

CITY ACADEMY NORWICH

SEND Policy and Report 2019

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Authority	Delegated to Headteacher
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At CAN, our ethos is “Every Child, Same Chance”. This highlights our aim to support every student and offer them every chance of success whilst they are studying with us. We have a dedicated Learning Support Team whose primary focus is to enable students with SEND to reach their full potential. For this to be achieved, we believe the partnership between the academy, parents, carers, governors, our feeder schools, external agencies and the students themselves, is crucial.

Mrs Kitson-Cook is our SENCO (Special Educational Needs and Disability Coordinator) and is responsible for coordinating the provision of all SEND students at City Academy Norwich. If you would like to speak to her regarding a concern your child might have in regards to SEND support then please get in touch with her on the school number.

2. Legislation and guidance

All schools insert:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is 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 and responsibilities

4.1 The SENCO

The SENCO is Mrs Kitson-Cook.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The head teacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- 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

Meeting the needs of all our students is central to our school ethos and development plan at CAN. All members of staff are committed to planning and delivering lessons and interventions which are student focused, differentiated, stimulating and challenging for all learners. We work to develop all students' levels of resilience, positive self-belief and independence. We offer an extensive and on-going programme of training to ensure all members of staff feel confident supporting all students within CAN. This is delivered through daily briefings and weekly training, resulting in a whole school approach to maximise impact.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry during transition week, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Referrals to the SEND Team can originate from several sources, including:

- Transition meetings with feeder schools
- Transition / in school assessment data
- Student self-referral
- Parental / carer referral
- Subject teacher, form tutor or progress leader referral
- Education, Health and Care Plan (EHCP) annual review meetings

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Once a referral is received, the following procedure is actioned:

- The SEND Team conduct student observations to assess how a student is accessing the curriculum across the academy (focusing on progress, attainment, attitude to learning and behaviour for learning)
- Teacher feedback is requested, again to understand how the student is progressing across all subjects
- Assessment data is analysed (including in-class assessments, mocks, psychometric test results along with behaviour log information and attendance)
- A member of the SEND Team will communicate with parents / carers to discuss any concerns. This may be through a meeting in school, home visit or telephone call
- If appropriate, further assessments may be used to understand the identified learning barrier in greater detail. These may be conducted by either a member of the SEND Team, an Educational Psychologist, Advisory Support Teacher or a Clinical Psychologist
- Following assessment, recommendations for interventions and teaching strategies are generated. A plan of support is created by the SEND Coordinator (SENDSCO), in partnership with Progress Leaders, to aid the student in overcoming their barrier to learning
- Information is shared with all teachers on their personal ClassCharts profile and the SEND Team to ensure appropriate provision is provided for the student and is monitored regularly using the provision map
- Progress is monitored and reviewed regularly to ensure support is having a positive impact

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

For students who need early transition both from Key Stage 2 to Key Stage 3 or Key Stage 4 to Key Stage 5, we are flexible in providing additional sessions to the appropriate institution to ensure that the child feels prepared and ready to enter their new stage of education.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. All teachers have been working through internal CPD on Emotional Coaching. Equally, we have been working on strategies within the classroom that support students emotionally while keeping them in their learning.

Here at CAN, we support our teachers with innovative and continuous professional development. All information to support teachers in knowing how best to meet the needs of the students is shared through staff briefings and ClassCharts.

Below is a list of strategies and techniques a teacher at CAN might employ to support our learners with SEND:

- Checklist of learning activities
- Writing frames
- Using a Learning Support Assistant
- Word banks
- Supported questioning
- Regular check-in points within a lesson
- Differentiated resources
- Overlays
- Additional time
- Dictionaries
- A scribe
- Laptop use

We will also provide the following interventions if we deem they are appropriate:

- LEGO Therapy
- Memory Intervention
- Social Stories
- Social and Emotional Guidance and Support
- Lunchtime Club
- Emotional Literacy Support (ELSA)
- Sound Discovery
- Speech and Language Therapy
- Resilience Groups

5.7 Adaptations to the curriculum and learning environment

Explain your school's approach here. You should describe how you will adapt the curriculum and the learning environment. You may wish to link to your accessibility plan here. These are suggestions only.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 4 teaching assistants who are trained to deliver the interventions named in 5.6. However, they do not run at the same time and will be allocated to a child depending on level of need.

Teaching assistants will support pupils on a 1:1 basis when directed by County.

Teaching assistants will support pupils in small groups when they are in class but will be assigned tasks based on the teachers requirement.

We work with the following agencies to provide support for pupils with SEN:

- Educational psychologist services (CEPP)
- Clinical psychologist
- Speech and language therapists
- Occupational therapists
- Sensory Support Team – Auditory
- Autism East Anglia
- School Nurse Team
- MAP
- CAMHS
- Nelson's Journey

Exam access arrangements

All students are screened to assess if they qualify for access arrangements for examinations. These may include additional time, a reader, a prompt or use of a laptop, for example. Our qualified assessors then make the necessary applications to all relevant exam boards, according to the Joint Council for Qualifications (JCQ) exam regulations.

5.09 Securing equipment and facilities

If specialist equipment needs to be purchased or lent we will be guided by external providers on what works best for the child. Applications for Access to Technology can be done but students will be internally assessed first.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Having pupil feedback conversations
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

CAN has developed an extensive extra-curricular programme for our students called UCAN. UCAN's purpose is to offer students additional cultural capital experiences. As an academy, we will make the necessary reasonable adjustments to ensure that all students are able to access these opportunities, and that no SEND is a barrier (Equality Act, 2010). We proactively welcome and encourage students with SEND to take part and experience the activities on offer.

All pupils are encouraged to go on our residential trip(s) and all pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to Mrs Kitson-Cook in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEN

If you wish to discuss anything regarding SEND provision at CAN, in the first instance please contact Mrs Kitson-Cook, Special Educational Needs and Disabilities Co-ordinator (SENDCO) via 01603 452628.

Mrs Kitson-Cook	SENDCO
Mr Vann	SEND Team Lead
Mrs Wilkinson	SEND Team Lead

5.15 The local authority local offer

Our local authority's local offer is published here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Kitson-Cook **every year**. It will also be updated if any changes to the information are made during the year.