

Academy Policy

SEND Policy & Information Report

CEO approval:	Sean Kelly	Date:
LGB Cluster consultation (where applicable):		Date:
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1. Introduction

- 1.1. Denewood and Unity Academies is committed to providing full and appropriate support to pupils with Special Education Needs and Disabilities (SEND). We operate a 'whole pupil; whole school' approach for our pupils and adopt inclusive practices with a focus on raising aspirations and improving pupils' outcomes, regardless of barriers and challenges they may face.
- 1.2. We work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils.

2. Legislation and guidance

- 2.1. This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
 - a) [Part 3 of the Children and Families Act 2014](#), sets out schools' responsibilities for pupils with SEN and disabilities.
 - b) [The Special Educational Needs and Disability Regulations 2014](#), set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
 - c) This policy also complies with our funding agreement and articles of association.

3. Definition of SEND

- 3.1. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 3.2. They have a learning difficulty or disability if they have:
 - a) A significantly greater difficulty in learning than the majority of the others of the same age, or
 - b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
 - c) Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles & responsibilities

4.1. The SENDCo

4.1.1. The SENDCo is Michele Gull

4.1.2. They will:

- a) Work with the principal and SEND governor/trustee to determine the strategic development of the SEN policy and provision in the school.
- b) Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- c) Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- d) Advise on the graduated approach to providing SEND support.
- e) Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- f) Be the point of contact for external agencies, especially the local authority and its support services.
- g) Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- h) Ensure the Academy keeps the records of all pupils with SEND up to date.

4.2. The SEND Governor/ Trustee

4.2.1. The SEND governor/trustee will:

- a) Help to raise awareness of SEND issues at governing board/trustee meetings.
- b) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.
- c) Work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the academy.

4.3. The Principal

4.3.1. The principal will:

- a) Work with the SENDCO and SEND governor/trustee to determine the strategic development of the SEND policy and provision within the academy.
- b) Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4. All Staff

4.4.1. Staff are responsible for:

- a) The progress and development of every pupil in their class.
- b) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.
- c) Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision and support.
- d) Ensuring they follow this SEND policy.

5. SEND Information Report

5.1. Please see appendix 1.

6. Complaints

6.1. All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

7. Contact details of support services for parents of pupils with SEND

7.1. Please click [here](#) for information about Nottingham City's local offer.

8. Monitoring arrangements

8.1. This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

9. Linked policies

- 9.1. Safeguarding & Child Protection Policy
- 9.2. Relationships & Positive Behaviour Policy
- 9.3. Concerns & Complaints Policy
- 9.4. Disciplinary Procedure Policy
- 9.5. Whistleblowing Policy

Appendix 1: SEND Information Report

<p>What kind of special educational needs are catered for in your academy?</p>	<p>Our Academy currently provides additional and/or different provisions for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia, • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy • Moderate/severe/profound and multiple learning difficulties.
<p>Which policies identify children and young people with SEND?</p>	<p>The emphasis at Denewood and Unity Academies is on the early identification of learning difficulties, thus permitting prompt assessment and appropriate provision.</p> <p>The SENCO considers:</p> <ul style="list-style-type: none"> • Pre-transfer information from commissioning schools, including about pupils with EHCPs • Concerns expressed by teachers, support staff and staff across the school. • Parental and pupil voice • Cognitive Ability Tests on entry and potential for Access arrangements identified as part of the exams process. <p>Additionally, teachers and specialist practitioners make regular assessments of progress for all pupils. From this, the academy is able to identify pupils making less-than-expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of pupils, for example, those who are in Care and/ or eligible for the Pupil Premium.</p> <p>When deciding whether to make special educational provision, a meeting will be arranged between the SENCO, specialist practitioners and the principal to consider all the information gathered from within the academy.</p> <p>Parents/carers will be notified by a telephone call/letter of the meeting, where the following will be discussed:</p> <ul style="list-style-type: none"> • the pupil’s areas of strengths and difficulties • any parent/carer concerns • plan any additional support your child may receive • discuss with you, any referrals to professionals, to support your child’s learning. <p>We aim to work with the students and parents through this process.</p>

<p>How are their needs assessed?</p>	<p>At Denewood and Unity Academies we endeavour to ensure each student with SEN gets the support they need.</p> <p>Subject teachers are responsible for the progress and development of pupils in their class, including the support given by mentors or engagement coaches. High-quality teaching, differentiated for students' needs, is the first way we respond to pupils who have SEN.</p> <p>Additional intervention and support cannot make up for a lack of good teaching. To support this, teaching at Denewood and Unity Academies is regularly reviewed. We have a thorough professional development programme to ensure teachers' understanding of strategies to support and identify vulnerable pupils, and that their knowledge of SEND is up-to-date.</p> <p>When a student is identified as having SEN, we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Approach' and ensures that parents and pupils' needs are at the centre of all provision provided.</p>
<p>Who is the school SENCO?</p>	<p>Michele Gull Assistant Principal – Teaching & Learning m.gull@denewood.raleightrust.org 01159151271</p>
<p>How do you consult with parents of children with SEND and involve them in their child's education?</p> <p>How do you express any concerns about my child?</p>	<p>At Denewood and Unity Academies, we are committed to working in partnership with parents and carers to meet the needs of the pupils in our provision. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the academy.</p> <p>Parents and carers are contacted frequently to inform them of the pupil's day. If you were to have a query or question regarding the provision offered to your child with SEND, in the first instance, we would encourage you to contact your child's form tutor. Should you wish to discuss your concerns further, you could contact the SENCO or one of the Senior Leadership Team (SLT). If you are still not satisfied with how your concern has been dealt with then our Principal will investigate.</p> <p>If you have concerns about your child that have not been addressed by the SENCO, you should contact the Principal in line with our complaints policy. A copy of the policy can be found on the academy website.</p>
<p>How do you consult with children and young people and ensure they are actively involved in their education?</p>	<p>At Denewood and Unity Academies, we consult with children and young people to ensure they are actively involved in their education by carrying out the following:</p> <ul style="list-style-type: none"> • Pupil voice – Conducted to find out what the pupils enjoy and how\if we can make changes. • Student collaboration concerning EHCP reviews • Meet with the Principal to discuss what's working well and what can be better. • Regularly review pupils' progress with the pupil and issue targets.

<p>How do you assess and review children and young people's progress towards outcomes? What opportunities are there to work with parents and pupils as part of this assessment and review?</p>	<p>At Denewood and Unity Academies, we assess and review children and young people's progress by the following:</p> <ul style="list-style-type: none"> • Reviewing pupils' progress towards their targets each term • Reviewing the impact of interventions after a predetermined number of weeks • Monitoring by the SENCO • Using provision maps to measure progress • Holding annual reviews for pupils of SEN or EHC plans
<p>How do you support children and young people who move between phases of education?</p>	<p>The Academies recognise that transitions can be difficult for pupils with SEND and their families and so take steps to ensure any transition is as smooth as possible.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • We will contact the school's SENCO and ensure they know about any special arrangements and support that needs to be made for your child • All records about your child are passed on as soon as possible. <p>When moving classes in the academy:</p> <ul style="list-style-type: none"> • Information will be passed on to new subject teachers. All relevant information will be shared. • Access arrangements for examinations are organised jointly by the SENCO and Examinations Officer, Mr Sisson. Pupils must always have a history of need and any special arrangements must reflect the pupil's usual way of working. The document 'Access Arrangements and Reasonable Adjustment- General and Vocational Qualifications (JCQ), sets out procedures and guidelines for applying for special arrangements. Not all pupils with SEND will qualify for access arrangements. <p>All pupils receive careers guidance sessions which are built into the curriculum time with more focused advice in key stage 4.</p> <p>This will involve:</p> <ul style="list-style-type: none"> • Work with Futures to offer 1:1 independent advice sessions from a qualified Careers Advisor • Mock interviews • Careers events from external providers • Work experience opportunities • Support with drafting CVs • Support with application forms for post-16 provisions • Support with visiting post-16 provisions
<p>How do you help children and young people prepare for adulthood?</p>	<p>Here at Denewood and Unity Academies, we help prepare children and young people for adulthood by educating them on real-world skills taught through PSHE, cooking, ICT and social skills.</p> <p>Pupils also have the opportunity to try out work-related learning such as music production.</p>

	<p>Parents may like to:</p> <ul style="list-style-type: none"> • Use the website of the National Careers Service, which offers information and professional advice about education, training, and work to people of all ages, https://nationalcareers.service.gov.uk/ or • examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job. <p>Where a pupil has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.</p>
<p>What approach do you use when teaching children and young people with SEND?</p>	<p>Teachers are responsible and accountable for the progress and development of all the pupils in their class. The teachers have the highest possible expectations for your child and all pupils in their group. Baseline data is used to ensure pupils are placed on a suitable education pathway:</p> <ul style="list-style-type: none"> • Pathway 1- Mainstream • Pathway 2- Alternative approach • Pathway 3- Advance alternative approach <p>High-quality teaching is essential in responding to pupils who have SEN. This will be differentiated for individual pupils regardless of the pathway. All pupils on the register have an SEN profile to inform all subject teachers of the specific learning challenges so that they can differentiate their work accordingly and have an awareness of effective strategies to support teaching and learning and their individual needs.</p> <p>We will also provide the following interventions:</p> <ul style="list-style-type: none"> • Teachers adapt planning to support the needs of pupils with SEND. • Teachers use a variety of teaching styles and cater for different learning styles to allow pupils with SEND to access the curriculum. • Teachers and the Engagement coaches in the classroom work together to give targeted support according to your child's needs. • Your child is fully involved in learning in class. • Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn. <p>Interventions. Pupils are identified for Intervention through data and discussion within pupil-focus meetings. This could be for behaviour, social and emotional, cognition and learning, communication and Interaction or personal development needs. These will be delivered by a specialist in this area or a qualified practitioner\counsellor.</p> <p>Targeted support:</p>

	<p>Where appropriate, pupils may receive additional support from our Taskforce including youth offending, CGL or Counselling.</p>
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<p>Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:</p> <ul style="list-style-type: none"> • Pathway changes • Sitting at the front of the classroom • The temperature of the classroom • Using enlarged resources • Use of ICT • Leaving lessons early • Use of colour overlays • Having someone scribe your work • Brain breaks/ THRIVE activities <p>There are many more that may be put in place depending on the individual pupil needs.</p> <p>You may also be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the academy and you to understand your child's needs better and so support them more effectively.</p> <p>The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in the academy.</p>
<p>What happens if a child needs specialist equipment, services or support? Reference to the academy's accessibility plan</p>	<p>At Denewood and Unity Academies we want to ensure there are no barriers for children with SEND and ensure that all SEND children enjoy the same activities as other children in the academy.</p> <p>We aim for all children to be included on school trips and visits. All children are encouraged to go on our residential trip(s). We will provide the necessary support to ensure that this is successful.</p> <p>A risk assessment is carried out before any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>All children have access to extra-curricular activities and they are differentiated to meet the individual child's needs. The academies offer the following activities such as:</p> <ul style="list-style-type: none"> • Gardening • Cooking • Rollerblading • ICT • Forest schooling

	<p>The Academies' aim is that all children follow a broad and balanced curriculum. This means that our primary aim is always that children access a full range of lessons. For children with SEN/D, we will make reasonable adjustments to the curriculum or learning environment as required.</p> <p>These changes will only be made in consultation with the school's senior leadership team, SENCO, parents and the child themselves.</p> <p>The Academies will liaise with external agencies for advice and support if specialist equipment is required to meet the needs of any child. The academy will ensure there is a clear plan in place for the admission arrangements for all young people with SEN/D or disabilities.</p> <p>This will include a multi-agency approach if required to ensure a smooth transition.</p> <ul style="list-style-type: none"> • there is a breakfast provision in the school and lunchtime activities for children in the Art room. • A strong pastoral system in the school means that teachers, mentors, and senior leaders are available for children to talk to on a day-to-day basis • time out space with the Engagement Team and mentors when required • Taskforce Team and our SEMH lead provide support for emotional well-being • full access to the site • ground floor first aid room • portal ramps for wheelchair access <p>There is a designated member of staff that is responsible for all students that have medical needs. The academy will ensure all staff have access to the medical register and are fully aware of the child's medical needs. The individual health care plans are stored centrally and are reviewed throughout the year in collaboration with agencies and parents/carers. There is a defibrillator on site and key staff that are fully trained for emergencies.</p> <p>Parents need to contact the office if medication is recommended by health professionals to be taken during the school day. As a staff, we have regular training and updates on conditions and medication affecting individual children so that all staffs are able to manage medical situations.</p>
<p>What expertise and training do your staff have? How do you secure additional specialist expertise?</p>	<p>The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved.</p> <p>The SENCO is currently completing the National Award for SEN Coordination. There is an ongoing professional development programme throughout the academic year which addresses areas of SEND within the academy:</p> <ul style="list-style-type: none"> • differentiation, • behaviour management • de-escalation techniques

	<ul style="list-style-type: none"> • intervention • Thrive wellbeing approach • Safeguarding • using specialist medical equipment such as the EpiPen (as needed) <p>There is also a trained safeguarding officer on site to ensure that pupils are effectively protected from harm. The safeguarding officer ensures all other staff are aware of their duty of care to keep children safe.</p> <p>Knowledge, skills and practice are shared within Denewood and Unity Academies, however, if there is a training requirement, we have close links with external agencies such as the Autism team and Learning Support team. These agencies deliver appropriate training and support is ongoing.</p>
<p>How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>The academy evaluates its own effectiveness and this is monitored through a variety of processes including:</p> <ul style="list-style-type: none"> • Reviewing pupils’ progress towards their targets each term • Reviewing the impact of interventions after a predetermined number of weeks • Monitoring by the SENCO • Using assessment trackers to measure progress • Holding annual reviews for pupils with SEN or EHC plans <p>The Principal reports on all aspects of the academy to governors. The governance conduct visits to review the provision on site. The academy is subject to an Ofsted Inspection every 3 years. The academy’s effectiveness in the annual review process for EHC plans and SEND plans are monitored by the SENCO and the tutors.</p>
<p>How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?</p>	<p>We provide a wide range of curriculum experiences and opportunities for all pupils to participate in such as Hockey, DJ skills, Boxing, Wild Things and community projects. We also carry out a residential trip twice a year to Walesby.</p> <p>No pupil is ever excluded from taking part in these activities because of their SEN or disability. All pupils also have access to external rewards trips should they achieve the required number of positive behaviour points.</p>
<p>How do you support the well-being of children and young people?</p>	<p>We have many strategies and interventions embedded within our everyday practice to assist pupils to become aware of how they are feeling and how their choices impact the emotional well-being of others. We have trained Thrive practitioners who can support the pupils on a one-to-one basis when required and on a scheduled rota. During social times some of our young people need extra emotional support.</p> <p>This can be given via any member of staff who can accompany the pupil through social times or via an older pupil. The pupils at the academy are also monitored to ensure they are eating at social times.</p>

	<p>There are clubs available at lunchtime where pupils may wish to spend their time in the games room or playing football\basketball.</p> <p>The school nurse is available for drop-in sessions or we can refer the pupil directly.</p>
<p>How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families?</p>	<p>At Denewood and Unity Academies when a student continues to make less-than-expected progress, despite support and interventions that are matched to their area of need, we will consider involving specialists or external agencies. Whenever we think specialists should be involved we seek parents’ permission first. Following a meeting or an assessment with a specialist, we will share what was discussed and/or agreed upon with the parents and teachers of the pupil. If we feel a pupil needs more specialist help, we can work with the agencies such as:</p> <ul style="list-style-type: none"> • Mental Health Support Team (Nottingham) • Education Psychologist • Learning Support Team • The Autism Team – Nottingham • Speech & Language Therapist • Youth Offending Support • CGL • Counselling – Base One (Nottingham)

Appendix 2: Graduated Approach

