



Djanogly Northgate Academy Special Educational Needs and Disability Policy 2022-25

Context

Djanogly Northgate Academy serves a culturally and economically diverse community. The proportion of children with SEND is currently above national figures.

Principles

In accordance with the SEN Code of Practice (June 2014), our Vision at Djanogly Northgate Academy is to recognise everyone is a learner and everyone is committed to supporting learning in all its forms. All contributions and roles are recognised, welcomed and valued and cultural diversity is celebrated. We know that everyone can achieve and believe it is our role to find out how, through high quality learning opportunities and high quality teaching experiences.

Children who have SEND are those for whom individualised educational provision has to be made for a period of time (that which is additional to or different from the educational provision made generally for children of their age).

Aims and Objectives

- There will be a whole-academy approach to special needs, where staff work as a team co-operating, collaborating and co-ordinating for the benefit of all children
- We will identify children with Special Educational Needs and Disabilities (SEND) as early as possible to support their learning. Parents will be notified.
- Parents/carers will have a vital role to play in decision making and supporting their child's education.
- The view of the child is considered and taken into account at every appropriate opportunity.
- To provide additional support and/or resources to enable all children to achieve to the best of their ability.
- Children with SEND will be offered full access to a broad, balanced and relevant curriculum.
- All children will be encouraged to actively participate in their learning process.
- We will promote effective partnership and involve outside agencies in meeting the needs of our children

Identification and Assessment of SEN

The Academy recognises it has a statutory duty to identify vulnerable children. Children are identified as early as possible through a mixture of parental information, concerns, observations by school staff, and/or internal and external assessments.

Graduated Response

When a parent or teacher becomes concerned about a child, a discussion is held amongst relevant staff and parents/carers. Support will be put in place to monitor the child's progress.

If there continues to be concerns after appropriate support from school and home, then this should be communicated with the SENDCo. The Class Teacher and SENDCo then discuss what actions need to be taken with parents/carers and relevant staff.

There is a graduated response (Waves) to intervention, depending on the level of need.

The waves of intervention:

Wave 1 – All children receive high quality inclusive teaching. Initial concerns about a child will be monitored for an appropriate amount of time.

Wave 2 – At this point the child will be added to the Schools Special Educational Needs and Disability (SEND) Register. They may receive small group interventions and/or in class TA support. Interventions will be recorded via a provision map. Strategies to support the child at home will be discussed.

Wave 3 – At this point a child will receive a more intensive and individualised approach. In consultation with parents/carers, school will access support from appropriate external agencies/provision. Interventions will be recorded via a provision map and children will have a child portrait that shares inclusion strategies with all members of staff. An Education and Health Care Plan (EHC) may be applied for if the child's needs are increasingly complex.

Where it is felt that a variety of agencies are required to meet a child's needs, a Common Assessment Framework (CAF) might be instigated, if one is not already in place.

Agencies involved might include Behaviour Support Team, Inclusive Education Service, Child and Adolescent Mental Health, Community Educational Psychologist or the Children's Centre.

Provision

All teachers are teachers of children with Special Educational Needs and Disabilities. The SENDCo is responsible for co-ordinating the schools' provision for children with SEND. The strategic overview of SEND provision is shared with the Senior Leadership Team and the Governing Body.

Effectiveness of SEN Provision

SEND provision is monitored through assessment data, intervention evaluations, teacher and teaching assistant observations, child interviews and meetings with parents and other agencies.

Evaluation evidence is monitored by SLT and governors.

Social and emotional well-being

We recognise that children with SEND may also need pastoral, social or medical support. Please see our Combined School Offer and SEND Report.

We recognise that children with SEND may demonstrate challenging behaviours and/or have issues with attendance. Generally, this will be managed within the school Behaviour and Attendance Policies. In more complex cases, these children may have an Individual Behaviour Plan and/or Risk Assessment which would include an agreed Individual Handling Policy as discussed with parents/carers and appropriate outside agencies.

We recognise the need to keep all children safe as outlined in our academy Safeguarding Policy. We also understand that nationally children with SEND are at a higher risk of harm and so work closely with outside agencies to ensure their safety.

Training in SEND

Training for SEND is part of our CPD cycle, please see the CPD policy for more details. Each year staff are provided with appropriate SEND training from the SENDCo and/or outside agencies.

Involvement of Parents

Parents of children with SEND will have the opportunity to meet staff in order to discuss their child's progress and the effectiveness of any interventions in place enabling them to be involved in planning the next steps at 3 review points over the year. This may happen during a parents evening meeting or, where necessary at additional points during the year. The SENDCo and/ or Inclusion Mentor will support, inform and where necessary direct school staff to the children's records to ensure all provisions in place and educational information is shared.

A yearly meeting is held for all parents of children within the 'Wave 3' stage of intervention with the academy SENDCo and/ or members of the SEND support team. Additional meetings may also be arranged as and when necessary for all children on or off the SEND register. This is to ensure that parents are aware of the provision in place. Clear records of these meetings will be kept and shared with parents.

Involvement of Children

Wherever appropriate children will attend meetings or their views will be considered as part of the meeting. Pupil voice is a priority across the academy and we seek to gain their ideas on what is working well for them and what needs to change at every possible opportunity.

Transition

The academy recognises that successful transition planning is paramount to every child and even more key to children with SEND. We strive at every opportunity to ensure that information is shared with all partners in a structured considered and timely fashion.

Accessibility

Please see Disability and Access Policy

Local Offer

We follow all guidelines as set out in the Nottingham City Local offer. Please see their website for more details.

Complaints procedure

We operate an open door policy and always encourage parents/carers to approach us with any concerns they may have at their earliest convenience. We will always listen and seek to reassure and resolve any issues. Parents seeking a more formal route to resolve outstanding issues should refer to our Complaints Policy.

At Djanogly Northgate Academy the SEND co-ordinator is Charlotte Pitkin and the Inclusion Mentor is Charlotte Orellana.

Please also refer to our combined offer and SEND report for additional information.

Ratified by Governors: February 2023