

NMAT SEN POLICY (Statutory)



Preamble and Context

Nunthorpe Multi Academy Trust and all of their Academies are committed to ensuring that every individual student has every opportunity to achieve full potential. NMAT fully support the principles of Inclusive Education for all students with additional needs and complies with the statutory requirement laid out in the DFE's SEND Code of Practice 0-25 (2014).

Every teacher is a teacher of every student including those with SEND. Inclusion is a collective responsibility for all staff within the each NMAT Academy and each student will be integrated within the life of the Academy with the sharing of what their needs are and how these can be met.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special education provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority.
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means

- a) For children of two or over, educational provision which is additional to or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Aims

1. To offer direct support to students and parents particularly those with SEND relating to learning.
2. To ensure students receive a curriculum personalised to their needs which, where possible fulfils the requirements of the National Curriculum.
3. Raise the aspirations of and expectations for all students with SEND.
4. To provide an environment which facilitates students with SEND to progress and develop a sense of achievement and pride.
5. Promote equal opportunities for all students irrespective of ability, gender, race or social economic grouping.
6. Ensure that planning is all student centred with aims and targets agreed.
7. To listen to the views of the student and include them in all planning and participating as fully in all decisions.
8. To ensure that the progress of all students with SEND or Additional Needs is monitored and provision is reviewed regularly.
9. To liaise closely with all areas of the Academy.
10. To create effective links with appropriate services to promote Inclusive Education.

This policy will be kept under regular review in light of legal developments and best practice.

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The Special Educational Needs Coordinator (SENCO)

At Nunthorpe Academy, Mrs B Shaw is the person responsible for coordinating day to day provision of students with SEND and also manages the Learning Support Assistants (LSAs). The Academy has one additional trained SENCO (Mr D Parrish), both hold the National Award for SEND. The Senior Leadership Link is the role of the Vice Principal Mrs K Kell.

At Rye Hills Academy, Mrs V Watson is the person responsible for coordinating day to day provision of students with SEND and also manages the Teaching Assistants (TAs). The Senior Leadership Link is the role of the Vice Principal Mr M Carney.

Identification, Assessment and Provision of Special Needs

Identification and assessment of students with Special Needs will follow the recommended procedure in the Code of Practice (2014).

The four areas of SEND:

- Cognition and Learning,
- Social Mental and Emotional Health,
- Communication and Interaction,
- Sensory and/or Physical.

For Years 7 to 13, students are identified through the Academy's assessment and tracking and reporting process. The principles of the assessment advocated are that:

1. Parents should be involved at every stage.
2. The student's feelings and perceptions should be taken into consideration.
3. The assessment should follow the Assess- Plan-Do-Review cycle to ensure that student's progress and provision is monitored and reviewed regularly.
4. The focus should be on the students' whole needs and not upon his/her difficulty.
5. The SENCO will liaise where necessary with full co-operation between the teachers within the Academy and/or other Specialist Services.

A Graduated Approach to SEND Support

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants/Teaching Assistants or Specialist Staff. High quality teaching, differentiated for individual students is paramount to ensure student's progress within all lessons. The quality of teaching and work scrutiny for all students including those at risk of underachieving is monitored across the Academy by Heads of Departments, SENCO and the Senior Leadership Team. Teachers input Data Capture during the academic year and this information is monitored to highlight students who may require additional intervention or provision.

If a student is not making progress across two data captures or is highlighted by a classroom teacher as a risk of underachieving then the SENCO will ask them to gather accurate formative assessments around the student and to ensure that all effective strategies and adjustments with good personalised teaching has been offered to the student.

Academies follow three waves of Intervention and Provision Maps:

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1. Universal (Quality First Teaching for all)
2. Targeted (Targeted provision within and /or outside the Academy for groups of students who maybe underachieving)
3. Specialist (Specialist 1:2:1 Provision within and/or outside the Academy).

Students who are highlighted as having Special Educational Needs will be placed on the Academy's SEND Digest within the Academy's Additional Needs Digest which is reviewed each term. The Digest and Group Profile Database is distributed and available to all teaching staff along with any student who holds a Learning Passport. This provides the teachers with an individualised person centred support plan identifying strategies to support the student in the classroom.

SEND Support (K)

This is the single based category for students who need extra specialist support. The Academies will set out interventions and expected outcomes for these students and review their progress. All students within the Academies will have a Support Plan with three highlighted targets which will be reviewed at identified points throughout the year.

Education, Health and Care Plans (EHCP)

An EHC Plan is a plan specifying:

- a) The child's or young person's special educational needs.
- b) The outcomes sought for him/her.
- c) The special educational provision required by him/her.
- d) Any health care provision reasonably required by the learning difficulties and disabilities resulting in him/her having special education needs.

These plans will replace Statements of Special Educational Needs from September 2014.

- e) Existing statements and LDAs will remain in force until all children and young people have completed the transition. **Transfers from statements to EHC Plans should be completed within three years**, so for pupils who already receive support, the old guidelines will be followed until September 2017.
- f) EHC Plans will extend from birth to 25, where necessary, replacing the Learning Difficulties Assessment (LDA's) for young people leaving school.

Annual Reviews of a Statement of Special Educational Needs/EHCPs

All Statements/EHCPs will be reviewed at least annually with the parents, student, the Local Authority and the Academy SENDCO, to consider whether any amendments need to be made to the plan.

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the Academy will look carefully at all aspects of that student's performance in different subjects, to establish whether the problems he/she exhibits in the classroom are due to limitations in his/her command of the language that is used there, or are attributable to special educational needs. NMAT Academies employ the service of an Additional Language Specialist Teaching Service (Mrs Christine Serres) to work with targeted students to support their progress.

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Transition

Provision is made for the transition of all students from primary to NMAT Academies and from our Academies to other secondary schools, special schools or post 16 Education by liaising with the relevant institutions. An early transition plan will be organised for highlighted students at Year 5 and Year 6 to develop a smooth transition to the Academy.

Within Year 9 students on the SEND Digest will be offered support and guidance in selecting their choices for KS4. Students will be assessed for Examination Access Arrangements to ensure that they are able to access examination. This is completed in liaison with the individual Academy's Examination Officers.

Funding system for SEND

Funding is agreed locally and is given to Academies via the Education Funding Agency, not through the local authority. Academies get the same level of funding for each student as a LA school in the same area; their notional SEND Budget is worked out in the same way.

Element 1: an amount of money for each student in the Academy Budget

The Academy receives their funding based on the total number of students in the Academy (Average Pupil Unit). This is the core budget and is used to make general provision for all students in the Academy including those with SEND.

Element 2: the National SEND Budget

Students who attend from within the Redcar and Cleveland Local Authority may receive an additional amount of money to assist in special educational provision to meet the student's needs. Students who attend the Academy from Middlesbrough Local Authority who require additional funding support will need an application to the Higher Needs Funding Budget within Middlesbrough Authority which will be completed by the SENDCO.

Partnership with Parents

Parents are seen from the outset as partners. Any decision regarding a student will be discussed with the parents at every stage. Parents of children in Year 6 and onwards are welcome to visit the Academy to view the provision outlined in the SEND Information report. There is a Year 6 Additional Needs Parents evening held within the Summer Term. Highlighted Y6 students are invited to take part in an Early Transition Programme to assist with the movement from Primary. Representatives from the Faculty will attend the review meetings of all Y6 students with a Statement of Special Needs or Y6 Transition Meeting to an Educational Health and Care Plan. All parents of students on the SEND Digest are invited to discuss the progress the students are making as and when they wish.

Links with Health, Social Care and other outside specialist services

Our links with these agencies are usually in relation to specific individuals. Where appropriate, representatives are invited to attend review meetings.

Responsibilities of the Governing Body under the Children and Families Act 2014

All NMAT Local Governing Bodies must:

- Identify a link Governor for SEND (Nunthorpe Academy - Mr Malcom Robinson. Rye Hills Academy – Mr Iain Fuller and Mrs Mary Ovens)

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- Ensure that, where the 'responsible person', the Executive Principal/Head of School or the appropriate governor, has been informed by the LA that a student has special educational needs, that those needs are made known to all who are likely to teach them.
- Ensure that all teachers are aware of the importance of identifying and providing for, those students who have SEND.
- Ensure that a student with SEND joins in the activities of the Academy with students who do not have SEND, so far as is reasonably practical and compatible with the student receiving the SEND provision their learning needs call for, the efficient education of the students with whom they are educated, and the efficient use of resources.
- Ensure that parents are notified of a decision by the Academy that SEND Provision is being made for their child.
- Admit the child/young person for whom an EHC Plan is maintained under liaison with the Local Authority.

Local Authority Functions

All Academies are under Statutory Requirements and Guidance in line with the Children and Families Act (March 2014). Redcar and Cleveland Local Authority have complied, the 'Local Offer' to provide information and advice with regard to services provided by the LA. (www.peoplesinfony.org.uk) Redcar and Cleveland Local Authority SEND Ranges: Way to Success for All Sept 2016 Guidance is used to help meet the needs of individual learners and the provision that is expected within the Academy.

Complaints

Through consultation with all parties involved with the students including the parents, it is hoped that there will be few reasons for complaint. However, should anyone have cause for complaint, it should be brought to the attention of the Academy as soon as possible. Where the issue relates particularly to Special Needs Legislation, parents will be aware of the Special Needs Tribunals. If this is the case they will be referred to the Parent Partnership Officers and Officers of the relevant authority.