Diocese of Norwich Education and Academies Trust

Special Educational Needs and Disability Policy

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Person Responsible:	**Deputy Chief Executive Officer**

Our Christian Ethos and Values
All policies within the Diocese of Norwich Education and Academies Trust hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles
The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal/Headteacher. The Principal/Headteacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

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This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

Policy Statement

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential. Hope Federation of Church of England Primary Academies (hereafter referred to as "the Academy") believes that:

- All pupils with SEND are entitled to a broad and balanced curriculum.
- Pupils' learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching.
- All staff will use their "best endeavours" to meet the pupil's needs.
- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

What is a Special Educational Need?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning that requires provision that is in addition to or different from others

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice September 2014)

What is Disability?

The Equality Act 2010 definition is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities"

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Aims and Objectives of the SEND Policy are

- That all pupils access an ambitious curriculum.
- To provide quality first teaching.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils' self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide continuing professional development so that staff will feel they have the expertise to meet the pupil's needs.
- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Whole Academy strategies to support pupils with SEND

- Pupils will have access to Quality First teaching - examples to be referenced within the SEN Information Report. Class and subject teachers may be supported, where appropriate by teaching assistants or other experts who provide individual or group support dependent on the identified needs of the learner.
- The four-part graduated response introduced in the Code of Practice 2014 will be utilised to identify those pupils who need additional SEND Support. The graduated response is an ongoing cycle of assess, plan, do, and review.
- Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.

Roles & Responsibilities

All staff at the Academy have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of attainment and progress data
- Analysis of progress through the 7Cs
- Consideration of the whole academy provision map
- Pupil progress meetings with individual teachers
- Individual learning plans, which are in addition to or different from typical curriculum provision
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.
- Case sampling

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).
This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Identify pupils with a special educational need and those who are disabled and those with a medical need
- Develop a Provision Map which evidences provision that is 'additional to or different' from the curriculum for all pupils with SEN in the Academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.
- Coordinate the Annual Review for pupils with Education Health and Care plans.
- Monitor the Academy's system of Learning Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy-based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO

- Agree which pupils are vulnerable learners and those who may have SEN or are disabled or have a medical need.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need a Learning Plan or Pupil Passport.
- Secure good teaching outcomes by providing quality first teaching and reasonable adjustments as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources, to ensure the barriers to learning are reduced.

Staff training
All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. It is an expectation that all SENCOs will have or study for the 'National Award in SEN Co-ordination'. Staff training will be offered as needs are identified.

Partnership with Parents / Carers
In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

Voice of the Pupil
The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted where appropriate, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupils to express their views about their learning, help them to identify their own targets and needs and be part of the graduated response.

Monitoring
The impact of this policy will be monitored through regular review and feedback from staff, children and parents/carers.
The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review
The policy will be reviewed annually or earlier if relevant.

Links to Other Policies
- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy

APPENDIX 1: SEND Information Report

[This is a model document and will need adapting in each individual situation]

SEND Information Report for XXXXXX Academy 2025/26

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools. maintained nursery schools and Academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At XXXXX Academy we are committed to working together with all members of our Academy community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

xxxxxxxxxxxxx	Headteacher.
xxxxxxxxxxxxx,	SENCO
xxxxxxxxxxxxx	SEND Governor
xxxxxxxxxxxxx	Parent Governor

If you think your child may have SEND please speak to their Class Teacher or contact our SENCO on (telephone number)

Our Approach to Teaching Learners with SEND

At XXXXXX Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our Academy and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the Academy.
We aim to create a learning environment which is flexible enough to meet the needs of all members of our Academy community. We monitor progress of all learners, staff continually assess ensuring that learning is taking place. Our whole Academy system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At XXXXXX Academy, we value:

Learning for all.

How we identify SEND

At different times in their Academy career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory Academy age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream Academies or mainstream post-16 institutions."

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in the Academy for lots of reasons. At XXXXXX Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2023/24 shows that we have xxxx of children identified as having SEND, and xxxx of those have an Education, Health and Care Plan.
xxxx of children are identified as having SEND linked to Cognition and Learning
xxxx linked to Communication and Interaction
xxxx linked to Physical and Sensory

Assessing SEND
Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At XXXXXX Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available within Academy.

For some learners we may want to seek advice from specialist teams. In our Academy and cluster we have access to various specialist services but may have to be commissioned from our Academy budget. We have access to services universally provided by Norfolk County Council, which are described below:

The agencies used by the Academy include:
Delete /amend as appropriate
ASD specialist support assistant team,
We have limited access to an Educational Psychologist
CAMHS (Child & Adolescent Mental Health Service)
Attendance Officers
ATT, Access through technology services. (Profession or medical referral only)
Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment
Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)

What we do to Support Learners with SEND

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2021 detail the expectations on all teachers, and we at XXXXXX Academy are proud of our Teachers and their development.
Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at XXXXXX Academy to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.
At XXXXXX Academy we share the provision map with our colleagues in the xxxxx cluster so we can learn from each other, and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the Academies/ Schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the Academy.

Funding for SEND
XXXXXX Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we received for this academic year is xxxxx

Individual 'top up' funding from the LA is applied for where evidence suggests it is appropriate.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within XXXXXX Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) the same review procedures take place, but the Statement or EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra- curricular activities. At XXXXXX Academy this academic year we are offering a range of additional clubs and activities. These can be found on our Academy web page or by contacting our Academy Office**.**

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENCO to discuss specific requirements.

All staff at XXXXXX Academy work within the Equality Act 2010. This legislation places specific duties on Academies / Schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 210 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link
https://www.gov.uk/equality-act-2010-guidance

Individual medical needs are also identified and with Parents/Carers, a care plan is agreed.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in the Academy, having a new teacher, or moving on to another Academy, training provider or moving into employment. XXXXXX Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to a secondary Academy of children with an EHC will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

XXXXXX Academy is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Useful links

www.norfolk.gov.uk/SEND
Parent Partnership