

SEN policy and information report

Nottingham Academy



NOTTINGHAM ACADEMY

Approved by:	R Smith	Date: July 2022
Last reviewed on:	Reviewed January 2023	
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1. Aims

Our SEN policy and information report aims to:

Make provision for children covering the four areas of need in cognition and learning, communication and interaction, behaviour, anxiety, and physical disabilities. We are part of the Greenwood Academy Trust and adhere to their SEN policy.

2. Legislation and guidance

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 plans (EHCP), SEN coordinators (SENCOs) and the SEN information report. This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for them that is different to their peers such as.

- A significantly greater difficulty in learning than most of the others of the same age, or
- A disability which prevents or hinders them from making use of resources provided for others of the same age in mainstream schools

Special educational provision is an educational provision that is additional to, or different from, that is within the school’s resources for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo and inclusion team

The SENDCo is Sally Scott

The Deputy SENDCo is Tina Mulvany

They will:

- › Work with the Principal to determine the strategic development of the SEND policy and provision in the academy
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHCP plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils who require SEND intervention receive appropriate measurable support alongside high-quality teaching
- › Advise/demonstrate on the graduated approach in responding to SEND support
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Ensure the academy keeps the records of all students with SEN up to date

4.2 The Principal

The Principal will:

- › Work with the SENDCo and academy council to determine the strategic development of the SEND policy and provision within the academy
- › Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of *every student* in their class
- Class teachers work with the academies mentors or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Class teachers work with the heads of subject and faculty leads to review each student's progress and development and decide on any changes to provision

5. SEN information report

5.1 The kinds of SEN that are provided for

Our academy currently provides additional and/or different provision for the four areas of need.

- › **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome (ASD), speech and language difficulties (SALT)
- › **Cognition and learning**, for example, dyslexia, dyspraxia, learning disability
- › **Social, emotional, and mental health** difficulties, for example, attention deficit hyperactivity disorder (ADHD), diagnosed SEMH
- › **Sensory and/or physical** needs, for example, visual impairments, hearing impairments, provision of specialist equipment as advised by OT, medicine administering, and personal care need to be discussed with the SENDCo and year teams.

5.2 Identifying students with SEN and assessing their needs – Transition

Using a graduated response with information provided at transition points into the Academy, including SEND information attainment levels will determine entry on the Nottingham Academies SEND register and appropriate support to be reviewed termly.

In year 7 all students undertake CAT tests and NGRT reading tests, to identify students reading ability. All year 7, 8 students requiring additional reading assessment will be triaged and then follow the Academies Reading Strategy. Class teachers will make reasonable adjustments to accommodate students learning and differentiate accordingly with regular assessments of progress for all students. This will allow them to 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
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- › Fails to close the attainment gap between the child and their peers

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, the views and the wishes of the student 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.

If you think that your child may have special educational needs or are concerned about your child’s progress, then you should speak to your child’s tutor and teachers at progress evenings in the first instance. If you continue to be concerned, you may contact the school’s SENDCo (Special Educational Needs Co-Ordinator) Mrs S Scott.

5.3 Consulting and involving students and parents

We will have a discussion with the students teachers, 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 student’s areas of strength and difficulty
- We consider the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review** (APDR)

The SENCo will carry out a clear analysis of the student’s needs. This will draw on:

- › The teacher’s assessment and experience of the student
- › Their previous progress and attainment or behaviour
- › Other teachers’ assessments, where relevant
- › The individual’s development in comparison to their peers
- › The views and experience of parents
- › The student’s own views
- › Advice from external support services, if relevant



5.5 Our approach to teaching students with SEN

Nottingham Academy use 7 teaching principles to support quality first teaching and meet the needs of all students. These 7 teaching principles ensure that the needs of students with special educational needs are met within the classroom. The classroom teacher is responsible for applying these 7 teaching principles and making reasonable adjustments to lessons to meet the needs of all students

7 Guiding Principles of Teaching and Learning

- 1 REVIEW LEARNING**
 - Ensure reviews occur daily, weekly and monthly
 - Connect to previously taught skills and knowledge
 - Retrieval practice scores the highest marks for making memory stick
- 2 NEW CONTENT IN SMALL STEPS**
 - Deliver key knowledge in a sequential manner
 - Only present small amounts of material at any time with student practice after each step
 - Assist students as they practice new material
- 3 CHECK FOR UNDERSTANDING**
 - Check all students are learning after each small step before moving on
 - Provide systematic feedback and corrections
 - Adopt teaching strategies to challenge any developing misconceptions and secure learning
- 4 CHALLENGE AND SCAFFOLD**
 - Use appropriate strategies to ensure all learners can access the learning
 - Provide temporary scaffolding to enable students to learn different tasks or information
 - Share examples of what success looks like
- 5 MODEL AND GUIDE**
 - Model and exemplify tasks and activities
 - Articulate the thought process
 - Provide clear worked examples
- 6 INDEPENDENT PRACTICE**
 - Sequence learning to suitably prepare students to work independently
 - Provide frequent opportunities for extensive independent practice
 - Provide feedback to check the practice has been successful
- 7 LITERACY**
 - Support students to read, write and communicate effectively within each subject
 - Pre-teach academic language
 - Provide feedback and corrections

5.6 Complaints about SEN provision

Complaints about SEN provision in our Academy should be made to the SENDCo in the first instance. However, the SENDCo is present at all parent evenings and welcomes parental partnership meetings.

The local authority local offer/ Contact details of support services for parents of students with SEN

Nottingham Academy is supported by a wide range of services, including:

- An Educational Psychologist.
- Specialist teams from the Local Authority
- NHS – school nurse
- CAMHS and MHST

Any further information regarding the support services we use can be obtained by contacting the academy to discuss the local offer or by visiting Nottingham City's 'Ask Us' website below:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

5.9 Contact details for raising concerns

Sally Scott - SENDCo

Email: sscott@nottinghamacademy.org

Tel: 01157 483380

Tina Mulvany – Deputy SENDCo (SEN admin)

Email: tmulvany@nottinghamacademy.org

Tel: 01157 483380

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo Mrs. S Scott It will also be updated if any changes to the information are made during the year.

It will be approved by the principal. Mr. R Smith

7. Links with other policies and documents

This policy links to the following Academy documents:

Nottingham Academy Accessibility policy

Nottingham Academy Safeguarding policy

Nottingham Academy Behavior policy

Useful websites.

- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Local Dyslexia Associations - British Dyslexia Association \(bdadyslexia.org.uk\)](#)

Nottingham local offer

- [Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)
 - [Nottshelpyourself | SEND Local Offer](#)
 - [Home | Ask Us Nottinghamshire \(askusnotts.org.uk\)](#)
 - [Nottingham and Nottinghamshire IASS - IASS \(iassnetwork.org.uk\)](#)
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- Complaints policy
- Intimate care policy
- Medical support for pupils
- Accessibility policy