

Nova Hreod Academy SEND Policy 2024/2025

SEND Staff

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This policy is reviewed annually and agreed by the Governing Body
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Policy Statement

1. Rationale

Nova Hreod Academy, as a school within the United Learning Trust, is committed to ensuring that the necessary provision is made for every pupil within our schools' communities in line with this policy. United Learning celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

This policy is in line with our teaching and learning objectives and equality of opportunity policy and aims to support inclusion for all our pupils. The policy covers key statutory elements and focuses on maintaining the highest expectations for all pupils and bringing out the 'best from everyone.'

The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). The Governing Body, the Headteacher and the SENCO will work closely to ensure that this policy is working effectively.

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals leading fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Every teacher is a teacher of every child or young person including those with Special Education Needs and/or Disabilities. At Nova Hreod Academy we endeavour to achieve the inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Unless at the detriment to themselves or those around them, we aim to achieve this inclusive model in the classroom, it is only where needs cannot be met in the mainstream classroom, targeted intervention will be implemented to support students with access to the broad offer at Nova Hreod Academy.

Teachers provide high quality adapted learning opportunities for all the children at Nova and provide materials appropriate to children's abilities. This ensures that all children have a full access to Nova's curriculum.

We focus on individual progress as the main indicator of success. A Special Educational Need might be an explanation for delayed or slower progress, but it is not an excuse. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

Some pupils will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEN Support*. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Nova Hreod Academy will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

The provision in place at Nova Hreod will meet the guidance and requirements outlined in the Special Educational Needs (SEN) Code of Practice (2015) from the Department for Education. This document outlines the expectations in relation to identifying, assessing, and providing for children and young people with Special Educational Needs, as well as how we monitor the implementation of this provision.

Aim

To provide an inclusive, stimulating, and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training.

By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEN and/or a disability.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEN and/or a disability gets the support they need.
- To have regard to the statutory guidance the SEND Code of Practice (2015), as far as it applies the school.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of pupils identified as SEN Support.
- To appoint a teacher responsible for the coordination of SEN provision (SENCO) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEN are offered full access to a broad, balanced, and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered, and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and, where applicable, to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, as far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

2. Definition/Identification of Special Educational Needs and Disability (SEND)

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. In accordance with the Children and Families Act 2014, 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 than most others of the same age;
- Has a disability which prevents or hinders him or her from making use of facilities available in a mainstream school;

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental, and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for, but we identify the needs of the whole pupil to establish what provision is required to meet their primary need, not just by the category in which they are placed. Nova Hreod Academy will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

It is important to note that a pupil who has a disability may not necessarily have a specific educational need. Not all disabled pupils have SEN.

SEND Support

Nova Hreod Academy will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEN and/or a disability and ensure that parents/carers are informed that special educational provision is being made for their child.

Where concerns are raised about a pupil's progress despite support and high-quality teaching, the class teacher will seek advice from the SENCO. Slow progress and low attainment will not automatically mean a pupil has SEN. However, where the school reasonably considers that a pupil may have a learning difficulty the school will do all that is reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed, such as in-class support. The school may, in consultation with parents, engage external agencies and professionals to help assess the pupil's needs and advise on appropriate support.

Where a pupil is identified as having SEN, the SENCO and class teachers will take action to support effective learning and make all reasonable efforts to remove barriers and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Parents will be notified immediate their child is placed on the SEND register and may be receiving SEN Support. This will be regularly reviewed termly (three times per year) and updates to the provision and SEND register amended according to level of need.

4. Legislative Compliance

This policy complies with the statutory requirement laid down in the SEND Code of Practice 0 – 25 September 2015 Section 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 September 2015
- Schools' SEN information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England framework for Key Stages 1-4
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

5. Identifying Special Educational Needs

SEN Register

The SEN register at Nova Hreod Academy is the database that shows all students currently identified as having a Special Educational Need. A student on the SEN register will be identified as either having an EHCP (Code E) or requiring SEN support (code K). A student with an EHCP will automatically be placed on the SEN register as will any student with a diagnosed need or disability. Students without either of these are placed on the register at the school's discretion. Using the guidance from the SEND Code of Practice as well as supporting evidence from medical and/or education professionals, Nova Hreod will add students to or remove students from the SEN Register according to the best available evidence. All parents/carers are informed on both the adding and removal of a student from the register to ensure all parties fully understand the reasons and the process.

Students do not have to be identified in the SEND register to access support within school.

As well as the coding (E/K) the child's needs will be identified under one or more of the following categories:

- Communication and interaction

- Social Emotional and Mental Health
- Cognition and learning
- Sensory and physical

For more details on these areas of needs see SEN Code of Practice 2015.

Identification

We use the 4 areas of need to help to establish SEND, this is supported by clear guidance outlined in the SEND Code of Practice as well as the criteria for each area of need outlined by the local authority. Through identification it is not our aim to categorise but to identify appropriate support.

Behaviour can be an indicator of struggle or need, when an individual pupil's behaviour is raised as a concern, the relevant teaching staff and SLT members, will recognise that the pupil is showing a need which will be assessed, identified and acted upon, in line with our graduated approach to SEND.

As a school, we aim to identify pupils with SEND at an early age or as early as possible. For some pupils, difficulties only become evident as they develop. Our teaching staff, with the support of the SENCO, closely monitor, assess emerging difficulties, and put in place strategies outlined in this policy and our teacher guide to SEND.

We are dedicated to ensuring that students who have SEN but have not previously been formally identified on the SEN register, are quickly identified, and assessed. Each member of staff is responsible for monitoring in-class performance as well as performance in our formal assessments. Staff are required to follow the Nova Hreod Academy referral procedures if they feel that there is something that may need further assessment or understanding of to support the individual's learning.

This process is then followed up with an appropriate form of screening and reference to guidance outlined above and criteria which will inform the SEN team whether a student should be added to the SEN register. Communication will be made with parents and suggestions sought as to how best to support the student.

Concerns and discussions about individual pupil take place when 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

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN. As a school we recognise that the following may impact on progress and attainment:

- Disability
- Attendance and punctuality

- Health and Welfare
- English as a second language
- Being in receipt of a Pupil Premium Grant
- Being a Looked after Child
- Being a child of a Serviceman/woman

Nova Hreod also recognises that pupil progress may be affected in areas other than attainment. For instance, where a pupil needs to make additional progress with wider development or social and emotional needs.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Transition

We work with primary schools to support all our students' transition to secondary school, paying particular attention to those students who have been identified by their primary school as having Special Educational Needs. Regular visits are made to gain relevant and supporting information to ensure an effective transition. In addition to this, contact with parents will be made in relation to those students who will be requiring additional support to inform and identify further supporting information. Specific transition/orientation days are arranged.

Ability and Prior Attainment

A student's prior attainment is not a direct indicator for a SEN need; we recognise that high ability does not preclude the need for additional support. Parallel to this, low prior attainment does not mean that a student has special educational needs. Those students with additional needs will receive the support required no matter how they are performing academically.

Those students who do arrive with significantly low prior attainment may not be identified on the SEND register; this does not limit the support they have available. Each student will access an appropriate curriculum irrespective of their SEND status.

Students with low prior attainment are supported through high quality provision within the curriculum and wider support available to all students. Should a need be identified during their time here, a low prior attaining student would then be placed on the SEND register using that guidance outlined in the SEND code of Practice as well as clear guidance from the local authority.

Admissions

No student will be refused admission to Nova Hreod based on their SEN need. Pupils with special educational needs will be admitted to Nova Hreod Academy in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's

requirements and in line with the Equality Act 2010 will not discriminate against disabled children in respect of their admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs

6. Identifying and supporting SEND

The curriculum at Nova Hreod Academy, lesson plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities

The progress made by all pupils is regularly monitored and reviewed as part of high quality, adapted teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class teacher will seek advice from the SENCO. Slow progress and low attainment will not automatically mean a pupil has SEN. However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indicators that a pupil is not making expected progress, the School will do all that it is reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed, such as in-class support.

The School may recommend engaging external agencies and professionals to help assess the pupil's needs and advise on appropriate support. Where parents wish to request a formal assessment from outside of school, they should ensure the School is given copies of all advice and reports received.

Where a pupil is identified as having SEN, or there are significant emerging concerns, the SENCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place considering any advice from specialists. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity, and capability).

Statutory Assessment of Needs (EHC Plan)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the

graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health, and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Nova Hreod Academy will follow their local authority's guidance for this process and

involve parents/carers and the child from the beginning. The school will always consult with parents before exercising this right to ask the local authority to make an assessment.

If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal. Where a prospective pupil has an EHC Plan, the School will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the school's obligations under the Equality Act 2010.

Education Health Care Plans

There are a small number of pupils in our school who currently have EHC Plans. The School co-operates with the local authority to ensure that relevant annual reviews of EHC plans are carried out as required.

7. A Graduated Response to SEND Support

All children are entitled to and will receive Quality First/High Quality Teaching where, through research driven, expert teaching and differentiation, all groups have their needs met. Despite this, some children may have difficulties making expected progress and/or do not achieve the attainment and/or progress expected for their age. As outlined in section 5, we identify groups and individual pupils who may need specific intervention activities to help boost and accelerate their learning. Individual pupil progress is monitored and, if a pupil is still experiencing difficulties, then class teachers will make a referral to the SENCo to investigate whether he/she has a special educational need. Where a pupil is identified as having SEN, the SENCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Assess:

A detailed assessment of need is carried out to ensure that the full range of an individual's needs is identified, including a full understanding of strengths and any barriers to learning. The SENCo and their team should carry out a clear analysis of the pupil's needs. This should draw on:

- the child's teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed periodically to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan:

If, following assessment, a child is identified as having a special educational need they will be placed on SEND support and the support expected will be outlined on the online Provision Mapping tool and recorded in Arbor.

The plan will be written after discussion with the pupil and their parents/carers about which specific areas of difficulty need to be focused on. Support and interventions are matched to the need of the individual pupil.

Support and interventions are targeted in accordance with this assessment. As a result, the advice of outside professionals needed. The SENDCo will contact the relevant agency, with parental agreement.

Assessments and plans are regularly reviewed (at least once a term) to ensure that support and intervention are matched to need. The SENCo agree the adjustments, interventions and support that will be put in place. This also includes the expected impact on progress, development and/or behaviour. The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Some children, whose needs are particularly significant in certain areas, may need an Education, Health, and Care Plan (formerly a Statement of Special Educational Need) which is produced by the Local Authority. If, as a school (in conjunction with the parents/carers and outside agencies) it is felt we need to apply for an Education, Health, and Care Plan (EHCP) this will be written by all involved with the child and submitted to the Local Authority. The application will detail the concerns about the child, the support and interventions which are already in place, progress of the child and the complexity of the child's needs. We will only apply for an EHCP if, as a school, we have identified that we cannot fully meet the needs of an individual pupil through our own provision arrangements.

Do:

All staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. All information is recorded on the online Provision Mapping tool with specific targets, alongside strategies, interventions, and resources, which are selected to meet the desired outcomes. The written plan is shared with the pupil and parents/carers by the SENCo.

Class teachers are responsible for working with the child each time they teach the pupil. Where the interventions involve group or one-to-one teaching away from the main class teacher, the SENCo has responsibility for the pupil.

The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review:

The effectiveness of the support and interventions and their impact on the pupil's progress is formally reviewed on a termly basis. This includes formal and/or informal assessments to ascertain the impact of support on the pupil's progress.

The SENCo reviews any assessments and offers support and advice to class teachers, teaching assistants and parents/carers as appropriate. This in turn allows parents to be involved with planning and next steps. Where appropriate other agencies will be asked to contribute to the review.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Children who have an EHCP/Statement will have an Annual Review to discuss the outcomes of the previous year, using identified objectives. This meeting will also plan future targets and resources needed for the child and identify any actions which need to be taken. The review meeting will include all relevant school staff and professionals, as well as parents/carers. The child will be involved as appropriate.

During the review process of the graduated response to SEN there may be evidence from a series of assessments that a pupil no longer has special educational needs. The class teacher and SENDCo will use this evidence, alongside evidence from pupil progress meetings and national data and expectations to determine whether a pupil should be removed from the SEND register. This decision will be fully discussed with parents/carers, any relevant professionals and where appropriate, SLT.

SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They may include:

- an individual learning programme
- evidence based interventions (Numicon, Reading Recovery etc.)
- additional support from another adult
- different materials, resources or equipment
- working within a small group
- use of alternative technologies
- peer-to-peer support
- personal care support
- access to resource base
- use of therapies (e.g. art, music)

8. Roles and Responsibilities

The primary responsibilities fall upon the Headteacher, the SENCo and the governing body to ensure the appropriate structures, communication and support are available to those staff working with students with SEN. The secondary responsibility, as outlined in the Code of Practice 2015 and Teaching Standard 5, lies with all Nova Hreod teachers. All teachers are responsible for the learning of students in their classes and aim to provide the best possible educational experience for all.

Nova Hreod expects that every teacher within the school has responsibility for every child within their class, including those with SEND. We will ensure that all teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

All teaching staff will be involved in the implementation of the Special Educational Needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum (e.g., Faculty Leaders) will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material.

SENCO

The SENCO and Deputy SENCOs, at Nova Hreod Academy, work in partnership with the Headteacher and the governing body to provide appropriate and effective provision for those students with SEN with the ultimate aim of raising the achievement of pupils with SEND. The SENCo takes day-to-day responsibility for the operation of the SEN policy, supported by other school-based professionals, and co-ordinates the provision for individual children, working closely with staff, parents/carers, and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs. The SENCo must develop effective ways of managing specific needs that influence student learning and of sustaining effective teaching.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff.
- Managing the Inclusion team.

- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND to ensure effective delivery of SEN support.

Link Governor for SEN

The governing body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The link governor will meet regularly with the Headteacher and SENCo to support and hold those responsible to account.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Appoint a member of the LGB to advocate for the needs of pupils with SEND.
- Challenge and support the school to use its best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Check that the school has designated a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Ensure that the school informs parents/carers when they are making special educational provision for a child.

- Confirm that the school has prepared an SEN Information Report to confirm their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Classroom Teacher

All class teachers at Nova Hreod Academy are responsible for every student in their classroom, delivering quality first teaching that meets the needs of all students in their class with relevant consideration of their ability, additional needs, and current level of performance. Every teacher should ensure they are fully aware who the SEN students in their class as well as make full use of guidance and seek further assistance where required. Teachers achieve this by using the provision mapping tool that includes a variety of supporting documents such as learning plans, passports, individual behaviour plans and personal clouds.

Classroom teachers should ensure they are familiar with the provision in place, evidence of this is annotated on seating plans and stored in their classroom inclusion plans and appropriate support is provided. Appropriate support requires staff to make reasonable adjustments to support the individual's needs. If students are leaving class at any point, they are expected to be provided with quality work and supported upon return.

Classroom teachers review, and where necessary, improve, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Classroom teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment

Classroom teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson

Teaching assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

The responsibility for accurate assessment of each SEN student lies with the individual teachers as well as having adequate communication with the SEND team at Nova Hreod Academy.

Non-Teaching Staff

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, if they are in receipt of an EHC Plan, as part of their review meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Resources/Funding

Nova Hreod Academy has funding for all children from the Local Authority, including children with Special Educational Needs and Disabilities. The principal, supported by the SEND governor and the governing body, allocate all those monies received within the school budget for SEND to support the most vulnerable young people within the school.

Additional funding can be requested from the Special Educational Needs Assessment Team (SENAT) to support higher needs children and those with an Education and Health Care Plan (EHCP). The SENCo, professionals and, where appropriate, the headteacher will discuss each child's needs in detail and ensure that our provision meets the needs of each child. This may include access to:

- Additional resources
- Additional learning and/or pastoral support
- Support from outside agencies

Nova Hreod recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN students. Some of the services we work with to offer additional support to students and/ or their family are:

- A School Nurse
- The Hearing Support Service
- Vision Support Service
- Speech and Language Therapist
- Examination Boards re: examination access arrangements (JCQ)
- Social Services
- Educational Psychologist service
- Child and adolescent mental health service (CAMHS)
- Occupational Therapists

- Physiotherapists
- The Virtual School

The above list is subject to change and more services are also accessed via the Early Help team. Staff liaise with external agencies in collaboration with the student and their parent/ carer.

Training and Development

At Nova Hreod, to maintain and develop the quality of teaching and provision to respond to the needs of all pupils, all staff are encouraged to undertake training and development. We identify and plan for training needs in the following ways:

- All teaching staff, including teaching assistants, have annual performance management/appraisal meetings, where future professional development and training needs are identified, discussed, planned, and actioned.
- Staff can also approach members of the Senior Leadership Team at any stage to request specific training. The SENCo may also identify training needs for specific staff during the academic year.
- All teachers and teaching assistants undertake induction on taking up a post in our school and this includes a meeting with the SENCo to explain the systems and structures in place around our school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCo regularly attends the United learning SENCo conference and SEND leads network meetings to keep up to date with local, group and national SEND information.
- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCo is appointed, he/she will gain statutory accreditation within three years of appointment.
- The whole school attends training sessions led by the SENCO who also offers optional training in specific areas of need.
- All members of teaching staff discuss the progress of all pupils and the support and provision that is being offered to them through their subject lead. The SENCo is involved in these conversations if the progress of a student with SEND is not in line with expectations.
- The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

We have a number of staff with specific training in speech and language, literacy and numeracy interventions and trained counsellors.

8.Co-ordinating, applying and monitoring provision

To enable the SENCo to co-ordinate provision, effective liaison with a wide range of relevant parties is vital. Provision is mapped for individual students and year cohorts. Students who need additional support may receive intervention to support a specific need. The process is monitored by support staff

and quality assessed by the SENCo. The intervention provision is evaluated and tracked in relation to student progress and well-being.

Monitoring and supportive procedures

- Regular tracking of student progress, including meetings with Faculty Leaders and other key staff
- Tracking the attainment and progress of with pupil s with SEND after Year 11 PPE exams and after SPR exams for pupils in Years 7-10.
- Tracking of students is used to target support and provision
- Termly and annual reviews are carried out for individual cases to make recommendations for intervention and additional support
- Achievement Review Days and Parents Evenings
- Faculty Leaders meetings with teaching staff keep their information on SEND students up to date
- Reviews of the SEN Register (by year cohort and whole academy) are carried out termly
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- Parents have the opportunity to meet with a member of Nova staff, a minimum of twice per year for those on SEND support and those with an EHCP a minimum of 3 times per year. At request or when needs require this can and will be be more.
- Each faculty will be monitored for the SEN provision provided in the classroom; this will be carried out during unscheduled learning walks as well as during Development Days. This process will be used to develop the provision available as well as identify areas that require development. The feedback from these monitoring procedures will inform the SEN improvement plan.
- United Learning and the local authority have a wealth of knowledge and support to offer. After systems have been followed in school we will ensure to consult with external agencies for guidance and or additional support for those who are not managing the challenges they are facing.
- We will liaise to work with these organisations to offer the best solution for the individual and the learning experience they are having.
- Pupil voice is gathered during Faculty Development Days and the United Learning "Learning from Learners" survey.

In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

9. Parents

The young person is extremely important to us at Nova Hreod Academy, we value the importance of family and the inclusion of parents in making decisions. We value the support from the families we work with and will ensure their opinions on such matters are heard.

Parents/carers will be informed if their child has been identified as having special educational needs and how the school is providing for their child's learning needs and difficulties. Teachers have regular meetings to share the progress of special needs children with their parents. We inform the parents if we feel any outside professional support is required, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Our SENDCos are available to talk to parents by appointment. The governors' Annual Report to Parents contains an evaluation of the policy in action.

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to meet with the classteacher at least 3 times a year formally. The SENCO is happy to meet with parents/carers, without prior arrangement, whenever possible.

The following can be found on the Nova Hreod website:

- Full details of our SEND information for parents/carers
- A link to the Swindon Local Authority Local Offer
- Information for parents/carers of pupils with SEND Information about other support agencies
- Information for parents on our school's policy for managing the medical conditions of pupils

If parents/carers are unable to access the above links, paper copies of all relevant documents can be obtained by contacting the school office.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both a Designated Teacher responsible for Looked After Children and a pastoral leader to

support and implement the provision available for that student in school. This provision will be maintained through good working relationships with the Virtual School and the social worker and be maintained at termly PEPs.

10. Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- 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 and (for some pupils with special educational needs) monitor their success at achieving the targets on the Provision Map

11. Supporting Pupils at School with Medical Needs

Nova Hreod Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions maybe disabled and where this is the case, our school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational and disability needs (SEND) and may have a statement or Education, Health, and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

- For children with SEND who have a statement or Education, Health, and Care Plan (EHCP), SENCo will be fully involved with supporting children with medical needs. The SENCo will ensure guidance in the SEND Code of Practice 2014 is followed.
- The SENCo/Deputy SENCo will liaise with parents, staff, health professionals and the child to ensure that an individual plan is in place and is a working document which is updated as necessary and reviewed on an annual basis.
- The SENCo will keep an up-to-date medical needs register which is shared with all staff at regular intervals. They will immediately share any new needs to all staff.
- The SENCo will ensure that all staff are familiar with children who are on the medical needs register and know where to find the relevant medication.
- The SENCo will advise teachers to ensure that all medication is kept in the appropriate place

12 Accessibility

Our school has full accessibility to all areas, our corridors are wide to allow ease of movement around the school and furniture in classrooms can be arranged to allow easy access. There are disabled toilets in each area.

All children will be treated according to their needs in line with the school's Accessibility Plan. Where a child has a particular need e.g., wheelchair access, the school will make reasonable adjustments to make sure the child's needs are fully met.

All pupils can access the national curriculum. We are a fully inclusive school and aim to fully include pupils with SEND in the wider curriculum. Access to activities outside of the classroom, including school trips and after school clubs will be determined through the school and Swindon Borough risk assessment procedure.

For further information about access to Nova Hreod Academy please see our Accessibility Plan on the school website.

Exam Access Arrangements:

Exam Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Nova Hreod we do our best to ensure that those pupils who require access arrangements receive them in preparation for external examinations. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

Policy Review

This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary, during the annual cycle.

13. Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil SEN files are kept in a locked filing cabinet and all electronic information is stored on the school's secure system in compliance with our school systems and data storage policy

14. Careers and Post 16 Transition

A programme of careers advice and guidance is in place for students from years 7-11. Specialist advice and support for students with an EHCP are provided by Nova Hreod through the EHCP review process. Transfer information will be provided to all further education providers, with the permission of the student and their parents/guardians.

15. Complaints procedures

Should a parent or carer have a concern about the special provision made for their child, in the first instance they should discuss their concerns with the SENCo who will either address the concern over the phone or will meet to discuss the strategies in place to support the child.

If this proves unsuccessful, the matter should be discussed with the Headteacher

Should the matter still be unresolved the parents /carers should detail their concern in writing in line with the school complaints policy

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.