



Nunthorpe
Academy



NMAT SEND POLICY (Statutory)

Approved by:	NMAT Board of Trustees	Date: July 2024
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Next review due by:	July 2025
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Responsible	Head of School/Assistant Vice Principal Inclusion
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Pre-amble and Context

Nunthorpe Multi Academy Trust (NMAT) believe that all students have the right to expect a first-class education, delivered by teachers who are committed to making learning challenging and rewarding. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our students including those with a special educational need and/or disability.

NMAT fully supports 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 \(2015.\)](#) Our vision for children with special educational needs and disabilities is the same as for all children and young

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

people in our care – that they achieve well during their time with NMAT and Nunthorpe Academy, and go on to lead happy and fulfilled lives.

At NMAT and Nunthorpe Academy every teacher is a teacher of every student, including those with SEND. Inclusion is a collective responsibility for all staff within NMAT and Nunthorpe Academy and each student will be fully integrated within the life of the Academy.

Definition of Special Educational Needs

The SEND Code of Practice 2015 6.1 states:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilled lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.*

Section 20 of the Children and Families Act 2014 states:

Children have a learning difficulty if they have a learning difficulty which calls for special educational provision to be made for them. This can be broken down further as children who:

- have a significantly greater difficulty in learning than the majority of children of the same age; or*
- 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.*
- 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.

Objectives and Aims

This policy is written to ensure everyone working in the Trust is clear about the ethos, principles, procedures and practice for students with Special Educational Needs and Disabilities (SEND).

Every adult within the Trust must follow this policy.

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

This policy supersedes any previous policies for SEND within the Nunthorpe Multi Academy Trust.

All items in italics are taken directly from the SEND Code of Practice 2015

Roles and Responsibilities

SENDCo

The SEND Code of Practice 2015 states:

6.87 The SENDCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENDCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.

6.89 The SENDCo provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high quality teaching.

NMAT SENDCo's will analyse data to identify any patterns in the identification of SEND, within their Academy and in comparison with local and national data.

We will then use this information to reflect on and improve the quality of education. The SENDCo will use the data dashboards to compare their Academy with local and national data annually and report to the senior leadership team. (The January census is used and the data is supplied by the Local Authorities at the end of the summer term or early autumn term each year).

Things the SENDCo **must do**:

- use the Academy's best endeavours to make sure that a child with SEND gets the support they need – this means identifying the correct students, keeping accurate records and then doing everything we can to meet the needs of children and young people with SEND.
- ensure that children and young people with SEND have full opportunity to engage in the activities of the academy alongside students who do not have SEND.
- inform parents/carers when we are making special educational provision for their child, in this information there must be a clear expected outcome or target.
- prepare a SEND information report annually, which is agreed by the Local Governing Body and Board of Trustees before being published on the academy website in the Summer term.
- state our access arrangements for the admission of physically disabled children.

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

- state the steps being taken to prevent physically disabled children from being treated less favourably than others.
- provide facilities to enable access to the academy for disabled children and publish our accessibility plan on our academy website showing how we ensure that fair access to our academy building is a priority.
- have due regard to the general duties to promote disability equality across the academy.
- offer direct and specific support to students and parents/carers, particularly those with SEND relating to learning.
- ensure students receive a curriculum personalised to their needs which, where possible, fulfils the requirements of the National Curriculum.
- raise the aspirations of and expectations for all students with SEND so that progress is in line with non-SEND peers. To champion the SEND students and run a working group “SEND champions” from across all subjects in the academy to ensure a consistent approach to meeting need.
- provide an environment which facilitates students with SEND to progress and develop a sense of achievement and pride.
- promote equal opportunities for all students irrespective of ability, gender, race or social economic grouping.
- ensure that all planning is student centred with aims and targets agreed with both students and their families.
- listen to the views of the student and include them in all planning and participating as fully in all decisions.
- ensure that the progress of all students with SEND or Additional Needs is monitored and provision is reviewed regularly.
- liaise closely with all areas of the Academy, ensuring that the staff body understands and follows the shared responsibility for all SEND students.
- create effective links with appropriate local and national services to promote Inclusive Education.

The monitoring of SEND provision at NMAT Academies is an essential role of our SENDCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on: SEND provision, allocation and use of resources such as laptops or learning pens and style of environment such as display board use
- scrutiny of all SEND learning passport content, implementation and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of students with SEND at least termly via book scrutinies

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- attendance at student progress meetings
Student questionnaires/discussions: after interventions, about support/provision in class and homework
- teacher/Learning Support Assistant (LSA's) questionnaires/discussions
- effective deployment, preparedness and practice of LSAs including interactions and questioning skills
- informal/formal feedback from staff, parents/carers and student themselves
- Student progress tracking, using assessment data (whole-school processes)
- attendance records of students with SEND
- whole school provision map
- pupil premium scrutiny and impact (similarly for Covid catch-up funding, if appropriate)
- supporting students and staff with effective transition
- consider examination/test access arrangements
- deliver, support and book suitable/relevant CPD with a focus on SEND in school
- termly meeting with our SEND link Governor and report to our senior leadership team, LGB and Trustees.

Role of Head of School

The Head of School alongside the SLT, is responsible for the strategic development, implementation of policy and provision in our school. They are responsible, along with the LGB and Board of Trustees, to ensure the Academy meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Head of School along with other members of the senior leadership team, will publish the resources (e.g. a whole school provision map) that are available to the school.

The Head of School will directly line manage the AVP Inclusion- SENDCo to ensure that any member of staff working with any student who has SEND or additional needs is aware of their needs and have consistent arrangements in place to meet them.

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Role of Each Class/Subject Teacher

The SEND Code of Practice 2015 states:

6.36 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

The role of class/subject teachers is to:

support the SENDCo and the Senior Leadership Team to implement this policy and have due regard to the SEND Code of Practice

- support and engage with the SENDCo in regard to the SEND monitoring role
- identify students with possible SEND and use Academy pro formas to alert the SENDCo of any observations made.
- support in the production of effective SEND support plans, and implement and review them, as set out in this policy
- set high expectations for every student including those with SEND
- liaise effectively with parents/carers and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all students
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- use their best endeavours to meet the needs of students with SEND
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with the students on a daily basis
- keep abreast of SEND initiatives and CPD and use the weekly SEND techniques delivered by the SENDCo, giving feedback to quality and impact as and when requested. **Role of all support staff (including Learning Support Assistants)**

The role of support staff is to:

- ensure the child/young person becomes as independent, resilient learner
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively with class/subject teachers to overcome any barriers to learning

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- report any observations about the student they are supporting to the class/subject teacher
- contribute to reports for reviews of student with SEND
- attend Professional Development opportunities and keep abreast of relevant initiatives
- follow the Learning Assistant Standards (where appropriate) or alternative Support Staff Standards as directed by the Academy

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Role of the Local Governing Body (LGB), the SEND Link Governor & the Board of Trustees.

The Academy's Local Governing Body and Board of Trustees will work with the Executive Headteacher and Head of School to ensure that the Academy meets its responsibilities under the Children & Families Act 2014 particularly section 66 regarding using their best endeavours, and Equality Act 2010.

The LGB and Board of Trustees will have regard to the SEND Code of Practice.

The Governors and NMAT Trustees will ensure that a Special Educational Needs Coordinator (SENDCo) is appointed in each NMAT Academy and that they are qualified, i.e. they are a qualified teacher and have the national award for special educational needs and disabilities (NASENDCo). The SEND Code of Practice 2015 states:

6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The SEND Link Governor and SEND Link Trustee is appointed to work directly with the SENDCo and other members of the senior leadership team and report back to their tier of governance about matters related to SEND. Termly meetings take place with both links. The LGB and Board of Trustees publish at least annually a SEND Information report. This report covers at least 14 bullet points listed in section 6.79 of the SEND Code of Practice and includes arrangements for supporting students who have SEND. This is uploaded onto the Academy website.

The Link Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENDCo by visiting at least once a term
- be aware of the numbers of students at our school with SEN and disabilities
- be aware of the SEND action plan and annual information report.

They will investigate:

- the gaps or differences in performance, attendance or exclusion (including internal exclusions) levels between our students with and without SEND

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- the strengths and areas for development regarding SEND provision
- how SEND is represented in the Academy Development Plan, and whether progress is being made towards targets
- be a key part of the process to obtain the views of our parents/carers of students with SEND, about their experience of the school's SEN provision
- be actively involved in obtaining the views of students with SEND including their enjoyment and experience of learning
- support the SENDCo in obtaining the views of teachers and support staff, about their ability to implement the SEND plan. They will report:
- each term to their respective tier of governance on their findings and take the full report for approval.

Key Contacts

The quality of education and the progress made by students with SEND is a core part of Academy performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to the Academy's self-evaluation.

All leaders regularly review how expertise and resources to address SEND can be used to build the quality of whole-school provision as part of the approach to school improvement.

At Nunthorpe Academy, Mrs S Brosnan is the Assistant Vice Principal- Inclusion and holds the role as SENDCo. She is the person responsible for coordinating day to day provision of students with SEND. Nunthorpe Academy has one additional trained SENDCo (Mrs J. Thomas). Both colleagues hold the National Award for SEND.

Mrs Brosnan can be contacted on:

sbrosnan@nunthorpe.co.uk

01642 304288 ext. 1040

Mrs K Kell, Head of School holds an overview and responsibility to SEND and additional needs and is contactable on: kkell@nunthorpe.co.uk 01642 304288 ext. 1052

A named member of our Local Governing body and the Board of Trustees have specific oversight of NMAT and Nunthorpe Academy arrangements for SEN and disability.

The named and nominated member of the Local Governing Body for SEND is: Jen Mrozik and can be contacted via the Head of School.

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NMAT academies, including Nunthorpe Academy has a team of Learning Support Assistants. (LSA's) who support the learning of specific students and ensure students can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress in line with their peers and targets. The work of the LSA's is directed by the SENDCo and targets are set annually to ensure consistent quality and to measure the impact of their work on the young people assigned. The LSA teams also provide additional support and experience to students who are not specifically allocated or identified as having a SEND and this gives invaluable information to the SENDCo which is then used as part of the SEND identification process at Nunthorpe Academy.

Broad Areas of SEND

The SEND Code of Practice 2015 states:

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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Social, Emotional and Mental Health

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students.

Sensory and/or Physical Needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identification, Assessment and Provision of Special Needs

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

“6.2 Every school is required to identify and address the SEN of the students that they support.

6.36 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. “

The steps below outline the process that staff will follow to identify students with SEND.

1. Any student who a member of staff has a concern about, whether it is due to a lack of academic progress, development or social need will add a note with date added on the child's records. This is referred to as a 'SEND note' within Class Charts. It is imperative the staff members' initial concern is logged and dated.

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A 'chronology of support and involvement' log is developed and monitored. (This is held securely within the SEND drive and accessible by Mrs Brosnan and the SEND team). Staff are committed to inform the SENDCo of their initial SEND concern within 2 working days. Staff are committed and trained to ensure that any additional child protection issues follow our Trust's safeguarding procedures, the DSL will be informed the same working day.

2. If a parent/carer or student raises a concern, this will be taken seriously and staff will listen to these concerns. Concerns will be noted and dated on the child's records, as explained above. If communications are received by staff other than the SENDCo, then Siobhan Brosnan will be informed of concerns within 2 working days and will be processed as identified above. If there is a child protection issue then the Trust's safeguarding procedures will be followed.
3. N.B. At this point the child is not regarded as having SEND. How well the child responds or otherwise to the adjustments will determine if they have SEND.
4. The form tutor, with support from the Pastoral Managers may discuss the concerns informally with the parent/carer and gather information about what the possible barrier to learning is. The Academy SENDCo will support on request and when required. Staff will make any reasonable adjustments to teaching, following the advice of any Learning Passport written and will then report the impact of your adjustments at the next pupil progress meeting (or at the next agreed time – this will be a maximum period of one term).

The SEND Code of Practice 2015 states:

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN.

Where there are concerns this will be logged and an assessment made by the teacher, supported by the SENDCo, if required. This will determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues. This work will be completed in tandem with the relevant Pastoral Managers and/or Assistant Vice Principal- Behaviour and Attitudes. If appropriate, the SENDCo may approach other agencies such as Early Help or CAMH's as per local county guidelines.

Any child with SEND will not be discriminated against, sanctioned or disciplined due to their special educational need.

The SEND Code of Practice 2015 states:

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all students.

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

These should seek to identify students making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

5. At this point, a decision as to whether the child has SEND will be made. This will include a meeting between the child/young person, family and SEND team before the SENDCo adds the student to the Academy's SEND register. The focus throughout this process is on the student's whole needs and not solely upon their difficulty. Parental voice is also taken into close consideration with any decision made. Once added to the SEND register, the child/young person is now described as being at 'SEND Support'. The student will appear as Code K on the school census.
6. The SENDCo will maintain an accurate list of students who have been identified as having SEND on the Academy's SEND list.

All teachers can access the SEND list in two ways in order to see the records for the students they teach. The first method is via Class Charts which is account based and therefore password protected. The second is via our SEND @ Nunthorpe Academy shared Google Drive- again password protected by organisation and accounts. Anyone accessing this list will treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR UK). The information can be filtered by class or gender to aid subject teachers' access and understanding of this content.

It is the responsibility of the class teacher to view and use the content for their students. Any new information will be indicated by the SENDCo 'in communication to all staff'. A date will be put against the student's name, which will show the age of all information shared. All information such as SEND support plans, communications, reports, EHCPs, annual reviews etc. are available via the hyperlink.

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This will be kept up to date in line with this policy. Teachers are required to upload any information and plans to the correct student file within 5 working days of them being received or written.

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 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, the 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.

Once a young person has been identified as having SEND then the formal process begins:

We will take action to remove barriers to learning and put effective special educational provision in place. This is called the **Graduated Response**. It is a 4-part cycle: **Assess, Plan, Do and Review**.

Parents/carers will be informed that their child has SEND and that additional and different provision is being provided for their child. Parents/carers will be signposted to the relevant Local Authority Special Educational Needs and Disabilities Advisory and support services and given links to the Local Offer. Links to the local offers can also be found on our Nunthorpe Academy website.

The graduated response is outlined below:

1. **Assess:** Assess student's needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the student's need. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.
2. **Plan:** This will be undertaken at least termly with the parents/carers and students. The views of parents/carers and students are of paramount importance. This will be recorded on the plan. The plan is written by the SENDCo and shared with all staff for immediate use. We use the SEND Learning Passport Support Plan template. The focus will be on how to overcome the barriers to learning identified in the assessment. An agreed date to review the plan with the parents/carers will be made at this meeting. Teachers will refer to the whole school provision maps (which are held centrally on Google Drive and

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overseen by the Assistant Vice Principals for Core, Ebacc, Open) to help plan any adjustments, approaches, resources or interventions required. If additional support is to be provided whether in-class or outside of class, it will be clear how, what and when this will be undertaken. Individual classroom teachers are responsible for monitoring the impact, supported by the SENDCo. The additional adult support is someone who will be suitably trained to undertake the intervention- this is always a member of the Inclusion team.

All plans will be conducted and meetings held in the following pattern e.g. The autumn plans will be written before the October half term holiday, the spring and summer plans will be written within the first two weeks of each term. The plans will be uploaded within 5 working days of the meeting and a copy given to the parent/carer. The date of the next meeting will be identified. Individual staff will not agree to any evidence based interventions being put into the plan without first consulting the SENDCo to ensure availability of the person delivering it. The SENDCo will monitor the quality and appropriateness of the plans.

3. **Do:** The subject teacher remains responsible for the student in all areas of their curriculum. Where provision is provided by Learning Support Assistants (LSAs) or specialist teachers, the responsibility remains with the class or subject teacher. LSAs must supplement and not replace teachers. Teachers are required to work with the student in order to plan and assess the impact of any adjustments, support or interventions.

The SENDCo will support the class teacher in the further assessment of the student's particular strengths and needs. The SENDCo will monitor this provision.

4. **Review:** The SENDCo will review the plan with parents/carers and the student on the agreed date. The impact and quality of the support and interventions will be evaluated. This will feed back into the analysis of the student's needs. Parents/carers will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

SEND provision may take a number of forms and a student may access one or more than one form of provision, as appropriate. A list of provisions typically undertaken at the Nunthorpe Academy is shown below:

- in class support from an LSA;
- additional one to one or small group teaching in literacy / numeracy or access to proven intervention programmes at school and / or at home;
- academic or general mentoring;
- targeted intervention sessions – academic or social;
- additional access to ICT;
- a personalised timetable
- a range of targeted assessments to explore the possible route of difficulties and inform the most effective approaches to address these difficulties;
- referral to external professionals / services e.g. Educational Psychologist, Children and

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Adolescents Mental Health Service, specialist teachers for vision / hearing impaired, Speech and Language services, specialist services for autism;

- additional support for students making transitions to or from other establishments / phases of education. Included in this, in agreement with parents/carers and students, relevant information is shared with the school / college / other setting to which a student is moving;
- regular review meetings and a resulting accurate and up to date learning passport;
- parents/carers will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired;
- some students will have behaviour plans, risk assessments or health care plans;
- some students may be allocated a key worker;
- designated finances will be used appropriately to meet students' needs without reducing independence.

NMAT and Nunthorpe Academy follows three waves of Intervention and Provision Maps:

1. Universal (Quality First Teaching for all)
2. Targeted (Targeted provision within and /or outside the Academy for groups of students who may be 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 Register. All information is shared and distributed with staff to ensure needs are met at all times. Learning passports provide teachers with an individualised student centred support plan identifying strategies to support the student in the classroom.

Internal Assessments

On entry to Year 7 all students will take part in CAT Testing (Cognitive Abilities Testing.) They are designed to assess a student's ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space). The results allow us to see if any new differences present and give a good baseline to ensure we have the correct students identified on the SEND Register in the key area of Cognition and Learning.

Internal screening and testing methods specifically directed at SEND used at Nunthorpe Academy include:

Visual stress tests using coloured overlays and backgrounds, these are usually accompanied with a recommendation to visit a local optometrist for further investigations.

Emotional Literacy: used to measure ability to understand and express feelings and highlight areas for intervention which is then put in place.

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Lucid Exact literacy testing: used to assess students towards the end of academic Year 9 in order to formalise specialist exam arrangements such as additional time (25%).

NGRT Reading assessments: individual assessment completed annually to give accurate reading data and comprehension ability to then allow specific literacy interventions to be created and used.

York Assessment of Reading for Comprehension: individual reading assessment to allow observations of a student's reading behaviours, strengths and areas for development. This data gives the academy ability to find precise areas to target to bring about rapid progress. Parallel forms of the assessment are then run to allow us to measure the impact of interventions put in place.

Lego Therapy - Lego-based therapy (LeGoff et al 2014) is an evidence based approach that allows us to develop social communication skills in children with communication and interaction difficulties, such as sharing, turn-taking, following rules, using names and problem-solving.

All members of staff have access to SEND referral forms which allows them to bring students to the attention of the SENDCo at any point in the academic year. This will allow for the plan, assess, do cycle to be initiated (as described above.)

If the SEND team are aware of a specific difficulty or new difference presenting in a student then a request for involvement will be made (once an agreement has been sought with the family and students themselves). This request may be for a specific service such as Speech and Language, Educational Psychology or Specialist Teacher in a specific need (e.g. Visual Impairment or Sensory difficulty.)

Students who continue to have significant difficulties despite targeted interventions and clear support in place will then be put forward, in agreement with and following a family/student meeting, for statutory assessment. This will involve initiating the request for an EHCP. The process of which differs between Middlesbrough LA and Redcar and Cleveland LA, however the outcomes on offer are the same.

SEND Support (K)

This is the category for students who need extra specialist support. NMAT and Nunthorpe Academy will set out interventions and expected outcomes for these students and review their progress. All students within Nunthorpe Academy and categorised as SEND K will have a Learning Passport including at least two clear targets which will be reviewed at identified points throughout the year.

Referral for EHC Plan (Education, Health and Care Plan)

If a student has lifelong or significant difficulties, they may undergo an EHC Plan process. This can be requested by the Academy or by the child's parents/carers.

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

An application will be made to the relevant Local Authority who will gather information about the child's needs and the provision that has already been put in place for them. Parents/carers will be copied into any application made for transparency.

The application for an EHC Plan will combine information from a variety of sources including:

- parents/carers
- Academy staff
- Health Professionals
- Other agencies involved with the child

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. a. Following the Assessment, an EHC Plan may be provided by the relevant Local Authority if it is determined that the Academy cannot provide for the child's needs on its own.

The Academy staff and the child's parents/carers will be consulted before the decision is made. Parents/carers have the right to appeal against the decision made regarding the EHC Plan.

Once the EHC Plan is completed it will be kept as part of the student's formal record and reviewed annually by the SENDCo, parents/carers 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 levels of support.

Individual transport arrangements

Students with a SEND specific transport need (who also have an EHC Plan) can apply separately for individual transport arrangements.

This can range from taxi service, door to door or independent travel support.

This need should, where possible, be discussed with the SENDCo or can be applied for by parents/carers using the relevant Local Authority website.

The timescales to apply for an EHCP are set by the Local Authority and are in no way influenced by the SENDCo or the Nunthorpe Multi Academy Trust. Currently the process and necessary steps can take upwards of 26 academic weeks.

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

NMAT SEND POLICY (Statutory)

Education, Health and Care Plans (EHC Plan)

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.
- e) These plans replaced Statements of Special Educational Needs (Statements) from September 2014.
- f) Existing statements remain in force until all children and young people complete the transition.
- g) Any students entering NMAT and the Nunthorpe Academy with outstanding Statements of Special Educational Needs or Learning Difficulties Assessments will have an interim review meeting in the first half term to ensure legal compliance and up to date supportive funding decisions.
- h) EHC Plans will extend from birth to 25, where necessary, replacing any outstanding Statements or LDA's for young people leaving school.

Annual Reviews of a Statement of Special Educational Needs/EHC Plans

All Statements/EHC Plans will be reviewed at least annually with the parents/carers, student, the relevant Local Authority and the Nunthorpe 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. Nunthorpe Academy will look carefully at all aspects of that student's performance in different subjects, to establish whether the problems they exhibit in the classroom are due to limitations in their 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 to work with targeted students to support their progress.

Criteria for exiting the SEND Register

If it is felt that a student is making progress which is sustainable then they may be removed from the SEND register. If this is the case then the views of the SENDCo, student and parents/carers will be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to remove the student from the SEND register then all records will be kept until the student leaves NMAT

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

and the Nunthorpe Academy (and passed on to the next setting). The student will continue to be monitored through the procedures outlined in this policy.

Key Transition Points

Provision is made for the transition of all students from primary to Nunthorpe Academy and from Nunthorpe Academy to other secondary schools, special schools or post 16 Education by liaising with the relevant settings.

An early transition plan will be organised for highlighted students at Year 5 and Year 6 to develop a smooth transition to Nunthorpe Academy. This work is completed with the support of the Year 7 Progress Leader.

Year 9 students on the SEND Register will be offered support and guidance in selecting their subject choices for KS4, this may include specific subject choices or reduction in number of GCSEs selected. This support and guidance will be taken on a case by case basis and the views of the student and the family will be sought in any decision making.

Access Arrangements

Some students require special arrangements for exams and assessments to enable them to demonstrate their true ability despite specific difficulties they might have. The most common forms of access arrangements are additional time, readers and scribes. Students may also require access to ICT support when completing exams and assessments.

Access arrangements are organised by the SENDCo in conjunction with a specialist assessor. Access arrangements at Key Stage 3 (Year 7-9) are at the Academy's discretion, based on a student's profile of need. However, for formal exams in Key Stages 4 and 5 (GCSEs and A levels), there is a formal process for requesting arrangements, based on a raft of approved tests which provide a clear picture of what access arrangements can be applied for.

Students who may be eligible for possible access arrangements are usually tested in Year 9 or 10. The decision to test is based on the academy's prior knowledge of the student. For example, students who have had access arrangement in Key Stage 3 or participated in interventions will be tested. Staff will monitor students so as to identify those who may be eligible. As well as being eligible via such testing, exam boards stipulate that planned arrangements should be a student's 'normal way of working' and therefore any request for access arrangements has to be the result of a well-planned process. Consultation with parents/carers and students is an important part of this process. Students who receive access arrangements may be included on the SEND register.

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

Emergency access arrangements will be put in place for those students as necessary and on demand for immediate reasons such as illness, bereavement and physical fractures or breaks etc. These are agreed and applied for by the Academy SENDCo and Exams Officer.

Supporting and involving Students and Families

From the outset, parents/carers are seen as partners. Any decision regarding a student will be discussed with the parents/carers at every stage. Parents/carers of students in Year 6 are welcome to visit the Academy to view the provision outlined in the SEND Information report. There is a Year 6 Additional Needs Parents/Carers Evening held in the Summer Term.

Identified Year 6 students are invited to take part in an Early Transition Programme to assist with their transition from their Primary School. Representatives from the SEND team 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/carers of students on the SEND Register are invited to the meeting to discuss the progress of their child.

We aim to work in close partnership with students and their parents/carers, keeping them informed about progress, assessing current and future needs and planning the most appropriate means of support. We also encourage all parties to discuss any issues and concerns with Nunthorpe Academy staff so that we can address problems promptly and effectively. All students have the right to be involved in making decisions and exercising choice. We endeavour to fully involve students with SEND by encouraging them to:

- state their views about their education and learning;
- identify their own needs and their feelings about the provision made for them;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- attend review meetings and actively participate in them.

NMAT and Nunthorpe Academy aims to support students and families by:

- working effectively with all other agencies supporting young people and their parents/carers; □ making parents/carers/carers feel welcome;
- encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs they may have which need addressing;
- instilling confidence that the school will listen and act appropriately; focusing on the student's strengths as well as areas of additional need;
- allowing parents/carers opportunities to discuss ways in which they and the school can help their child;

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

(Statutory)

- involving parents/carers in drawing up targets and monitoring progress;
- keeping parents/carers informed and giving support during assessment and any related decision making process;
- making parents/carers aware of other support and services available locally;
- providing all information in an accessible way, including, where necessary, translated information for parents/carers with English as an Additional Language.

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.

Funding system for SEND

Funding is agreed locally and is given to the Trust via the Education and Skills 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 or Middlesbrough Local Authority may receive an additional amount of money to assist in special educational provision to meet the student's needs. This will need an application to the Higher Needs Funding Budget within Redcar and Cleveland and Middlesbrough Authority which will be completed by the SENDCo.

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

The Local Governing Bodies at Nunthorpe Academy will:

- Identify a link Governor for SEND (Jen Mrozik).
- Ensure that, where the 'responsible person', the Head of School/SENDCo, 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

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(Statutory)

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/carers 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 compiled, the 'Local Offer' to provide information and advice with regard to services provided by the LA. (www.peoplesinfont.net.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.

Confidentiality

Staff may have access to personal data about students and their families which will be kept confidential at all times and only shared when legally permissible to do so and in the interest of the students. Records will only be shared with those who have a legitimate professional need to see them. Staff will never use confidential or personal information about a student or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a student, or their parent/carer makes a disclosure regarding abuse or neglect, the member of staff should follow our Trust's safeguarding procedures.

Complaints

Through consultation with all parties involved with the students including the parents/carers, 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/carers will be aware of the Special Needs Tribunals. If this is the case they will be referred to the Parent Partnership Officers and Case Officers of the relevant authority.

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