section 2

Vision, Mission and the Minsthorpe Way

Vision

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment and Care.

Mission

Students – At Minsthorpe, we motivate students through an engaging curriculum which promotes lifelong learning. We provide exciting educational opportunities and an ethos of care, guidance, and support for all. We know that students learn best in a safe, calm, and orderly environment and our rewards and sanctions support this. We expect that students are committed to their own learning and progress and to achieving their future aspirations.

Staff – At Minsthorpe, we invest in the recruitment, development and retention of caring professionals who are committed to constantly reviewing and improving the quality of learning, teaching and support. We expect that staff are motivated to work collaboratively in setting high expectations for all students with a relentless focus on student learning and progress.

Parents and Carers – At Minsthorpe, we value the contribution our caring parent body makes to their child's education, as we work together to motivate and support each student in reaching their full potential. We want parents and carers to work with us in ensuring their child is safe and happy. We expect the full commitment of parents and carers in ensuring their child attends regularly and on time; completes home learning; wears the correct uniform; is fully equipped and ready to learn and behave the Minsthorpe Way.

Governors – At Minsthorpe, the Governing Body is committed to challenging the College Leadership to secure the highest standards of education for the students of our community. It oversees the financial performance of the College, ensuring that budgets are well spent. Governors expect that all stakeholders work together in the best interests of the students to motivate and care for each other and are themselves motivated to care for all stakeholders.

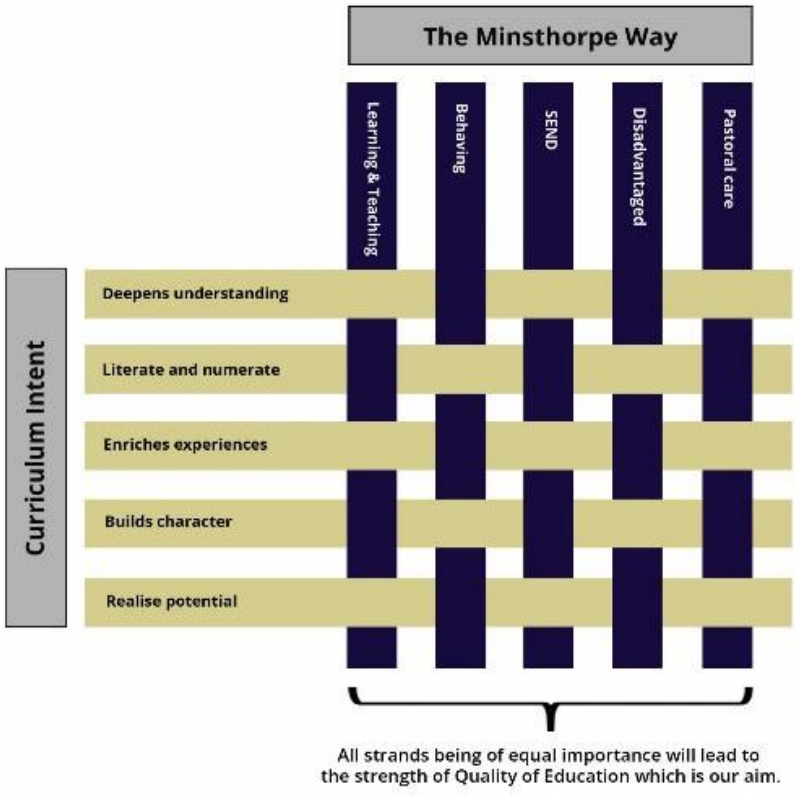
The Minsthorpe Way

At Minsthorpe Community College we know that Inclusion is a process and that we will always have to be prepared to adapt our provision and support to meet the needs of the community. We believe that we have the skills and expertise within the setting and with the support from external services that allows us to excel in removing barriers to learning.

By providing highly personalised provision and support we can support our students in delivering to them an ambitious curriculum that provides them with the stretch and challenge they need and lead them to successful outcomes and appropriate destinations in KS5 and beyond.

The Minsthorpe Way

The Minsthorpe Way clearly demonstrates the high priority SEND is for the college and how it is a 'golden thread' and is at the heart of the college's day to day practice.



Section 3

Aims and Objectives for Students with SEND

For students with SEND we aim to:

Identify and remove barriers to learning.
Use our best endeavours to meet needs.
Maintain high aspirations and achieve the best possible outcomes.
Meet our statutory and regulatory responsibilities.

For students with SEND our objectives are to:

Have students in their lessons learning.

Narrow the outcome gap between those with SEND and those without.

Ensure that we identify needs early and have impact where we intervene.

Ensure staff know who has additional needs, know how to meet those needs, and know why they are needing barriers to learning removed.

Have appropriate provisions and support that meet needs for students requiring additional support.

Plan for and deploy specialist support services to meet the needs of those students in the most need of their expertise.

Ensure that the child and family are at the centre of our decision-making processes.

Manage and account for funding and provide value for money in meeting students' needs.

Section 4

Monitoring and Evaluation

A range of strategies are used to support the monitoring and evaluation of the SEND offer at Minsthorpe Community College.

This includes:

- Analysis of student tracking data at assessment points.
- Weekly Year Group and Inclusion meetings.
- Subject Deep Dives and QA.
- Interventions baseline and exit data.
- QA of Know Who, Know How.
- Performance management.
- Parent and student voice.
- External professional feedback.
- Analysis of costed provision map funding.
- QA of Additional Needs Register.
- Reporting to and working with SLT and the Governing body.

Section 5

Accessibility Plan

A separate statutory policy is available on the website.

Section 6

Access Arrangements

What are Exam Access Arrangements?

Access arrangements are agreed before an assessment. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the needs of a candidate without affecting the integrity of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'

Minsthorpe Community College Policy for Access Arrangements is written in line with the Joint Council for Qualifications (JCQ) Regulation's document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on several factors including the needs of the disabled candidate/learner.

Duty to make a reasonable adjustment

The duty for an awarding body to make a reasonable adjustment will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage.

Definition of disability – See Section 1

Definition of a special educational need – See Section 1

Assessment

All assessments providing evidence of a qualifying standardised score for access arrangements are carried out by a qualified assessor.

The assessments must evidence a substantial impairment, and the most recent tests are binding and determine whether the criteria is met.

When granted, access arrangements that are applied for, are valid for 26 months from the date of approval.

Only assessments carried out for Minsthorpe Community College by a qualified assessor can be provided as evidence for a qualifying standardised score.

At Minsthorpe Community College examination officers, specialist assessors, SENCo and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations.

Students are assessed on entry to the college for any areas of learning difficulty. Information is shared with staff and interventions to support the needs of students are implemented. As a result, a history of need is compiled of the teaching strategies and identified special education needs and/or disabilities that then form the application for access arrangements for the learner.

To support this, teachers complete evidence forms to demonstrate how they differentiate the students' learning in the classroom to show that the access arrangements applied for are the student's normal way of working.

The typical access arrangements used by the college to support students in exams are:

Up to 25% extra time.
Reader.
Prompter.
Rest breaks.
Laptop.
Alternative Rooming.

If a student chooses continually not to use the agreed access arrangements either because their needs change or they do not feel it aids their learning or outcomes, then access arrangements can be removed.

If the SENCo and/or specialist assessor considers that access arrangements cease to be the student's 'normal way of working', they reserve the right to withdraw the permission, providing written confirmation to parents/carers.

Students must sign to consent to have their details shared with the examination boards before any access arrangements can be applied for.

Students have the right to refuse access arrangements. Parent/carers will be informed of the decision that their child makes. For all students who agree to the access arrangements, staff are made aware through information on Sims and shared in staff briefings. Training is provided for how to support access arrangements in lessons and for invigilators to ensure that the support is implemented correctly in exams.

Rest Breaks

For all students who qualify for extra time, must evidence that rest breaks are not a suitable alternative before extra time can be put in place.

Up to 25% Extra Time

Section 5.2.2.1 of the current regulations allow for extra time for up to 25% where a student has two standardised scores below 85.

The evidence for this arrangement to be put in place is based on two different assessments, in phonics, reading fluency and handwriting, demonstrating the need and evidence of it being the normal way of working through in class, assessment and exams and that it demonstrates positive impact.

Students with one score below 84 and one score between 85 and 89, and in exceptional circumstances, two scores between 85 and 89 are technically entitled to up to 25% extra time according to 5.2.2.1.

However, this cannot be read in isolation, and section 4.2.5 states that:

"The arrangement(s) put in place must reflect the support given to the candidate in the centre"

The regulations describe support for students as below average for standardised scores of below 85 and this means that those students will have support and provision that meets the regulations set out in section 4.2.5

Students with standardised score of 85 to 89 are described as low average and standardised score of 90 and more as average. Students with these scores are able to have their needs met in the classroom and therefore no support and provision is put in place and therefore we can not meet section 4.2.5 and can not put the access arrangement in place.

For students with score of 85 to 89, we monitor them and reassess them, in case they have regressed, do fall below 85 and do require intervention, we will inform parent/carers where this occurs.

Please see the below section on Malpractice for how detailed evidence has to be provided for access arrangements to be implemented.

Private Assessments

External assessments can only be considered if they reflect the assessment findings of the school's qualified assessor and that there is teacher evidence of the arrangement recommended in any private assessment, being the student's normal way of working in college.

Behaviour in Exams of Students with Access Arrangements
If students abuse their access arrangement (e.g., disrupting an exam whilst accessing separate invigilation) the college reserve the right to remove the support.

Malpractice
As a college we are inspected to ensure we have followed the JCQ regulations. If we are found not to be doing so the consequences can be severe:

Disqualification for individual, groups, and whole cohorts and/or disqualify the setting from being a recognised centre, entrusted to manage its exam arrangements.

Examples of malpractice include:

Not student's normal way of working.
Exam Access Arrangements suddenly granted just before exams without robust evidence.
No history of need.
Incomplete files demonstrating needs.
No history of assessment and intervention over time.
Not using access arrangements in class and mock exams.

Section 7

Additional Needs Protocol

Introduction

At Minsthorpe Community College we believe that early identification and meeting of additional needs is crucial to giving all children and young people (CYP) the best opportunity to achieve their potential. We use statutory guidance set out in the SEND Code of Practice (2015) for when to formally record a student at K-SEN Support.

This guidance states:

The legal definition of a special educational need – See Section 1

The legal definition of a disability – See Section 1

Minsthorpe Community College Practice

As well as using the statutory guidance to inform our decision making, we also identify those that are receiving additional provision and/or support so we can monitor and evaluate the impact of early intervention using the nomenclature Inc and we track the progress of students who have accessed provision and no longer need to use the nomenclature R.

The categories used are:

- Monitoring – In college support and/or provision
- K – Special Educational Needs and Disabilities support without an Education, Health and Care Plan.
- E – Education, Health and Care Plan
- ~~R – Removed as no longer requiring provision.~~

Only those students at "K" and "E" should be recorded for census information as having SEND.

The primary need of the CYP must also be recorded. The current options set out by the DfE are:

- Autistic Spectrum Disorder.
- Hearing Impairment.
- Moderate Learning Difficulty.
- Multi-Sensory Impairment.
- Physical Disability.
- Physical Disability affecting mobility.
- Profound and Multiple Learning Difficulty.
- Severe Learning Difficulty.
- Specific Learning Difficulty.

- Speech, Language and Communication Need.
- Social, Emotional and Mental Health.
- Visual Impairment.
- Other difficulties

A CYP can have a secondary need recorded if it is felt that their needs are explained by more pervasive difficulties than one specific area.

Protocol for adding and removing CYP from the register

The Associate Assistant Principal – SEND Strategy and Partnership has strategic oversight of the management of CYP with additional needs and decides on changes to the additional needs register applying the legal duties and adopting the practice set out in the SEND Code of Practice (2015) of initiating a graduated approach to meeting a CYP needs and ensures that provision is developed and maintained in the college. The Inclusion team will use the provision options and their knowledge of the CYP to personalise support and meet identified and emerging needs.

The additional needs register is formally reviewed twice a year to make certain that it is accurate and reflects the needs of the CYP within the college. This review takes place immediately before census data is formally shared with the DfE to ensure accuracy in reflection of the needs of the students.

The college believes that good communication with parent/carers is vital to supporting CYP and inform home of when their child is being identified for monitoring, as being identified as K-SEN Support and when their needs are met and they are removed. We also inform parent/carers of students who have started in Y7 at 'K' and that we will be monitoring their progress, so that any further information we share is put into context from their starting point.

Section 8

Auxiliary Aids

The college has a duty to provide reasonable auxiliary aids and services which are required to overcome a disabled student's disadvantage. These auxiliary aids and services can take many forms,
from the provision of wheelchairs to persons engaged to sit with the student while the student is learning.
The college cannot charge for auxiliary aids and services which are adjudged to be reasonable.

Reasonableness in the provision of auxiliary aides and services
What is 'reasonable' will depend on many factors - including the nature of the aid or service, the size of the college, the funds available, the effects on other students, and staff expertise. In determining the reasonableness of the provision of an auxiliary aid or service the college will take account of:

- the nature of the disability.
- the age, ability, and aptitude of the student.
- the range of possible adjustments which would substantially improve the disabled student's ability to participate in the life and activities of the school.
- the nature and range of the auxiliary aids and services which might be required to make substantial improvements for the student.
- the availability of persons with relevant expertise.
- the likely effect on other students and on staff of the provision of possible auxiliary aids and services.
- the resources available; and
- the finance available.

Decisions about the reasonableness of the provision of aids and services will be made by the principals representative following consultations with the student and/or his/her parent/carers.

Section 9

Education, Health and Care Plans

What is an Education, Health and Care Plan?
An Education, Health and Care Plan (EHCP) is a single multi-agency plan for children and young people aged 0-25 who have Special Educational Needs or Disabilities.

An EHCP will be put in place where a greater level of individual help is needed to ensure that a child/young person makes progress. It will be put in place following an assessment of the child or young person's education, health, and care needs (not just educational needs). It is designed to make sure that all the child/young person's needs are assessed and supported at the same time.

The EHC Plan is a statutory legal document. Its preparation is informed by the guidance outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015). This code covers provision for children and young people from birth to 25 years.

Key principles of an EHC Plan are:

- Children, young people and their families are involved from the start.
- The identification of children and young people's needs is supported.
- There is collaboration between education, health, and social care to provide appropriate and planned support.
- High quality provision is provided to meet the needs of children and young people with SEN.
- There is successful preparation for adulthood, including independent living and employment.
- There is greater choice and control for young people and parents over the support offered.

The EHC Plan is a working document, which is statutorily reviewed at least once a year and is underpinned by individual Education Plans, Individual Behaviour Plans, Provision Timetables and One Page Profiles. It actively promotes a co-ordinated plan of support for the child or young person and their family. The document should be relevant to the needs of the child or young person and their family. Each stage can be personalised to make it relevant. The involvement of the child/young person and their families is vital in creating this document, they should always be central to the process.

Who can request an EHC Plan
The following people have a specific right to request a statutory assessment for an EHC Plan:

The child's parent (or advocate on their behalf)
The young person over the age of 16 (or advocate on their behalf)
A person acting on behalf of a college or post 16 institution (this should be with the knowledge and agreement of the child/ young person and their family)

Wakefield EHC Plan Process
Criteria to request a statutory assessment for an EHCP

- The parents/young person has already been supported to access services; information/activities outlined in the Local Offer.
- The parents/young person have been consulted and agree with the request being made.
- An educational psychologist has been consulted and has made a formal report contributing to the college provision, detailing the recommendations made and the resources indicated. The contribution should be in the form of a full report detailing needs and the appropriate provision to meet these identified needs. For children with a sensory impairment, the formal report should be from an Advisory Teacher working within the Wakefield Special Educational Needs Support Service.
- Reports from Paediatric Therapists could also be prepared at this phase.
- If all agree these reports can constitute the statutory advice when a decision to issue an EHC Plan is made, if prepared in the last 3 months.

Supporting Evidence required from the Education Setting
- The support provided from the delegated budget and how this has been used, monitored and evaluated.
- Evaluated outcomes that have been agreed with the child/young person.
- Evidence of involvement from the Educational Psychology Service (EPS) regarding advice which has been offered and the impact of this on the progress.
- Evidence of involvement from other professionals regarding advice and the impact on progress the Special Educational Needs Support Service (SENSS), The Learning Support Service (LSS) and Behaviour Support Service (BSS);
- Evidence from Health and Social Care where support from these services is necessary to meet the child/young person's SEN/Disability including Paediatric Therapy Services and Social Care.

The Process
Local Authority (Special Educational Needs Assessment and Review Team (SENART)) receives a formal request for a statutory assessment for an EHC Plan. You can contact the SENART Team by email on SENART@wakefield.gov.uk , by telephone on 01924 302465 or by post at SENART, Block C, Normanton Town Hall, High Street, Normanton, WF6 2DZ.

Wakefield Education, Health and Care Panel (EHC Panel) considers the information and decides whether there is sufficient evidence to proceed to a statutory assessment. The Local Authority informs all parties of the decision and requests reports if these are not already available as part of the My Support Plan process.

Once a statutory assessment has been requested the Local Authority will notify:

The child's parents and the young person, The Health Service (relevant Clinical Commissioning Group or NHS England), Local Authority officers responsible for social care for children or young people with SEN. Where the child attends an early year's provider, their Head of SEN, where the child attends a school, their Headteacher (or equivalent) and where the young person attends a post-16 institution, their Principal (or equivalent)

If Request agreed?
A date for planning meeting to agree a draft EHC Plan is set. The nominated SENART Officer coordinates and chairs the meeting with the Family/child and young person to draft the EHC Plan to be submitted to EHC Panel for agreement and funding agreements.

Draft plan submitted to EHC Panel for confirmation of the plan and the resource allocation; this is issued to the parent/carers for their agreement.

Once the information, provision and placement in the plan is agreed a final EHC Plan is issued. This process is expected to take 20 weeks.

If Request not agreed?
A co-ordinated support continues through the schools graduated approach to meeting needs.

Section 10

Key Worker Intervention

1. Aims of the Key Worker Intervention

- The Key Worker Intervention (KWI) is a provision for students who have been identified as requiring access to support as they are feeling dysregulated in the classroom due to their learning and/or social emotional mental health (SEMH) difficulties, typically for a limited period. This provision aims to give timely intervention which supports a student in accessing their learning and/or regulating their behaviour/emotions to be able to re-engage with learning as quickly as possible.
- The decision on issuing and removing of the KWI is made by the Head of SEND (SENCo), the Student Support Provisions Manager, or the Student Support Manager, in agreement with relevant members of pastoral staff.
- For learning needs, the students are identified by Student Support, and they will proactively target students in lessons to see how they are accessing learning.
- For social and emotional needs, the students request the KWI access to support before college starts, during snack breaks and during lessons *before* there is any disruption to learning or risk-taking behaviours for them and other students.

2. Use of the KWI in the Classroom for Social and Emotional Needs

- The student needs to indicate that they need KWI. The staff role is to email Classroom Assistance and request this intervention. The class teacher makes the decision of whether it is more appropriate for the student to wait inside or outside of the classroom, based on minimising disruption, wellbeing, and safety of all students in the class. It should always be anticipated that the student is returning to class unless advised otherwise by the Student Support member of staff.
- A KWI may only be used when the student has had no warnings or one warning. The aim is always to return to the student to the class as promptly as possible, when the Student Support staff feel they are ready.
- If the student has had two warnings, then the email to Classroom Assistance is to direct the student to the Removal Room.
- The Student Support member of staff will take the student to a suitable location near the class to complete a form to understand the need to leave the class. Through this process and through the staff information on whether the student can return to the class, the student support member of staff will return the student to class.
- There will be specific circumstances where the assessment is for the student to attend St, they will be asked to sit in an appropriate place, as directed by the staff member and will either continue to receive support for their SEMH needs or will access learning through work set by curriculum areas.
- Do not engage in any communication with the student regarding the use of the KWI as this could nullify any follow up of sanctions. Follow up any concerns by communicating with the CCTL and Student Support.

3. Recording of KWI Use

- For social and emotional needs, whenever a KWI is used, the Student Support practitioner will record on the Student Support database so that the Associate Assistant Principal – SEND Strategy and Partnership can monitor KWI use to allow for adaptations to support for students as required.
- The student will complete a KWI form for each time they use the intervention. This will be with support from a member of Student Support and any key information shared with relevant staff in a timely manner. If staff would like to see the reason a student has used a KWI from their lesson they can unless there are specific safeguarding reasons.
- For students with learning needs, the KWI will record the support on their provision map and add a small amount of detail of the length of time with the student and the support given.

4. Issuing and Monitoring of KWI for social and emotional needs

- KWI will be issued by a member of Student Support with an explanation of:
  1. How the KWI will support them.
  2. What constitutes and is the consequences of misuse of KWI.
  3. That the decision to keep the KWI remains under review.

- Students will be issued with a copy of the 'Student Guide to Key Worker Intervention' below.
- Students issued with a KWI will have this information noted on their SEN provision. A letter will be sent home informing parent/carers that the KWI has been issued, how it is to be used and what measures will be put in place if it is misused and that it remains under review, enclosing a copy of the 'Student Guide'.
- All students with access to KWI are kept under review by the Associate Assistant Principal – SEND Strategy and Partnership and relevant pastoral staff.
- All use of KWI is monitored to inform patterns of use, concerns over students misusing and those not using who should be. Misuse does include poor behaviour in Student Support once the KWI has been used. This information is used to make decisions regarding next steps. This can include an initial warning letter home to the student and parent/carers to inform that further misuse will result in the provision being removed. If this misuse then continues, the provision will be removed.
- It can also include a letter home to inform that after reviewing it has been determined that KWI is no longer required.

5. Criteria for Issuing of KWI

- It is a stated provision in a EHC Plan.
- It is a stated provision on a Student Profile.
- It is a recommendation from a report from an external agency that the college agrees, will support the student's needs.
- It is a recommendation from the Minsthorpe Inclusion team.

- On reintegration to mainstream lessons from Step Out, RESET or Step Back.
- Issued due to current concerns such as a bereavement or safeguarding concern.

Section 11

Nurture Curriculum

INTRODUCTION

Nurture Groups are part of the continuum of support provided within the college for carefully identified children with Social, Emotional, and Mental Health Difficulties (SEMH).

This document sets out guidance and expectations as to how the Nurture Groups should operate within Minsthorpe Community College.

1. PURPOSE/AIM OF THE NURTURE GROUPS

- To provide a flexible, preventative resource, which is responsive to the needs of the children attending the college and links into the schools' Special Educational Needs and/or Disabilities (SEND) Policy, SEN Information Report and the Behaviour and Discipline Continuum.
- To provide on-going assessment and support for children showing signs of emotional stress, social, behavioural and/or learning difficulties with the aim of enabling the child to access the curriculum and participate fully in college life.
- To provide a secure and reliable small class setting where children can learn by re-experiencing pre-college nurture from caring adult(s) who actively model positive behaviours to enable students to successfully transition into their mainstream provision.
- To help the children learn to behave appropriately, develop their social skills, improve their self-esteem, and develop confidence in themselves as learners, through close and trusting relationships with adults and peers.
- To work in partnership with class teachers and parents to enable consistency of approach both at home and at school.

2. DESCRIPTION

- Nurture Groups are a unique preventative resource based on well documented psychological theory and research.
- The Nurture Group is based in a room within the college with a home-like area and an area set aside for formal learning. The home area is furnished with soft and bright stools, a carpeted area.
- Children will typically attend for a period of up to four terms.
- There will typically be a maximum of 12 children in the Nurture Group lesson at any one time

- The children will spend snack breaks with other children in the school. Some children may need extra support at these times and will be encouraged to utilise ST Snack Break support but are free to choose for themselves.

3. NURTURE GROUP REVIEW MEETINGS

- Meetings will take place throughout the year to review the needs of the children attending Nurture.
- The meetings will be half termly and will include strategic planning in relation to the staffing, student progress, transitions, and admissions.
- It is responsible for monitoring the implementation, evaluation, and review of its effectiveness, and communicates this to a wide range of other interested audiences e.g., the Inclusion Team.

4. REFERRAL PROCEDURES

- All referrals will be made in consultation with parents in line with the SEND Code of Practice (2015).
- All referrals will be discussed with relevant Primary School Staff, Parent/Carer SENDCO/Inclusion Manager/CCTL and MCC Transition Lead as part of Year 6 into 7 processes.
- Any in Year transfers need to be discussed in the Inclusion Meeting and requests to the Head of SEND (SENCo) to consider.

5. ENTRY/ADMISSION CRITERIA

- Clear lines of parental communication are essential.
- Nurture Group placement will be considered for children who are underachieving for social, emotional, mental health and/or learning based reasons, which could include.

a. Children who are very restless, cannot listen, behave impulsively or aggressively.
b. Children who are withdrawn and unresponsive and who have difficulty relating to others.
c. Children whose known early or recent history suggests that they may be at risk of developing emotional, social, or mental health (Attachment Difficulties).

- The balance of the group will need to be always considered.

6. ARRANGEMENTS FOR ASSESSMENT MONITORING AND REVIEW OF STUDENTS

- Each child will be monitored and reviewed on an ongoing basis and consultations with the schools Educational Psychologist and other involved professionals will be arranged as appropriate.
- The College uses transition information to support identification of children most likely to benefit from Nurture group provision, target setting and individual student monitoring.
- ~~Once students are within Nurture, progress is monitored through KPOW and review of Boxall profiles.~~

- Formal reviews with parents should take place through the schools reporting structures (e.g., Y7 Mentor evening, reports, contact home, parent meetings and parents' evenings).

7. RESETTLEMENT/EXIT CRITERIA

- Resettlement/transition into mainstream will be planned and discussed at the end of the Spring Term of Y7, to plan for Y8, unless there are exceptional reasons why a student needs to exit prior to then.
- Where any student is ready for transition prior to the end of Y7 they should be raised at the weekly Inclusion meeting for agreement.
- Where transition is agreed communication with relevant CTLs by Student Support is essential to allow the child to integrate successfully. The Nurture teacher will communicate with the teacher of the student who is transitioning for the first half term of their transfer to ensure they are transitioning successfully. This can be reversed if it is evident that the child is not ready for such a transition, see bullets below.
- Students are planned to spend the whole of Y7 in the Nurture provision and then transition to their subjects in Y8. Where settlement is not considered appropriate, an alternative action plan, that personalises and provides a board and balanced curriculum will be agreed in consultation with parents and other involved professionals.

8. ROLES OF KEY STAFF

Role of the Head of SEND (SENCo):

Responsible for:

- Managing the selection of students to start Y7 with Nurture as a part of their curriculum.
- To maintain strategic overview of the curriculum and students to ensure effective management of the provision.

Role of the Student Support Provisions Manager

Responsible for:

- The operational management of the Nurture Group including the arrangements in the case of absence of the Nurture Group staff or closure of the Nurture Group e.g., staff available to support immediate issues arising, such as behaviour.
- Management of the Nurture Group staff for any issues relating to a student's additional needs.
- Ensuring all college policies and procedures are followed. – This will include the development and implementation of individual interventions and support plans.

Role of the relevant CCTL:

- To support cohesion and transition of Nurture students across wider College and lessons.
- To ensure that communication with parents/carers in liaison with the wider team is timely and links with whole College policies and procedures.
- To raise key students at the Inclusion meeting and ensure that discussions take place before transition is finalised.
- To support the Nurture Team in communicating effectively with CTLs in relation to transition and graduation.

Role of the Nurture Group Teacher:

- To be responsible for the day-to-day management of the class.
- To carry out, and contribute to, college policies and procedures, including child protection procedures, where appropriate.
- To organise and plan the activities and curriculum of the classroom, bearing in mind the individual needs of each child whilst ensuring that KPOW have been completed in line with assessment criteria
- To maintain the Nurture Group principles. This is to provide a carefully routine day, where there is a balance of learning and teaching, affection, and structure within a home-like atmosphere.
- To keep termly records of the children's progress and intended programmes of work and share knowledge ready for the Nurture Group Review meetings to enable transition discussions to take place
- To actively work in partnership with parents in the development of their children.
- To liaise with the child's other teacher(s) and Head of SEND (SENCo) and to attend regular reviews as required under the SEND Code of Practice (2015).
- To observe children in the classroom and at snack breaks, helping children manage successfully and identifying areas for development.
- To observe children in primary settings and meet with them and their key staff to support the selection process and build positive relationships.
- To support Teacher(s) by sharing information and communicating in a timely manner to support transition and access to mainstream lessons.

9. MONITORING AND REVIEW OF PROVISION

- Nurture groups will be evaluated through OFSTED inspection, through data collected and analysed through Boxall profile and other assessment tools (see above) and as part of college self-review.
- The Nurture Group is subject to QA in line with all other Curriculum Areas.

Section 12

Referrals for Autism (ASD) and Attention Deficit/Hyperactivity Disorder (ADD/ADHD)

Minsthorpe Community College work closely with and support and respond to the recommendations of health services. The pathway to seek diagnosis for ASD and/or ADHD requires for parental and school views to be shared with the service for it to be accepted. This requires a lot of time and detail from college and consideration for agreeing to make referrals.

To ensure an appropriate referral can be made, the College will take the following steps:

1. We will always collect parent views first. We will follow up if we do not receive them back but will not collect any further information until we have received them as all referrals are declined without parent views and consent.
2. We will not start a referral for these potential disabilities until the child has been with us at least two terms and had good attendance. To try to refer to the services without these expectations results in referrals not being accepted as the quality of information is not evident and we have to manage the amount of time we dedicate to asking teachers to complete these forms.
3. It is anticipated that it could take up to 6 months from the start of the process to the referral depending on the time in year when the process begins and demand for referrals for students.
4. We will send parent/carer a copy of everything we send to the assessment pathway, so they know exactly what we are stating and have a copy to support their discussions with health professionals.

Section 13

Resource Provision

The Minsthorpe Community College Resource Provision (RP) is an integrated resource provision, delivering adapted curriculum, with access to mainstream, for students who have a prime need of SLD, SLCN and/or students with SEMH not attending regularly and having an underlying barrier of learning needs.

The provision offers a curriculum that is low demand to support learning needs and access to mainstream lessons and experiences for those that make suitable progress. They will also have access to the cross-curricular and extra-curricular college activities that supports their inclusion as a member of the MCC community.

The curriculum offer in RP KS3 & KS4 mirrors the Curriculum Intent, Implementation, and Impact of the mainstream MCC Curriculum and is delivered through the policies and procedures of the Minsthorpe Way. The College's values of Motivation, Commitment & Care are reflected in the experience for all stakeholder in RP.

At KS3 the students are taught by a dedicated teacher and a HLTA. They will follow a student-centred, inclusive curriculum to build developmentally on skills already acquired, with a focus on basic skills, communication, social skills, and independence. The learning experience will be cross-curricular in nature and will take place in the main in their own allocated classroom. There is a focus on the personalised progress of students, and they can access subject specialist facilities and teaching, as appropriate to their development, strengths, and interests if they demonstrate the ability and interest in doing so.

At KS4 the students benefit from all lessons being delivered through the skills of subject specialists, with consistent support provided by an Inclusion Support practitioner to enable students to achieve a range of qualifications. This is a mixture of certification, such as First Aid, and appropriate qualifications in core and wider subjects at Entry Level, Level 1, Level 2, and GCSE. The focus is on developing the students' independence and self-advocacy skills and integration into mainstream lessons in line with their wishes, abilities, strengths, and career aspirations.

Specialist services are available to support the continued professional development for staff, support the holistic and specific needs of the students and their families and ensure provision matches the needs of the students to remove barriers to learning and progress.

For all learners, the curriculum offers enrichment opportunities, as a part of the RP and through wider community opportunities, this includes in college and offsite learning experiences.

Agreeing placement in the Resource Provision

There are two pathways for having a placement in the Resource Provision. For the Local Authority placements, this is based on a parental request for placement that is received at Minsthorpe Community College as a consultation and based on the provision required in the child's EHC Plan. A decision is made of whether the child's needs can be met, if agreed for placement, then an agreed start date is given, allowing for parents to arrange home to college transport when from out of area. The students placed by the Local Authority in the RP are anticipated to be allocated for the whole of their secondary education from the agreed start date. However, where it is assessed that the child has made sufficient progress it is possible that the student may be transitioned from being a named RP student to becoming an MCC mainstream student.

If the student is a Minsthorpe Community College mainstream student, they are agreed for placement in the RP if they meet the criteria set out in the opening paragraph. The typicality of this is that when it is identified that the next stage of the graduated approach is to place in RP, they are planned in from the start of the next term, with parental agreement. They are raised at the termly planning meetings that take place towards the end of each term giving involved services the opportunity to observe and meet the identified students prior to starting. For all MCC mainstream students the intention is for the student to have access to the RP for a term before returning to their mainstream lessons, with assessments and additional adjustments in place for meeting their needs.

On occasion, an MCC student may be educated in RP whilst a needs assessment takes place. If this assessment indicates that their needs cannot be met in MCC RP, then we would work with the SEND Panel and parents to find an appropriate setting. MCC RP would be the temporary provision for such students.

Section 14

SEN Information Report

The SEN Information Report is a statutory report (Section 69, Children and Families Act (2014)) and prescribes "such information as may be prescribed about the implementation of the governing bodies or proprietors' policy for students at the college with special education needs."

That means the SEN Information Report sets out all the provisions and supports in place to support students with SEN. To comply with this legislation an SEN Information Report is written annually to reflect the offer that is available for families so that they are aware of what support will look like if they admit their child to Minsthorpe Community College.

A separate statutory policy is available on the website.

Section 15

ST Medical Pass Protocol

- The Student Support (St) Medical Pass is a provision for students who have identified health needs requiring access to facilities with urgency and the need to leave the classroom without teacher permission.
- The decision to issue a St Medical Pass is established through evidence shared with the college demonstrating the health need.
- An St Medical Pass will be issued on request, but with allowance for time, this will be removed if adequate evidence is not forthcoming.
- Due to the changing needs of students, on-going evidence is required for the pass to stay in place, therefore parent/carers need to be prepared and aware of requests from college for updated information regarding any medical needs.
- The St Medical Pass is designed to help the student manage their own health needs. The role of the member of staff is to record the use of the pass on Sims. Do not challenge the student about any concerns about use of the pass. contact the CCTL and Student Support, this is typically due to the number of times the pass is used or how long the student is out of the lesson.
- Students issued with a St Medical Pass will have this information noted on their SEN provision. A letter will be sent home informing parent/carers that the pass has been issued, how it is to be used and what measures will be put in place if it is misused, enclosing a copy of the 'Student Guide'.
- All St Medical Pass use is monitored to inform patterns of use, concerns over students misusing and those not using who should be. This information is used to make decisions regarding next steps. This can include an initial warning letter home to the student and parent/carers to inform that further misuse will result in the pass being removed. If this misuse then continues, the pass will be removed.

Section 16

Movement Pass

- The Movement Pass is a provision for students who have identified needs requiring a movement break in lessons due to their difficulties in maintaining their attention and/or behaviours for a full lesson.
- The decision to issue a Movement Pass and the length of time permitted is based on evidence shared with the college demonstrating the need, typically from health and specialist service and through internal Inclusion and Year Group meetings.
- Due to the changing needs of students, ongoing evidence is required for the pass to stay in place, therefore parent/carers need to be prepared and aware of requests from college for updated information regarding any medical needs.
- The Movement Pass is designed to help the student manage their behaviours in lessons. The role of the member of staff is to allow the student to have movement breaks from the lesson for the time specified. The teacher and student will negotiate when this takes place to minimise any disruption to learning. Contact the Head of Year and Student Support with any concerns over how the pass is being used.
- Students issued with a Movement Pass will have this information noted on their SEN provision. A letter will be sent home informing parent/carers that the pass has been issued, how it is to be used and what measures will be put in place if it is misused, enclosing a copy of the 'Student Guide'.
- The Movement Pass cannot be used in the first and last 15 minutes of a lesson, it is anticipated that use will be in the centre part of a lesson, this includes if the child is on a split lunch. They will be able to use in lesson 2a and lesson 2b, but not in the first and last 15 minutes.
- The Movement Pass is also to be used for any toilet visit, including if students have a toilet pass, so that the student does not require multiple "movement breaks".
- Students will either remain in or next to the block, depending on the size of and access of that base when they use their Movement Pass.
- Any persistent misuse will result in an initial warning letter home to the student and parent/carers to inform that further misuse will result in the student having to be escorted on their movement break by a key worker.

Section 17

Supporting Students with Medical Conditions

A separate statutory policy is available on the website.

Section 18

Team Teach

At Minsthorpe Community College, Team Teach approaches are focussed on de-escalation. Positive handling is only used as a last resort.

Planned "Positive Handling" can be viewed as positive, because it is committed to keeping students and adults safe in a variety of situations. On those rare occasions where there is a need for adults to intervene to support students and keep them and others safe is where there is a clear risk:

Of injury, or risk of injury, to themselves or another student.
Of injury, or risk of injury, to a member of staff.
Of serious damage to property.

Key staff receive training in Team Teach that covers behaviour management and supportive guiding techniques.

Section 19

Word Processing Policy

The Word Processing Policy is a required policy to support Access Arrangements and is available separately on the website as required by JCQ regulations.

Section 20

Foundations Intervention

Foundations is a provision for Year 8 students who are demonstrating through their behaviour that they are not ready for fulltime mainstream lessons.

Students in Foundations will have a personalised timetable with:

- Timetabled lessons in mainstream subjects (this will increase over time)
- Timetabled periods in the Foundations provision
- Access to appropriate SEMH, C&L and Reading interventions (This may be during or in addition to the Foundations Provision)
- P&A Time in a smaller Foundations P&A Group with CTR/FWH
- Snack Break provision in the LLC or the KS3 canteen, as appropriate

The Foundations Provision will be six periods per fortnight (or less for some.) It will be timetabled when Year 8 have History, Geography and French.

The optimum group size is eight students, but flexibility will be required.

The staff and the environment will provide a 'safe place' for these students as they develop the resilience to succeed across a full mainstream curriculum.

Intervention
Students follow a half termly thematic experience that allows for their areas of interest and support for their SEMH needs that are acting as barriers to success in their learning. Through positive learning experiences with trusted staff positive coping strategies will be explored that can be transferred into all school experiences and enable the students to thrive.

Identification of students for the Foundations Provision

The Inclusion Team will identify students who need to access Foundations. The Heads of Year know their students well.

Potential students include:

- Students with repeated isolation sanctions & no impact
- Nurture students
- Students returning from Stepback
- Students leaving KS3 RP
- Students awaiting a place in Stepback
- Students returning from a part time timetable
- Those who have been severely absent

The aim will always be to reintegrate students fully into mainstream lessons, but it is impossible to put a time scale on this. It will be bespoke for every student.

The Student Support Provisions Manager will review the progress of all the students in Foundations with the Head of Year and they will advise the Inclusion Team regarding changes. Staff will be informed via the Staff Bulletin.

Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issues, 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.

Policy Review Schedule

Original Policy July 2017 – reviewed yearly.

Policy last reviewed:	Due for next review:	Role Responsible:
July 2024	July 2025	Associate Assistant Principal (Director of Student Support)
July 2025	July 2026	Associate Assistant Principal – SEND Strategy and Partnership
July 2026	July 2027	Associate Assistant Principal – SEND Strategy and Partnership