



Special Educational Needs and Disabilities Policy

Date of last review:	September 2022	Author:	Vice principal - Inclusion
Date of next review:	September 2023	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Isaac Newton Academy	Key Contact Name:	SENCO and Vice Principal – Inclusion
Key Contact Email:	senco@isaacnewtonacademy.org	Key Contact Phone:	0208 911 6666

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Inclusion

Policy Information Named personnel with designated responsibility for all matters associated with SEND:

Role	Designated person
Vice Principal primary - Inclusion	Gareth Marshall Jones
Vice principal secondary - Inclusion	Laurie Mackintosh
SENDCo	Lee Challis
Lead inclusion teacher	Masum Hussain
Designated teacher with safeguarding responsibility	Tom Austin
Member of staff responsible for LAC students	Masum Hussain
SEND Administrator	Sylwia Sluzewska

You can contact the SEND team at senco@isaacnewtonacademy.org or via telephone on 0208 911 6666

CONTENTS

		Page no.
1.	Vision	4
2.	Legislation and guidance	5
3.	Policy aims and purpose	5
4.	Definition of SEND	6
5.	Identification and Assessment	7
6.	Approach to SEN support	10
7.	Roles and responsibilities	10
8.	SEND Interventions	13
9.	Supporting students at the academy with medical needs	14
10.	Monitoring and evaluation of send provision	14
11.	Training	14
12.	Storing and managing information	14
13.	Accessibility	15
14.	Dealing with complaints	15

Vision

Our vision at Ark Isaac Newton Academy is that all pupils, including those who may have SEND, will develop the necessary skills, knowledge and attributes to be able to lead happy and successful lives.

In achieving our aims, we will:

- work side-by-side with teaching staff, supporting them with training and development so that they can deliver quality first teaching where the needs of those pupils who have SEND are always considered.
- We will set exceptionally high expectations for all our pupils, and do whatever it takes to meet them. Our aspirations are high for all pupils irrespective of their individual learning needs.
- We will organise our academy so that every child knows, and is known well by, every adult in the academy.

At Ark Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. We believe unswervingly that, regardless of background or prior attainment, every student entering the academy has the potential to leave with a set of qualifications that will enable them to pursue their education at a top university. Fundamental to the realisation of this challenging aspiration is an absolute commitment to providing a learning environment where students with special educational needs and disabilities (SEND) can make exceptional progress and fulfil their potential.

As an inclusive school we provide an education which:

- is characterised by high expectations of every student, including those with SEND
- is broad and balanced with full access to the National Curriculum
- provides careful assessment and close monitoring of each individual student's progress and outcomes
- equips all students with the habits of mind, dispositions and learning power to be successful learners
- recognises and celebrates achievement in all its forms
- enables every student to become a full, independent and positive member of the community.

At Ark Isaac Newton Academy there is an expectation that all students with SEND are able to participate in all aspects of school life. We firmly believe that every student should receive the correct support, at the correct time, to ensure that they reach their academic and social potential. In order to achieve this, we endeavour to ensure that all students have equal access to curriculum and enrichment activities, alongside a highly personalised offer that supports them to access our academy.

It is our policy to identify and assess students for additional learning needs at the earliest opportunity. We do this in consultation with staff, students and parents, and through a programme of continual tracking and monitoring of academic progress. Where needs are identified, we aim to intervene at the earliest opportunity to ensure that students are provided with useful and impactful strategies that enable them to meet the next milestones of development. Students are encouraged to develop their resilience and independence and play an active role developing their personalised plans.

Legislation And Guidance

This Policy includes the processes identified to respond to students with SEND and meets the statutory reporting regulations of the SEN Information Report. It complies with Section 19 of the Children and Families Act 2014 and the SEND Code of Practice (July 2015).

It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010
- SEND Code of Practice 0 – 25 (June 2015)
- Section 69(2) of the Children and Families Act 2014
- Section 6 of the ‘Special educational needs and disability code of practice: 0 to 25 years’
- School Admissions Code of Practice (2014)
- The Special Educational Needs and Disability Regulations 2014, Schedule 1 and Regulation 51
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Teachers Standards (2013)
- KCSIE 2022

Policy Aims And Purpose

The aims of the SEND policy and practice in this academy are:

- To ensure that all students have access to high quality teaching.
- To ensure that where required, students have access to appropriate and impactful interventions.
- To assess and identify SEND quickly and to secure appropriate provision to meet the diverse needs of our learners.
- To support students to develop their levels of resilience and independence so that they are well prepared for adulthood.
- To promote partnership working and ensure that there are opportunities for students and parents to contribute to planning and decision making.
- To elicit and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff training and expertise through a targeted programme of professional development and coaching.
- To work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

This policy is consistent with all other policies adopted by the Governors and should be read in conjunction with the following policies relevant to the safety and welfare of students

Accessibility Plan	Careers Education and Guidance	Health and Safety
Admissions	Code of Conduct	Medical Needs and Medicines
Anti-bullying	Complaints	Public Equality Duty
Curriculum Teaching, Learning and Assessment	Enrichment	Relationships and Sex Education
Attendance, Punctuality and Welfare	Educational Visits	Safeguarding
Behaviour	Equality and Diversity	Prevent and Radicalisation
British Values	Fire Evacuation Policy and Plan	Whistleblowing

Definition of SEN

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Definition of Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

SEND Code of Practice 0 – 25 (June 2015)

A student is identified as having a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of students of the same age
- have a disability which prevents them from making full use of educational facilities generally provided for students of the same age in schools.

A student is not regarded as having a learning difficulty simply because they:

- have a home language which is different from the language in which they are taught
- are a new arrival in the UK
- have missed school due to persistent absence
- are in care
- have a chaotic or dysfunctional family background
- are from a disadvantaged background.

If a student is identified as having special educational needs, this status is kept under constant review as it is likely that their needs will change over time. It is important that no student is unnecessarily categorised or remains on the SEND Register for longer than is appropriate.

At Ark Isaac Newton Academy we have regard to the SEN Code of Practice when carrying out our duties towards students with special educational needs. This includes forming effective partnerships with parents/carers and recognising the knowledge and experience that they contribute to a shared view of their child's needs. We involve parents/carers in developing a joint approach to learning at home and at the academy in order to support students with SEND in achieving their potential.

The SEND Code of Practice (2015) identifies four areas in which students may experience difficulties. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, Mental Health (SEMH)
- Sensory, Physical and/or Medical.

These needs are inter-related, and it is possible that students will have difficulties in more than one area.

The broad areas of need are defined in the SEND Code of Practice (2015) as follows:

Communication and interaction

- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication.
- The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Their needs can be mainly medical (e.g. difficulty with swallowing) or learning and developmental (e.g. delayed language development).
- Children and young people with ASD are likely to have particular difficulties with social interaction.
- We are aware of a rise in SLC delays needs following the pandemic and are building this into our core offer of support.

Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD); severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; and profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This covers a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children may experience a wide range of social and emotional difficulties which may be indicated through a wide range of behaviours.
- Indicators may include children becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour or self-harming. These behaviours may indicate underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- We are aware of a rise in SEMH needs following the pandemic and are building this into our core offer of support.

Sensory and/or physical needs

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.
- Children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) may require specialist support and/or equipment to access their learning, or habilitation support.
- Some children and young people with a physical disability (PD) require additional ongoing support and access to specialist equipment.

Identification and Assessment

At Ark Isaac Newton Academy, we are conscious that a student's needs may emerge or change at transition to secondary school. We screen students on entry, using the following tools:

- baseline ARK tests in reading, writing and maths at the end of Year 6
- reading age tests at the beginning of Year 7
- baseline assessments in science and the non-core subjects during the first half term of Year 7

- on-going observations by teachers, form tutors and Teaching Assistants (TAs)

The identification and assessment of the SEND of students whose first language is not English is given particular care. The student's performance in a range of subjects is considered to establish whether the difficulties being encountered arise due to English not being a first language or from the student having SEND.

At the beginning of the first term of Year 7, the information collected from the primary school is used to create a personalised learning plan for every student known to have SEND. The student and their parents/carers are involved in planning and agreeing targets. The information is used by teachers and LAs to ensure that the student is provided with an appropriately differentiated curriculum and targeted support during lessons.

The Academy measures the progress of students with SEND by referring to evidence from teacher observation and assessment, attainment within the National Curriculum (both during and at the end of a Key Stage), reading age tests, and through the use of standardised screening or assessment tools. Assessment for learning is an integral part of the teaching and learning process and is key to students with SEND reaching their potential.

Identification Process

- Concerns are first raised and addressed through normal classroom practice. At this stage, parents may be contacted by the class teacher to discuss any concerns.
- If concern continues the class teacher will complete a referral to the SENCO.
- The SENCO, class teacher and parents will work together to investigate and support any additional needs the student may have.
- The SENCO may conduct an observation and consult with other teachers or Heads of Year to thoroughly investigate how the student is progress in other subjects or activities.
- The SENCO may conduct a series of internal assessments or consult with other specialist practitioners.
- The student's progress and development will be regularly monitored and assessed using age and ability appropriate assessment tools. Information will be shared with parents regularly.
- Students with more complex needs have a student support profile which is a one-page document outlining the students' needs and includes guidance for staff on effective class-based support.
- Students may also have a learning support plan and provision map outlining their additional interventions.

If parents have concerns relating to their child's academic or social/emotional progress: Please contact your child's class teacher in the primary school or contact your child's form tutor or subject teacher in the secondary school in the first instance.

Criteria for recording SEND stage

N – No special educational need

Students without a special educational need or disability will be recorded as N.

K – SEN Support

The SEND Code of Practice (2015) states that '*A student has SEN where their learning difficulty or disability calls for special educational provision, namely **provision different from or additional to** that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.*'

Where a child has a SEND need as defined by the criteria above, they will be added to the SEND register under the code 'K'. All students at SEN support will access to the academy curriculum

through carefully differentiated schemes of learning and lesson plans. Strategies employed to enable the student to progress are recorded in a Personal Learning Plan (PLP).

The PLP includes information about:

- the short-term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the PLP is reviewed).

The PLP only records that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the student's needs. The PLP includes details of any additional interventions, such as small group/individual literacy or numeracy programmes, mentoring or social skills training which are intended to support the student in meeting their targets. The PLP is reviewed every term. Parents/carers views on their child's progress is sought and the student is involved in reviewing targets and setting new targets.

When a student is placed on the academy's special educational needs register, we continually review their progress through:

- Termly SEND meetings to review targets
- Termly parent consultations through Academic review day processes
- Annual reviews and/or SEND Contact Meetings
- Consultations and assessments conducted by from professionals e.g. specialist teachers, health or social care practitioners
- Regularly evaluating the impact of interventions.

As students make progress and no longer require support different from or additional to their usual school offer, they may be moved off of the SEND register. The SENCO will discuss this with parents as and when this occurs.

Education Health Care Plan (E)

For some students, the support given through SEN Support (K) may not be sufficient to enable them to make the progress expected. For these students, a statutory assessment of SEND may be conducted by the Local Authority. This may lead to the issuing of an Education Health and Care Plan (EHCP).

The EHCP outlines:

- details of the student's SEND
- the type of specialist support required
- the student's targeted outcomes
- the role of the school
- any non-educational needs and how they will be met

When a student is issued with an Education, Health and Care Plan, they will be added to the SEND register under the code 'E'. Children with an EHCP have special educational provisions outlined in their plan. Additional funding is provided by the Local Authority to the academy to enable us to meet the needs as outlined in the EHCP document. The EHCP documents is subject to annual review and once the student meets the objectives, the Local Authority may deem it appropriate to cease the plan.

Approach to SEN support.

A Graduated Approach to Sen Support is implemented at Ark Isaac Newton Academy. This approach consists of three tiers to support children's learning needs. This approach, at all tiers, involves a process where we assess the need, provide appropriate interventions, train staff and review the impact on the pupil's progress.

Wave 1: Universal Support

It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this universal level, we train our teachers to deliver quality first teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to children and their parents to gain as full an understanding of their learning needs as possible. The information we gather in this way is shared with teachers in an Individual Education Plan. The IEP is a document that outlines pupils' strengths and difficulties, with suggested strategies for teachers to best support their learning.

Wave 2: Targeted Support

We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, limited to several weeks to minimise disruption to the regular curriculum. Examples of this support in Ark Isaac Newton Academy include the social skills and social communication groups.

Wave 3: Specialist Support

We provide specialist support when we consider it necessary to seek specialist advice and/or regular long-term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and / or support from:

- An educational psychologist
- A speech and language therapist
- Specialist sensory advisory teachers for children with, for example, hearing or visual impairments
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)

Roles and Responsibilities

Provision for students with SEND is the responsibility of every member of staff at Ark Isaac Newton Academy. It is crucial that everyone who works with students with SEND has the highest expectations of them as well as the skills to support them in their learning.

The Principal has responsibility for ensuring that all students' needs are met, and that all students make the best possible progress. This responsibility is delegated to the academy Vice Principals responsible for Inclusion and the SENCO.

Students

Ark Isaac Newton Academy expects all students to be fully involved with their learning at all stages of their educational journey. Students are expected to work collaboratively with staff to set targets for improvement and engage positively with systems in place for interventions.

Parents And Carers

We encourage parents to be actively involved and work in partnership with the academy to support their child's academic and social progress. We aim to do this through consistent and regular communication and full involvement in the systems in place for self-evaluation and review. Parents are required to engage fully academy meetings relating to their child's needs.

Responsibilities of Teaching Assistants (TAs)

The Teaching Assistants' role is to deliver outstanding support to teachers and students to ensure that students with SEND learn effectively and make outstanding progress.

The key responsibilities of Teaching Assistants include:

working with class teachers to plan, differentiate and resource lessons that ensure that effective learning takes place for all students

- supporting the learning of individuals and groups of students in lessons to ensure that all students, including those with SEND, make progress during the lesson
- taking an active role in lessons, including (when appropriate) assisting with whole class teaching under the guidance of the class teacher
- planning and delivering short term literacy and numeracy intervention programmes for students with SEND and students who are working below chronological age level who are not on the SEND Register
- supporting students with SEND in becoming independent, resilient learners
- planning and delivering short term intervention programmes to support the development of targeted students' literacy and numeracy skills
- supporting the learning of students with behavioural, emotional and social difficulties
- carrying out assessments on individuals using a range of assessment tools.

Responsibilities of Teachers

The SEND Code of Practice (2015) states 'all teachers are teachers of children with SEND'. In order to ensure that students with SEND learn effectively and make progress during each lesson, teachers at Ark Isaac Newton Academy take responsibility for adapting their teaching to meet the learning needs of students with SEND. They do not rely on Learning Assistants to meet the needs of students with SEND.

The key responsibilities of teachers include:

- taking account of the wide range of current attainment and any specific learning difficulties of the students
- differentiating lessons so that the needs of all students are met
- ensuring that tasks are challenging, and match students' needs accurately
- ensuring that students with SEND are supported and encouraged
- monitoring the learning of students with SEND at each stage in the lesson or sequence of lessons
- knowing what the learning needs of students with SEND are and how their learning can be best supported
- ensuring that the skills gained in intervention are consolidated further in teaching and learning in the classroom
- raising the aspirations of students with SEND by talking to them about their targets and progress towards their targets
- ensuring that outstanding teaching leads to outstanding learning outcomes for all students, including those with SEND
- ensuring that the skills gained in intervention are consolidated further in teaching and learning in the classroom.

Heads of Department

We expect our Heads of Department to:

- Ensure high quality and accessible schemes of work and resources at all key stages.
- Ensure that Literacy and Numeracy policies are embedded within the curriculum offer.
- Monitor, evaluate and review the quality of teaching, learning and assessment across the subject area, paying particular attention to students with SEND.
- Monitor the academic progress and attainment of students with SEND across the curriculum
- Make referrals to the SEND team where there is any concern identified.

Responsibilities of the SENCO

The SENCO's key role is to help to determine the strategic development of the SEND policy and provision within the academy, to ensure that students with SEND make exceptional progress and fulfil their potential.

The key responsibilities of the SENCO include:

- maintaining a strategic overview of SEND throughout the academy, including policy writing and maintaining the SEND Register
- line managing the Learning Assistants and oversee the work of any other professionals who provide additional support to students, such as learning mentors and EWOs
- maintaining an oversight of the intervention programmes for students with SEND
- initiating regular, measurable assessments of individual students to monitor their progress and set targets and to disseminate the outcomes
- liaising with feeder primary schools to ensure continuity of support and learning on transfer to INA
- ensuring that the academy's statutory responsibilities for EHCPs and their Annual Review are met
- ensuring that resources, support and staff training are carefully targeted so that students with SEND learn effectively and make outstanding progress
- ensuring that teachers and LAs are fully conversant with the specific learning needs of students on the SEND Register and to lead staff training on effective teaching and learning strategies for supporting students with SEND
- supporting all students with SEND, through leading carefully targeted interventions, in making significant and continuing progress so that achieve at chronological age level and above
- overseeing the training of staff who teach the intervention programmes and monitoring the impact of their work
- working with and advising class teachers and LAs on planning, differentiating and resourcing lessons to ensure that effective learning takes place for students with SEN.

Academy Senior Leadership Team

We expect the academy Senior Leadership Team to:

- Ensure statutory requirements are met for SEND by the subject areas.
- Monitor and evaluate the quality of education in order to ensure that high quality teaching is embedded across the academy.
- Establish a program of professional development to improve the skill set of staff in relation to SEND.

Governors

We expect the Governors to:

- Review and agree the SEND policy annually.
- Ensure that the academy has appropriate provision in place and has made necessary adaptations to meet the needs of all students at the academy, including those identified as SEND.
- Make regular visits to monitor provision within the academy.

SEND Interventions

Class/subject teachers are responsible and accountable for the progress and development of all the students in their class. **High quality teaching is the first step in meeting the needs of any student who has or may have special educational needs.** Students with SEND will be provided with reasonable adjustments (such as auxiliary aids and support) to increase their access to the curriculum.

All pupils will access the National Curriculum. At Ark Isaac Newton, we view curriculum adaptation as an ongoing and dynamic process in which programmes of studies can be redesigned and adapted and are flexible enough to meet the current and emerging needs of our school community, including those with students with SEND.

The quality of classroom teaching provided to students with SEND is monitored through several processes that includes:

- classroom observations by the Senior Leadership Team and the Heads of Department.
- regular assessment of progress made by students with SEND
- work sampling and scrutiny of planning to ensure work is matched to meet student needs and ability
- teacher consultations and reviews with the SENCO
- student and parent feedback on the quality and effectiveness of interventions and teaching
- attendance and behaviour evaluations.

Assessments

- NGRT group reading test
- Access arrangements assessments
- NFER single word reading assessments
- LUCID online reading, spelling and processing speed assessment

Interventions/ resources: All through

- In class Teaching Assistant support
- Small group or 1-1 dyslexia interventions
- Small group or 1-1 literacy catch up interventions
- Small group or 1-1 numeracy catch up interventions
- Adapted laptops and writing slopes
- Sensory feedback or sensory reduction equipment e.g. wobble cushions or ear defenders
- Speech and Language development groups with qualified SALT or trained staff
- Social skills and social communication groups with qualified SALT or trained staff
- Counselling
- Restorative approaches and solution focused interventions.

In Primary phase – needs to be completed

- Phonics programmes such as Read Write Inc, phonics books
- ELSA - Emotional Literacy Support
- SLCN screening and EYFS support
- Access to a sensory provision
- Specialist interventions such as colourful semantics and bucket time
- Lexia Reading programme
- Lego Therapy and social skills programme

In Secondary phase

- Fresh Start Reading intervention
- Social skills and communication interventions
- Conflict resolution groupwork

- Resilience and growth mindset intervention
- Differentiated PHSCE intervention.

In complex cases, a student may be referred to external agencies such as:

- Speech and Language Service (SALT).
- Educational Psychologist (EPS).
- Local Authority Inclusion and SEND Teams.
- Community Paediatricians.
- Occupational Therapists.
- Autism and Sensory Support Team.
- Hearing Impairment Team.
- Visual Impairment Team.
- External counselling Services.
- Child & Adolescent Mental Health Service (CAMHS).
- Alternative Provisions.
- Social Services.
- Youth Services.
- Academy Nurse.

Supporting Students At The Academy With Medical Needs

Students with medical or access needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

Monitoring And Evaluation Of Send Provision

Rigorous monitoring and evaluation of SEND provision is integral to the Assess, Plan, Do and Review Model. It forms an essential part of whole academy monitoring, evaluation and review at both primary and secondary phases. The SENCO and Vice Principals conduct whole academy SEND self-evaluations in a termly basis. We are also subject to peer and formal reviews via the Ark Network. The SEND Governor makes regular visits and completes an annual audit with feedback to the governing body.

Training

There are a series of professional development sessions every week which focus on high quality teaching practices and staff development. This is a central part of the academy's Curriculum, Teaching, Learning and Assessment Policy. Please refer to the website for more information.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of our students. All teaching and support staff undertake induction training when taking up their post. The SENCO delivers training to teaching and support staff regularly as part of the academy training and development sessions. Enhanced training and staff consultations are provided where students present complex needs. Training and support is also available from specialist teachers or therapists.

Storing And Managing Information

Please refer to academy and Ark policies on data protection, filing and GDPR.

Accessibility

Our Accessibility Plan (statutory requirement) describes the actions the academy plans to take to increase access to the environment, the curriculum and to printed information. This is available on the academy website.

Dealing With Complaints

For complaints, please contact the SENCO in the first instance. The SENCO will deal with the matter or refer it to the appropriate person. Should the parent not be happy with the outcome of the complaint, the complaint should be put in writing and addressed to the Principal. All complaints arising from the operation of this policy will be considered under the academy's complaint procedure.

Key Document Details		Ratification	Date
Author: A. Banton	Approver: M Haines	Ratified CoG	
Owner: A. Banton/ L Mackintosh	Version: 1.0	Ratified Principal	
Draft Date: Sept 2022	Next Review: July 2023		