

SAMWORTH  
CHURCH  
ACADEMY



DIOCESE OF SOUTHWELL  
& NOTTINGHAM  
MULTI ACADEMY TRUST

# SPECIAL EDUCATIONAL NEEDS POLICY

Policy:	Special Educational Needs Policy
Reviewers:	PASAG/Full Governing Body
Approved by:	Full Governing Body
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VERSION CONTROL		
DATE	AUTHOR	CHANGES
April 2020	Adam Cave	Page 4 and 12, removed Deeps reference and replaced with Student.

Our vision is to create a distinctively Christian and values driven environment that provides the best start to the 70 or more great years our students should enjoy when they leave our school. Our students should have the opportunity to live life in all its fullness and be good citizens wherever they may be.

## Mission Statement

All students are valued and respected. The Academy aims to provide a holistic education based on Hahnian philosophy\*. This will encourage and support all students, including those with SEND, to reach their full potential and to develop self-confidence, self-esteem, independent learning skills, team work, independence and resilience. In order to achieve these aims some students with SEND will require more support and reasonable adjustments to overcome barriers to learning than others but the same or similar opportunities will be available to all students. As a Church of England Academy we take seriously our commitment to enable every young person to experience life in all its fullness.

### 1 Aims and objectives

#### 1.1 Aims

We aim to provide every student with access to a broad and balanced curriculum in line with the Special Educational Needs Code of Practice. We aim to equip all students with the tools to allow them to achieve 70 great years, both in academic and personal development terms and to support students with SEN to become independent and resilient allowing them to achieve their potential. In addition, our co-sponsorship as a Church of England Academy means that our Christian values are also key drivers in ensuring all young people are able to reach their full potential. In respect of this policy the key values are: vocation, respect and positivity. These are referenced in the following Christian teaching:

Vocation – ‘lead a life worthy of the calling you have received’

Respect – ‘do to others as you would have them do to you’

Positivity – ‘rejoice always, give thanks in all circumstances’

#### 1.2 Objectives

- **Identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and social care services and feeder schools prior to the student’s entry into the Academy.
- **Monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their potential.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the curriculum.** This will be co-ordinated by the

SENDCO and the Director **Deep of Student** Experience and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.

- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for students within the Academy as a whole, and the effectiveness of the SEND policy and the Academy's SEND work.
- **Work with and in support of outside agencies** when the students' needs cannot be met by the Academy alone a number of outside agencies may be drawn upon though parental consent.
- **Create an Academy environment where students feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between students and their Learning Manager and is made easier by carefully monitoring the progress of all students. Student participation is a right. This is reflected in decision-making but also encouraged through wider opportunities for participation in Academy life, e.g. membership of the Academy Council and participation in Round Square events. "Vulnerable" students in Years 7 and 8 are invited and encouraged to attend Nurture Group. Recognition of these needs, and exploring a range of opportunities is important for enabling students to develop skills in order that they can understand their vocation, developing a positive view of themselves and the contribution they can make to the world.

## 2 Definitions of special educational needs and disability (SEND) taken from the special educational needs and disability code of practice: 0 to 25 years January 2015.

2.1 A child or young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

2.2 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.

2.3 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 to, if no special educational provision was made).

- 2.4 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.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. The Children and Families Act 2014 came into force from 1 September 2014. A new SEND Code of Practice also accompanied the legislation in 2015, where, some of the main changes involve:

- Placing a larger focus on clearer participation of children and young people and parents in decision – making at an individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close cooperation between education, health and social care.

New guidance identifying and supporting pupils and students with SEND (to replace School Action and School Action Plus).

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. An animation describing this new pathway is to be found on Nottinghamshire's SEND Local Offer website; [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **3 Responsibility for the coordination of SEND provision**

- 3.1 The person responsible for overseeing the provision for students with SEND is the SENDCO, Mr Adam Cave, who sits on the Executive Team.
- 3.2 The person who supports the SENDCO with the day to day provision of education for students with SEND is the Inclusion Coordinator. There are a number of teaching assistants, some with additional training in Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, behaviour management, dyslexia, literacy needs, numeracy needs, English as an Additional Language, visual impairment and handling of students with physical disabilities.

3.3 There are two health carers with additional training in handling of students with physical disabilities and other health related issues.

3.4 There are six Learning Managers with additional training in a range of social and emotional difficulties.

#### **4 Arrangements for coordinating SEND provision**

The SENDCO will hold details of all SEND Support records such as provision maps, Student Profiles and/or Passports and subject targets for individual students.

##### **All staff can access:**

- the Academy SEND Policy;
- a copy of the full Inclusion Register
- guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans);
- information on individual students' special educational needs, including action plans, targets set and copies of their Student Profiles/Passports or other records of targets set and outcome monitoring as appropriate;
- practical advice, teaching strategies, and information about types of special educational needs and requirements (if applicable);
- information on the staff shared IT 'S' drive on individual students and their special needs and requirements (if applicable);
- information on current legislation and SEND provision on the staffroom notice board;
- information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the Academy's SEND provision. In this way, every staff member will have complete and up-to-date information about all students with special needs, and their requirements which will enable them to provide for the individual needs of all students.

#### **5 Admission arrangements**

This section also links to the Academy's Admissions Policy.

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with Education, Health and Care Plans and those without.

The Academy's SENDCO or the Inclusion Coordinator attends Family Springboard meetings with feeder primary SENDCOs and representatives from the Local Authority. At this meeting, students with SEND requiring additional support in the transition to the Academy are discussed. The SENDCO or the Inclusion Coordinator also liaises with the individual SENDCOs of the feeder primary schools to draw up transition plans. The SENDCO or the Inclusion Coordinator also liaises with either the SENDCO/headteacher/Year 6 teacher of

other primary schools, as those schools wish, in order to draw up transition plans for students from these primary schools. The plans are based on the needs of the individual students and are also usually based on conversations with parents and other agencies working with the student by the transferring primary school.

## **6 Specialist SEND provision**

There are 11 members of staff who specialise in SEND provision and support. The Academy and the governing body are committed to whole Academy inclusion, recognising each young person as a child of God of immense value and worth. For more information on our provision for inclusion see section 10.

## **7 Facilities for students with SEND**

The Academy has a range of specialist SEND facilities in place. These are:

- a. Physical environments – lifts, including wheelchair access. The Academy has specialist seating for some students with physical disabilities.
- b. Assistive technology - some students with physical disabilities have laptops provided by the Physical Disability Specialist Service for use at the Academy and at home.
- c. Increased access to the curriculum and assistance during examinations – students with SEND in Years 10 upwards are screened for exam access arrangements. These may include extra time, use of a reader, use of a scribe, use of a word processor, coloured or enlarged paper, sitting exams in a quieter room, use of supervised breaks etc.
- d. School transport – a number of students have transport between the Academy and home provided by the Local Authority School Transport service. These students are transported on any outings, visits and trips in compliance with the School Transport arrangements.

## **8 Allocation of resources for students with SEND**

All students with SEND will have access to Element 1 and 2 of the Academy's budget which equates to £6,000. Some students with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the Local Authority. This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Support in lessons from teaching assistants and/or health carers is based on the significant need of the individual student, for example students with significant physical disabilities will be supported in practical lessons, such as PE or technology. Students with Statements of SEND or Education Health and Care Plans are allocated resources based on the recommendations within those documents. Students for whom additional funding has been secured will be allocated support in lessons where they are experiencing difficulties. In the

most extreme cases, funding will be used to provide tuition and support from external providers. Some students with dyslexia are provided with laptops by the Academy or the Physical Disability Specialist Services. Students with literacy or numeracy issues are invited to attend pre and post Academy catch up sessions, which includes the use of Year 7 Catch Up funding. Year 6 pupil premium students with SEND are invited and encouraged to attend summer school in the weeks prior to starting with the Academy in Year 7. Pupil premium funding is also used to support Nurture Group and pre and post Academy intervention sessions. Pupil premium funding is also used for one to one after Academy tuition with targeted, individual students with SEND in English and maths delivered by teaching assistants. Pupil premium students with SEND are also targeted to attend intervention sessions after Academy and at holiday times.

## 9 Identification of students' needs

### Identification

See the definition of Special Educational Needs in section 2 of this policy.

### A graduated approach

#### *Quality First Teaching*

- a. Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b. Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c. The student's teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d. The SENDCO or Inclusion Coordinator will be consulted, as needed, for support and advice and may wish to observe the student in class.
- e. Through (b) and (d) it can be determined which level of provision, if any, the student will need in order to make progress.
- f. If the student has recently been removed from the Inclusion Register, they may also fall into this category, as continued monitoring will be necessary.
- g. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the Academy.
- h. The student is formally recorded by the student's Learning Manager as being under observation due to concern by parent or teacher but this does not place a student on the Inclusion Register. However, they may be included on the Vulnerable Register. Parents are given this information by the Learning Manager. It is recorded by the Academy as an aid to further progression and for future reference.

- i. Student progress meetings with the Learning Manager are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.

## 10 SEND support

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the Inclusion Register and the student's individual record. The aim of formally identifying a student with SEND is to help the Academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

## 11 Assess

This involves clearly analysing the student's needs using the subject teachers' assessments and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the Academy's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention are matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement with parents.

## 12 Plan

Planning may involve consultation between the subject teacher(s), SENDCO/Inclusion Coordinator, Learning Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development or behaviour that is expected and a clear date to review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### 12.1 Do

The subject teachers remain responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the subject teacher. They will work closely with teaching assistants and health carers to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Coordinator.

### 12.2 Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teachers, in conjunction with the SENDCO/Inclusion Coordinator and Learning Manager, will revise the support and outcomes based on the student's progress and development, making any necessary amendments in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## 13 Referral for an Education, Health and Care Plan

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the Academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Learning Manager
- Social Care

- Health Professionals
- Educational Support Services

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to the Integrated Children's Disability Service  
**0115 8041275**

or by contacting The Information Advice and Support Service (Ask Us Nottinghamshire) on:  
**0115 8041740**

#### **14 Education, Health and Care Plans [EHC Plan]**

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the student's needs are not being met by the support that is ordinarily available. The Academy and the student's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

#### **15 Access to the curriculum, information and associated services**

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the Academy as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO or Inclusion Coordinator will consult with the student's parents for other flexible arrangements to be made.

The curriculum is reviewed annually in line with examination requirements and the ability profile and needs of students.

The provision map of support for students with SEND is reviewed at least half termly and often more regularly at meetings between the SENDCO, Inclusion Coordinator, Learning Managers and the Inclusion team.

The following is undertaken:

- Keeping staff fully informed of the special educational needs of any students in their charge including medical reports, other agency reports, progress reports and other teacher feedback via the Academy's Management Information System.
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. Academy staff should be up to date with teaching methods which will aid the progress of all students including those with SEND.
- Making use of all class facilities and space.
- Use in-class provision and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCO/Inclusion Coordinator in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which such changes have been made.
- Setting appropriate individual targets that motivate students to do their best and celebrating achievements at all levels.
- Providing before and after Academy sessions to improve literacy and numeracy skills.

## 16 Inclusion of students with SEN

The SENDCO oversees the Academy's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the Academy.

The Academy curriculum is regularly reviewed by the Director **Deep of Student** Experience together with the SENDCO to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The Academy will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings', the Multi-Agency Safeguarding Hub, Physical Disability Specialist Service, Education Psychology Service and other agencies working with the student, as and when appropriate.

All students on entry to the Academy are put into sets according to their targets, which are based on Cognitive Ability Tests (CATs) and Key Stage 2 SAT results. Sets with larger numbers of students with SEND tend to be smaller than other groups. Students are rarely moved down sets based on behaviour or performance and generally students are only moved up sets. There is, however, occasional realignment of groups based on student

numbers. At Key Stage 4, courses are tailored to the needs of the individual student and are appropriate to that individual. All students complete a GCSE or equivalent in English, Maths, Science and Religious Studies. All students make 3 additional guided choices and are matched to the best courses based on CATs, SAT results, teacher information and assessment and knowledge of the student's skills and strengths. The 3 programmes are GCSE courses in traditional or applied subjects, a blend of GCSE/vocational courses or vocational courses, BTEC First Certificate or Diploma. Students are matched to programmes based on their ability and not their SEND (for example an able student with dyslexia would still follow the traditional or applied subjects). All students in Years 7 and 8 are required to attend at least one after Academy period 6 session and those with SEND could be supported by a teaching assistant or health carer, if necessary, in order to allow them to attend the activity of their choice. The Academy expects all students to participate in Ideals Week, which is linked to Round Square. Students with physical disabilities participate with the support of a teaching assistant or health carer and in a designated area which has wheelchair access. No student is prevented from attending trips or activities as a result of their SEND and indeed support or reasonable adjustments are put in place so they are able to participate.

The Academy has a weekly after Academy Nurture Group for Years 7 and 8 students (primarily with SEND, emotional or confidence issues or pupil premium but not exclusively), who are invited to attend by the lead Nurture Group teaching assistant after discussion with Inclusion Coordinator and Learning Managers. These discussions are based on knowledge of students, from supporting them in and out of lessons, data, discussions with parents, other teachers and in some cases primary schools. All students are able to access a free breakfast but students with low reading ages, particularly those in Year 7 are invited to attend pre Academy reading sessions followed by breakfast in the restaurant. Students at these sessions use specific programmes, The Inclusion team and Inclusion Coordinator target students with SEND who have issues regarding completing homework (this may be lack of facilities at home, the necessity for support to complete homework, help with organisation etc.) to attend homework club. Some students with SEND and pupil premium are invited to attend summer school. Information is obtained from primary schools and a member of the Academy visits primary schools to invite the students in person and to have discussions with primary teachers regarding the students.

## **17 Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the Academy encourages feedback from staff, parents and students throughout the year. The SENDCO and the Inclusion Coordinator operate an open door policy and are freely available for discussion with teachers, parents and students. All students with Statements/EHCP have annual reviews during which progress in all subjects and the five strands of Every Child Matters are reviewed and new targets set. These targets are based on information from teachers, parents, students, Educational Psychologist, other professionals from other organisations, as appropriate, and SENDCO/Inclusion Coordinator. All students and their parents have opportunities to attend annual Parents' Evenings and/or Progress Review Day

at which the SENDCO or Inclusion Coordinator are available to take feedback on provision and to plan for the future. Recognising our commitment to supporting adults and allowing them to flourish, we encourage engage with parents. Parents may contact the SENDCO or Inclusion Coordinator to arrange individual appointments or for telephone discussions, as appropriate. At regular meetings, the SENDCO and the Inclusion team review the provision for individual students and groups. These reviews of provision are based on observation by these staff in and out of lessons, feedback from teachers, the parents and the students.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

A provision map is produced for individual students and groups of students, who are supported in lessons and there are also provision timetables of support from teaching assistants and health carers. These are reviewed at least termly and often more frequently. The teaching assistants and health carers meet daily with the Inclusion Coordinator when individuals or groups with SEND are discussed and plans to support them put into place, monitored, reviewed and evaluated including impact on learning and progress with particular regard to the type of SEND (for example a student with a physical disability with support may progress in terms of throwing and catching a ball, a student with literacy may have made progress with reading). Teachers and other staff offer informal feedback on the quality of support students have received in and out of the classroom. By improving reading ages in Year 7 this allows all students to have the opportunity to achieve success or improvement in all areas of the curriculum. The levels of attainment of all students are recorded by teachers each half term and the SENDCO, Inclusion Coordinator and Learning Managers monitor the progress of students with SEND based on this data. Provision may then be reviewed based on progress made.

There will be an annual formal evaluation of the effectiveness of the Academy SEND provision and policy. The evaluation will be carried out by the SENDCO and/or the Inclusion Coordinator and information will be gathered from different sources such as student and parent surveys, teacher and staff surveys and parents' evenings or Progress Review Day. Some of the questions on the feedback form may include:

- What would you like teachers and other staff to know about you (student) or your child (parent)?
- What do you or your child find difficult?
- What can we do to help you or your child overcome these difficulties?
- What can you or your child do to help yourself/themselves?
- What other services help/support you or your child?
- What do we do well to help/support you or your child?
- What could we do better to help/support you or your child?
- Is there anything else you would like us to know?

Evidence collected will help inform Academy development and improvement planning. In most cases it will result in a Student Passport being drawn up for the student and this will be accessible to the student, parent and all Academy staff.

## 18 Complaints procedure

All complaints are dealt with under the Academy's complaints procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO or the Inclusion Coordinator, who will be able to advise on formal procedures for complaint.

## 19 In service training (CPD)

We aim to keep all Academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The Academy operates the following training programmes:

- all staff over a three year rolling period attend core values whole day training session;
- all staff participate in the Academy's rigorous professional development training;
- all teachers and teaching assistants may attend weekly core studies training, focusing on improving teaching and learning;
- staff have the opportunity to attend relevant training with a range of teaching alliances;
- the SENDCO or the Inclusion Coordinator attend development days and conferences with the Redhill SEN teaching alliance;
- the SENDCO or the Inclusion Coordinator attend county SEND development days and conferences at least termly;
- NQTs take part in NQT training;
- selected teachers take part in "Outstanding Teachers" programme;
- selected teachers take part in "Improving Teachers" programme;
- selected teachers take part in "Teaching Leaders" programme;
- selected staff take part in National Professional Qualification for Middle or Senior Leaders programme;
- National Professional Qualification for Headteachers;
- Staff have opportunity to attend Church of England middle leaders course run by the Diocese;
- Access is given to staff to be part of Church of England Foundation for Educational Leadership (CEFEL), which provides networks of support around Church of England schools/academies;
- health carers and some teaching assistants attend Handling training to support students with physical disabilities;
- the SENDCO and the Inclusion Coordinator attend training and conferences relating to safeguarding children and young people;

The SENDCO and the Inclusion Coordinator also attend relevant SENDCO courses, some family SEND meetings and facilitate/signpost relevant SEND focused external training opportunities of all staff.

We recognise the need to train all Academy staff on SEND issues. The SENDCO, with the Executive Group, ensures that training opportunities are matched to Academy development priorities and those identified through the use of provision management (see Section 12).

## 20 Links to support services

The Academy operates graduated response procedures and if it becomes clear that the student requires additional support beyond the remit of the Academy a referral to other outside agencies is made using the relevant procedures and protocols relating to that agency. Parents and students are consulted before these referrals are made. Referrals are usually made by the student's Learning Manager, SENDCO, Inclusion Coordinator and/or a teaching assistant.

The Academy continues to build strong working relationships and links with external support services in order to fully support our students with SEND and aid inclusion.

Sharing knowledge and information with support services is key to the effective and successful SEND provision within the Academy. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENDCO or Inclusion Coordinator who will then arrange for the student's parents to be informed, usually by the student's Learning Manager.

The following services and others will be involved as and when necessary:

- Physical Disability Specialist Services (PDSS);
- School nurse;
- Schools and Families Specialist Services (SFSS);
- Visual Impairment Team (VIT);
- Speech and Language Team (SALT);
- Educational Psychology Service (EPS);
- Community Paediatrics;
- Targeted Support;
- Child and Adolescent Mental Health Service (CAMHS);
- Health Related Education Team;
- Multi-Agency Safeguarding Hub (MASH);
- Parent Partnership;
- Children's Social Care;
- Other relevant services

## 21 Working in partnership with parents

The Academy believes that a close working relationship with parents is vital in order to ensure;

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision;
- b) continuing social and academic progress of students with SEND;

c) personal and academic targets are set and met effectively.

Feedback from parents is obtained via the following (see also Section 12);

- meetings (both formal and informal);
- annual reviews;
- phone contact;
- emails;
- questionnaires and surveys.

Parents can contact the Academy if they have a particular concern about their child and/or the provision being made for their child in the following ways;

- email to the enquiries desk;
- email staff directly on their Academy account;
- phone call;
- letter.

Parents are kept up to date with their child's progress through;

- regular progress reports;
- parents' evenings;
- Progress Review Day;
- provision reviews;
- access to their child's online profile and information.

In cases where more frequent contact with parents is necessary, this will be arranged based on the individual student's needs. The SENDCO, Inclusion Coordinator or Learning Manager may also signpost parents of students with SEN to the Local Authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The Academy's SEND governor, Michael Longdon, may be contacted at any time in relation to SEND matters.

## **22 Links with other schools**

The Academy is a member of a range of networks and has links with the following schools:

- feeder primary schools, Abbey, Asquith, Berry Hill, Oak Tree, St Peter's C of E and Wynndale;
- Redhill teaching alliance;
- Gordonstoun.

This enables the schools to share advice, training and development activities and expertise.

The Academy realises that transition to or from the Academy may be a time of anxiety for students, but particularly those with SEND. Parents of primary age students (usually Years 5 and 6) with SEND may contact the SENDCO or Inclusion Coordinator to arrange a meeting to discuss their child's SEND and/or to undertake a tour of the Academy, looking at the provision on offer. The SENDCO and Inclusion Coordinator are also available at the Year 6 Open Evening (usually September) and Year 6 Parents' Evening (usually July) for parents to discuss their child's SEND and possible provision. The SENDCO or Inclusion Coordinator attend Family Springboard meetings with the family primary SENDCOs to obtain information about the students with SEND, who have applied to the Academy. Each primary school within the Academy's family of schools has a named teaching assistant, who attends the primary school during the summer term of Year 6 to meet the Year 6 teacher and students with SEND, getting to know them and their needs. The SENDCO or Inclusion Coordinator visits other primary schools to meet the Year 6 teacher, headteacher or SENDCO if they request a visit to discuss the needs and possible provision for students with SEND. Extra transition visits are also arranged during the summer term for some students with SEND if the primary school SENDCO and the Academy's SENDCO or Inclusion Coordinator, (usually following discussion with the child's parents by the primary school), agree that they will benefit from this. Some students with SEND will also meet the Year 7 Learning Manager, who may be involved in transition visits to the primary school to start building a relationship with the student (and parents in some cases). The Academy's SENDCO or Inclusion Coordinator are invited to the final Individual Education Plan (IEP) meeting by some primary schools to meet the student and parents. Primary School SENDCOs usually forward to the Academy's SENDCO the student's SEND file towards the end of the summer term of Year 6 or this file may be collected by a member of the Academy staff.

If a parent of a student with significant SEND applies for an in year transfer, the SENDCO or Inclusion Coordinator is usually invited to attend the admission meeting. This enables the student's SEND to be discussed with them and their parents, for provision to be considered, the relevant support, if any, put in place, the SEND file to be obtained and Academy staff informed of the SEND of the student prior to the start at the Academy. In certain cases the SENDCO, Inclusion Coordinator, designated teaching assistant/health carer or Learning Manager will have a detailed discussion with the student's previous school and other external agencies as appropriate.

In the autumn term of Year 11, targeted students with SEND or those at risk of disengagement with post-16 education are identified and the Inclusion Coordinator liaises with the Year 11 Learning Manager, parents and students to arrange for visits to be made to Vision West Notts College, including open evenings and any interviews. During the summer term of Year 11, the SENDCO or Inclusion Coordinator arrange for the post-16 provider to be sent details of the student's SEND and provision previously provided together with any other information required by that provider.

There are formal transition review requirements for students in Year 9 with a Statement of Special Educational Needs or Education, Health and Care Plan. These are reviewed and monitored at the formal annual review meetings of these students.

## 23 Links with other agencies and voluntary organisations

The Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO or Inclusion Coordinator are the designated persons responsible for arranging liaison with the following:

- Nottinghamshire Educational Psychology Service;
- Social Care;
- Speech and Language Team;
- Schools and Families Specialist Services;
- Specialist Outreach Services;
- Careers Inc;
- Community Paediatrics.

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a student is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

This policy links to:

- Ethos statement
- Supporting Students with Medical Conditions policy
- Equality and Diversity Policy
- Admissions policy
- CPD policy
- Complaints procedure
- Fire procedures

\*Hahnian Philosophy is based on the educational ideas of Kurt Hahn. He believed that schools should not only prepare young people for academic success but also for life by giving them a range of experiences that demand courage, generosity, imagination, principle and resolution. This he felt would empower young people and develop in them the skills and abilities to make a full contribution to society.