



‘Achievement for All’

Special Educational Needs & Disabilities Policy

**Reviewed – March 2021
Next Review- March 2023**

Lead Person: Rachel Clarke (SENCO)

Compliance

This policy complies with the requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents.

The Equality Act (2010)

Children and Families Act (2014)

Special Educational Needs and Disability Regulations (2014)

Statutory Guidance on Supporting Students at school with Medical Conditions (2015)

Schools SEND Information Report Regulations (2014)

Our Academy Approach

We are an inclusive setting with an ethos and genuine belief in all children achieving their full potential and fostering a life-long love of learning. We seek solutions to any and all barriers to learning for all our pupils. We recognise that many pupils may have a range of barriers to learning at some time in their academic career including those of social and emotional origin and by implementing this policy we will be able to support them in an appropriate way. We believe that pupils with Special Educational Needs and Disability (SEND) add richness to the diversity of the academy.

What exactly do we mean by ‘Special Educational Needs’?

We adopt the legal definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught.

Pupils with a physical disability are not regarded as having SEN when the difficulties are not a barrier to learning. However, adaptations and support will be provided to ensure that the physical disability does not become a barrier to full participation in the learning experience.

More details about the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with Special Educational Needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More details about Nottinghamshire's SEND Local Offer can be found at:

www.nottinghamshire.sendlocaloffer.org.uk

The Academy's Local Offer is available on the website:

<http://www.thecarltonjunioracademy.org.uk>

Primary Need

Where we refer to the child's 'Primary Need', this is the child's main identified barrier to learning. It is recognised that some pupils may have more than one barrier however one 'Primary Area of Need' will be identified. The Primary Need will be one of four broad areas in line with the Code of Practice 2014, identified on the Achievement for All targets form and other documents such as bids and the census:

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

Our Aims

- To recognise and celebrate every child's potential for success
- To seek the views and involvement of pupils with SEND as far as possible, with decisions to ensure that they can take as full a part as possible, in all activities with barriers identified and reasonable adjustments implemented (Equality Act 2010)
- To ensure that parents/carers of pupils with SEND have information and an understanding of their child's progress and attainment, and are actively involved in decisions affecting their child's provision and learning experience
- To ensure there is an atmosphere of tolerance and understanding of pupils with SEND where all pupils recognise and celebrate their differences

Our Objectives

- Identify and act at the earliest opportunity to minimise the impact of barriers to learning on a child's academic, social and emotional progress, using a range of sources of information from parents/carers, teachers and teaching assistants, outside agencies, assessments and information from previous placements
- Continuously and rigorously monitor the progress of all pupils in order to aid the identification of pupils with SEND, ensuring all pupils reach their full potential
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND will as far as possible, have full access to a broad and balanced Curriculum. This will be co-ordinated by the *SENCO and Curriculum Leaders* and will be carefully monitored and regularly reviewed in order to ensure that individual targets and needs are being met
- Work with parents/carers to ensure they are kept informed of their child's progress, attainment and have meaningful involvement in decisions affecting their child's provision and learning experience. Ensure SEND practices and procedures are understood. Ensure the academy provides an annual summary of the provision for pupils as a whole, and the effectiveness of the SEND policy and procedure
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the academy alone
- Create an environment where pupils feel safe to voice their opinions of their own needs

Responsibilities for SEND

The SEND team is as follows:

- The SENCO is Rachel Clarke
- The SENCO Administrator is Julia Phillips (Teaching Assistant)
- The named governor for SEND is Mrs Beth Hunter

Role of the Local Academy Board

The Local Academy Board will:

- Support development and annual review of policy in line with the requirements of the Code of Practice
- Ensure the policy is clearly articulated and consistently applied
- Ensure a SENCO is in post at The Carlton Junior Academy
- Name a Governor with responsibility for SEND, appointed by the Local Academy Board
- Ensure ready access to the policy by all stakeholders including supply staff
- Ensure that provision for SEND pupils is of a high standard and that SEND pupils are fully involved in all aspects of academic life
- Ensure that SEND records, including progress data, are maintained by all staff and kept up to date
- Receive details regarding the success of the SEND policy and any changes
- Report to parents on the SEND Policy including the allocation of resources from the devolved/delegated budget
- Ensure pupils with SEND and their families have a voice and that their views are accounted for in policy and provision
- Ensure the Local Offer and SEND policy is published on the website and updated annually

The Governor for SEND must ensure that he/she:

- Contacts the SENCO on a termly basis to receive updates on SEND
- Supports the SENCO with decision making process and acts as a 'critical friend'
- Keeps up to date with new developments in SEND
- Visits the academy to observe SEND practices (annually)
- Supports the SENCO in reporting to the Local Academy Board
- Supports the SENCO with deciding the Local Offer

The SENCO's responsibilities will be to:

- Determine the strategic development of SEND policy and provision with the Headteacher and Local Academy Board
- Take day-to-day responsibility for the operation of SEND policy and provision
- Work closely with other agencies to meet the needs of pupils and their families
- Carry out analysis and assessment of the pupils' needs or initiate outside agency involvement in this process, as appropriate
- Monitor the quality of teaching and standards of pupil achievement
- Work with class teachers and support staff to ensure that provision is matched to the needs of the children
- Help to establish appropriate targets, Behaviour Support Plans and care plans
- Develop, manage and review provision, liaising with external agencies as appropriate including the Family SENCO
- Oversee and update records, ensuring staff have appropriate access to relevant information
- Develop and maintain positive and constructive relationships with parents/carers
- Listen to and implement the views of pupils with SEND when forming and implementing SEND policy

- Keep up to date with new developments by attending courses and then disseminate information to relevant staff including Headteacher and Local Academy Board as necessary and at least annually
- Organise training for all staff as required
- Ensure parents are informed of their child's progress and provision and that they understand and are supported with SEND processes
- Co-ordinate the deployment of TAs to support pupils with SEND
- Prepare bids for additional funding
- Maintain Education Health Care Plans, ensuring that they are reviewed annually
- Work with the Local Authority and families to prepare and maintain pupil Education Health Care Plans
- Ensure the Local Offer is in place and is published on the website and updated annually

Role of SENCO Administrator

The SENCO Administrator will act to support the SENCO in her responsibilities as appropriate and as directed by the SENCO. Such tasks will include the undertaking of record keeping and administrative tasks and in the absence of the SENCO, attending meetings/training and liaison with parents/carers and outside agencies.

Role of the Teaching Assistants (TA)

The Teaching Assistants are highly valued members of the teaching team. Their role is essential in ensuring all pupils reach their full learning potential and are included in all aspects of academic life. Pupils with specific SEND funding such as HLN/AFN may be assigned a Teaching Assistant as a 'key person' to support home/academy communication, progress and identified SEND requirements if deemed appropriate by the SENCO.

TAs have responsibility for:

- Directly supporting individuals or small groups of pupils under the direction of the class teacher/SENCO
- Implementing intervention groups such as Toe by Toe, Cooperation Skills, Managing Emotions, Circle of Friends, Number Plus 1, 5 Minute Boxes, bespoke programmes for specific pupils, Hi-5 and Switch-on Reading
- Contributing to the development and implementation of targets, Behaviour Support Plans and care plans
- Contributing to the development and organisation of resources for pupils with SEND
- Contributing to the learning environment to support SEND pupils
- Attending meetings and sharing information as directed by the SENCO
- Reporting on the progress of pupils with whom they are working either in writing or orally to the class teacher, at least daily
- Assessing/monitoring SEND pupils as directed by the SENCO/class teacher
- Keeping records of progress and attainment for SEND children
- Ensuring SEND children make progress and attain targets, fulfilling their full potential
- Supporting the physical/medical needs of children

- Building excellent relationships with families and acting as home/academy communication link with parents/carers, which supports their understanding of SEND policy and processes
- Having knowledge of the Local Offer and using this information to support families as appropriate

The Role of the Class Teacher

'Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils.' Code of Practice (section 6.5)

Teachers will ensure that teaching is of the highest quality with tasks adapted to support the progress of individual pupils. The progress of pupils who receive teaching from other adults will remain the responsibility of the class teacher whose responsibilities include:

- Being aware of the academy's procedures for the identification and assessment of, and subsequent provision for pupils with SEND
- Collaborating with the SENCO to decide any action required to assist pupil progress, keeping and sharing quality records and data as requested by the SENCO when required
- Developing and meeting appropriate targets, Care Plans and Behaviour Support Plans as appropriate
- Ensuring SEND pupils have access to a teacher-led broad, balanced and appropriately differentiated curriculum
- Developing constructive relationships with parents/carers which support their understanding of SEND policy and processes, ensuring that they are fully involved in decisions about their child's provision
- Listening to and acting on the views and opinions of pupils with SEND
- Being involved in the development of the SEND policy
- Working closely with TAs to ensure SEND pupils reach their full potential
- Liaising with outside agencies when directed by the SENCO
- Having knowledge of the Local Offer and using this information to support families as appropriate

Partnership with Parents/Carers

In line with the SEN Code of Practice 2014, we firmly believe in developing strong partnerships with parents/carers and recognise the impact of this on a child's ability to achieve their true potential. The academy recognises that parents have a unique overview of the child's needs and how best to support them.

Parents will:

- Have access to the SEND Policy and Local Offer in an appropriate format and will be provided with information about their child's entitlement within the SEND framework
- Be informed where there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs by the class teacher with the support of the SENCO

- Be fully involved in decision making through the invitation to Structured Conversations three times a year with the class teacher/SENCO/outside agencies
- Be supported in understanding the roles of other professionals and SEND practice by the SENCO

Pupil Voice

Pupils are at the centre of the decision making and assessment processes. We highly value their ideas and opinions regarding their setting and learning experiences. It is essential that every pupil with SEND agrees the strategies and targets set for them in order for them to have ownership of and responsibility for their learning.

Pupils will be:

- Invited to offer ideas and opinions at Structured Conversations, developing targets with parents/carers and the class teacher
- Given access to a member of staff to discuss any difficulties or concerns
- Given opportunities for choice and decision making by regular discussions with their supporting TA
- Supported in understanding the roles of other professionals by the SENCO, TA or class teacher
- Invited to evaluate their own progress through discussions at Structured Conversations, with teachers, parents/carers, TAs and through self-assessment opportunities

Identifying when a child has SEND:

Pupils identified as having SEND are as far as is practical, fully integrated into mainstream classes. Every effort is made to ensure that they have access to the Curriculum at their level and are integrated into all aspects of the academy. The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO and outside agencies when appropriate, will ensure that those pupils requiring different or additional support are identified at the earliest opportunity. This is special educational provision under section 21 of the Children and Families Act 2014.

The academy adopts a graduated approach in accordance with the SEN Code of Practice (2014).

'School Aware' (SA)

This is the first level of identification to support any pupil causing concern due to a barrier (this may be a social, emotional or mental health issue) that may or may not yet be clearly identified. It may also include pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and/or make a slower rate of progress requiring actions over and above that of peers, in order to maintain or make small steps of progress.

At the earliest opportunity, the SENCO will be consulted by the class teacher to discuss strategies and support, informing parents/carers and involving them in the identification of barriers, target setting and monitoring process.

In line with the SEN Code of Practice (2014) Parents/carers will be fully informed at every stage of their child's development and the circumstances under which they are being monitored by the class teacher/SENCO. They are encouraged to share their knowledge of the child with the academy.

Pupils' barriers will be overcome primarily through adaptations to the 'Quality First Teaching' strategy such as careful differentiation, short term 'Catch-Up' programmes and the involvement of parents/carers in setting targets through termly Structured Conversations.

If a pupil has recently been removed from the 'SEND Support' list they may also fall into this category as continued monitoring will be necessary.

Pupil progress and the success of intervention and implementation of strategies will be closely monitored and action taken to redirect strategies where the impact is not positive. When this level of support is not resulting in a closing gap or maintained gap with peers the pupil may move to the next level of support.

SEND Support (SS)

This is the next level of support. At this level, programmes of support are increasingly bespoke. There may be a greater need for 1:1 support. Outside agencies may be requested to inform decisions around approaches to learning or to clarify barriers. There may be a request for additional financial support to fund more bespoke/longer term programmes of intervention, 1:1 level of support, specialist equipment, outside placements or sources of support etc. Support is more likely to be over a longer term.

Referral for Education Health Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment for Education Health Care Plan which can be requested by the academy or a parent/carer. This will occur where the complexity or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC plan will be taken at a progress review with the SENCO present.

The application for an Education, Health and Care Plans, will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The academy and the child's parents/carers will be involved in developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the academy named in the plan, if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

The LA will inform the Headteacher at the beginning of each term of the pupils requiring reviews. The SENCO will organise these reviews and invite appropriate stakeholders which may include:

- The child's parents/carers
- The child, if appropriate
- The relevant teacher
- The Headteacher
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the plan targets
- Review the provision made for the pupil in the context of the National Curriculum and attainment of age related expectations in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new objectives for the coming year

Year 5 reviews will indicate the provision required in secondary school. At Year 6 reviews, the SENCO of the secondary school will be invited to attend. This enables the receiving setting to plan appropriately for the new academic year. It also gives parents the opportunity to liaise with secondary colleagues.

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation to the LA. The academy recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator:

0115 9774012 or 0115 9773323

or by contacting Ask Us Nottinghamshire (Previously Parent Partnership Service):

0115 8041740

enquiries@askusnotts.org.uk

www.askusnotts.org.uk

The Process

At both SA and SEND Support, this four-part process is followed as part of target setting with parents/carers:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers and previous placements. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the academy's information and assessment data on how the pupil is progressing.

There will be at least a termly review to ensure that support and intervention is matched to need and ensure barriers are clearly identified and being overcome with appropriate developing and evolving interventions in place. The assessment of need may be supported by external support staff if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve a termly consultation called a 'Structured Conversation' between parents/carers and the class teacher. The SENCO will also attend, where the pupil receives extra funding from HLN or AFN, has an EHC plan, if a parent/carer requests SENCO attendance or concerns are heightened around a lack of pupil progress in any area or need for clarification of barriers and impact of provision. The SENCO/parent/carer may also invite external agencies to support the planning processes. The first conversation will last approximately 1 hour and then 30-40 minutes for the second and third conversations. Where appropriate, pupils will be invited to attend the first 5-10 minutes of the second and third conversations to share evidence collected in the 'Achievement for All Record of Achievement Book' and make suggestions for future targets and provision.

The purpose of the meetings is to agree and clarify adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

At the meetings 'Achievement for All Targets' will be agreed.

Targets must be aspirational and reflect a drive for catch-up where necessary. It is expected that ALL pupils make at least good progress each year, however SEND pupils may need to make more progress to close the gap between them and their peers.

Up to 3 SMART (Small, Measurable, Achievable, Relevant and Time limited) targets will be agreed and reviewed termly at the 'Structured Conversation', set within the following three areas:

1. Academic progress goal

Specific to the pupil's gaps in knowledge and understanding and reflecting differentiated curriculum where possible e.g. To be able to read 5 key words (listed) when reading at home and the academy. These will reflect curriculum targets where appropriate.

2. Long term goals

An action towards a long term goal which can be achieved over a term but considering the future of the child such as aspirations for work, school placements, academic achievement, sporting or social achievements e.g. 'Investigate becoming a Police Officer', 'Investigate my next school so that I don't worry about getting lost,' 'Achieve brown belt at Karate.'

3. Wider outcomes

This includes the need for life skills such as social and emotional development, relationships, communication needs, attendance, participation in wider life of the academy and the community. e.g. 'To be able to join a club;' 'To be able to use managing emotions strategies A, B and C;' 'To be able to cross a road safely without an adult;' 'To become a council member.'

Most children will require 3 targets. However, it is recognised that some children will only require 2 targets. The targets must take into account different areas of a child's development and relate closely to the area of need identified.

Targets and steps to success should make reference to intervention and support programmes in place for the pupil and the adults who support the child.

Each target will be clarified by clear and specific 'Steps to Success'. Steps must reflect a SMART approach and include the names of persons who will support the child/family. Steps must be detailed and thoughtfully broken into attainable actions.

At least one target will focus on the child's specific identified area of need and support progress through the 'Steps to Success' identified for both parents and the academy. For example Communication and Interaction – steps include strategies recommended by SALT, name specific sounds to be practised, by whom and when.

All pupils with SEND and attendance concerns will have this area as a target with steps to success which highlight incentives and attainable goals for improved attendance with identified persons with responsibility for each action, until there is sustained improvement.

The targets are to be recorded on the 'Structured Conversation Target Sheet' as provided by the SENCO. All sections are to be completed and shared with the parent/carer including the identified area of need and progress data. This is to be signed by all parties including the child and a copy given to the parent/carer and SENCO upon completion.

Do

The class teacher remains responsible for working with the child on a day-to-day basis and the progress the child makes. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants/relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO or other appropriate organisation, arranged by the SENCO.

Evidence of success in progress towards achieving the targets set at the termly meetings with parents/carers will be collected in the 'Achievement for All-Record of Achievement Book'. This will include a minimum of 2 pieces of evidence per term for each target, which can include photos with explanation, post-it notes quoting evidence, pieces of work, tick charts, parent comments etc.

Intervention

The SENCO in collaboration with the class teacher, TA, pupil, parents/carers and where appropriate outside agencies, will decide the action required to help the pupil progress. Based on the results of previous assessments of ability, aptitude and attainment the actions might be:

- Full-time education in classes, with additional help and support from class teacher/TA through a differentiated curriculum
- Deployment of a TA to work with the pupil 1:1 or in small groups
- Provision of alternative learning materials/special equipment including IT
- Bespoke programmes of catch-up implemented by the teacher
- Staff development/training to undertake more effective strategies
- Access to Local Authority (LA) support services for advice on strategies, equipment, or staff training, carry out specific assessments and report to parents/carers
- Programmes of work advised by outside agencies to support whole child development such as OT, SALT etc.

Clear assessment at the beginning and end of the intervention will demonstrate success and be monitored by the SENCO, with class teacher and TA support.

Care Plans will be shared with all staff and consider advice from relevant health agencies and take into account the views of parents/carers and the pupil.

Differentiation

The academy provides a differentiated curriculum as part of normal arrangements to meet a wide range of needs. Differentiation encompasses planning and organising tasks, support and resources. It also includes differentiating assessment and how feedback is given to the pupil about progress. P levels/Routes for Learning assessment tools are used where relevant.

Teachers consider the three principles for inclusion when differentiating learning:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Differentiation may be by task, outcome, resources, support, input, grouping, extension, information, role, recording or pace.

The Headteacher oversees the policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the academy.

Curriculum differentiation is the responsibility of every teacher, supported by the Curriculum Leaders. The curriculum is regularly reviewed and adjusted by Curriculum Leaders with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Behaviour Management Strategies (see Behaviour Policy)

Children with social emotional and mental health needs which pose a barrier to learning will be identified as requiring SEND support, placed on the register for SEND, a SEND file initiated and parents commence AFA programme of support and are invited to attend the first Structured Conversation. Behaviour Support Plans are written during a Structured Conversation with the parents/carers. The process aims to clarify possible triggers and identified strategies to support the child's behavioural, social, emotional and mental health needs. Plans are reviewed at least termly. A simplified version of the BSP targets are kept by the child and referred to when working towards the targets.

Strategies may not be included in the Behaviour Policy. Outside agencies may also be invited to support this process. Supporting strategies may include 'Behaviour Reward Card', or other reward system. All parents/carers of pupils with a BSP will have a discussion with the teacher/SENCO about the child's handling plan and will sign the BSP to confirm that they have knowledge that the academy has a duty to ensure the safety of all pupils and adults within it.

Behaviour targets are reviewed in the short term, i.e. after each teaching session, playtime, assembly, etc. Achievement of the reward is a short term goal i.e. daily or weekly.

Parents/carers will have regular contact with academy at least weekly, to discuss progress with the Behaviour Support Plan.

A main copy will be kept by the Headteacher and SENCO. A copy will be added to children's records and given to the parent/carer.

Review

Reviews will be undertaken at the start of each Structured Conversation with the pupil present (5-10 minutes), in line with agreed dates. The child will be invited to share successes and work completed towards the targets with the parents/carers. They will be asked about their views on the support given and impact on progress; possible new areas for improvement, the type of support required and what helps them to learn best. These views will be considered by the adults when setting the next targets. The review process will evaluate the impact and quality of the support and interventions. Interventions or support that have not had impact on progress will not be repeated. The class teacher, parent/carer will set the next targets. These will be shared with the pupil after the meeting

either by the parent/carer or class teacher. The SENCO and outside agencies when appropriate, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil. The parent/carer will receive a copy of the new targets for reference.

Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEND provision, we encourage feedback from staff, parents/carers and pupils throughout the year at review meetings, governor questionnaires and at parents' evenings, at least one Carlton Cabinet member has SEND.

This information is collated and published by the Local Academy Board on an annual basis in accordance with section 69 of the Children and Families Act 2014. This evidence is collected and informs academy development and improvement planning.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice 2014 by the SENCO, supported by the Assessment Leader and Subject Leaders.

Progress in all areas of the curriculum, social and emotional aspects of learning and development of life-skills are crucial factors in determining the success of provision. All teachers are responsible for monitoring progress.

Successful provision aims to:

- Narrow the attainment gap between pupils with SEND and their peers
- Prevent the attainment gap widening
- Be on a par with pupils starting from similar base line but less than most of peers
- Equal or improve upon the pupil's previous rate of progress
- Ensure that a child enjoys full curricular access
- Show an improvement in a child's social/life skills
- Show an improvement in a pupil's behaviour/attendance
- Be satisfactory to the pupil and parents/carers

SENCO Monitoring

The SENCO will monitor SEND provision at a number of levels.

Monitoring will take place at least termly through a variety of pathways such as: lesson observations, work/planning/record keeping scrutiny, pupil interviews, learning walks, target monitoring, data analysis and governor visits. The SENCO will undertake monitoring of SEND pupils and report to Headteacher and Governors at least yearly.

Monitoring will focus on:

- Attainment of age related expectations
- Progress from baseline assessment data
- Quality of teaching
- Record keeping
- Appropriate Target setting
- Relationships with parent/carers and their involvement in provision

- Involvement of the child in learning pathway
- Effectiveness of intervention

Monitoring will inform future planning for improvement and CPD for staff.

Resources

All pupils with SEND will have access to Element 1 and 2 of the academy budget which equates to £6,000 (Place Funding). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (AFN). (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority (HLN – Higher Level Needs Funding). This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Each year a proportion of the budget is allocated to the development of resources to support the development of provision for pupils with special needs.

The academy currently employs 10 TAs. These members of staff are assigned to support the learning of named children, who receive top-up funding. This support encompasses a range of opportunities for pupils such as pastoral care, delivery of intervention programmes such as Managing Emotions, Speech, Language and Communication programmes, Occupational Therapy programmes and Switch-on Reading/Writing. This level of adult intervention supports the pupil's ongoing placement in a mainstream setting.

A range of SEND resources are available in the area adjoining the hall. The academy has a dedicated Sensory Room. A medical room with shower facility and disabled toilet are also available.

Resources will be requested for children with specific needs such as physical needs, following assessment by Inclusion Support/Occupational Health. These agencies will decide whether or not a child is eligible for personal technology equipment.

Staff Development

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant courses, Family SEND meetings, disseminates information and signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff in SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to our development priorities and those identified through the use of provision management.

Links with Other Services

The academy continues to build strong working relationships and links with external support services (such as Schools & Families Specialist Services, health services, EPS, PSED, Early Help Team, CAMHS, SALT) in order to fully support our SEND pupils and aid

inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Higher Achieving Children

We recognise that exceptionally bright children also have special needs that require adaptation of the curriculum and possible resource allocation, in order to fulfil their potential.

Links with other schools

The academy is a member of the Redhill Teaching School Alliance. Our SENCO is a Specialist Leader of Education (SLE) for SEND. This enables us to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

The SENCO will coordinate transition of pupils with SEND to both new placements and into Carlton Junior Academy, ensuring a clear and appropriate plan is agreed between settings, the young person and parents/carers. The SENCO, supported by the Family SENCO, will seek to secure funding to support this process where appropriate.

Transition plans may include extra visits to schools, sharing of information through hand-over of pupil files, meetings around the child for teaching assistants, teachers, parents/carers and appropriate others such as outside agencies, preparation of photobooks, maps and visual supporting material.

During the summer term, we endeavour to facilitate 'hand-over', structured conversation meetings between the parent/carers, current teacher and receiving teacher.

Admissions (*Please refer to the Admissions Policy*)

Our Local Authority is Nottinghamshire County Council. The admissions policy is determined and administered by the academy, except for end of key stage admissions which remains the responsibility of the Local Authority. The academy is committed to being fully inclusive and to addressing the needs of all children, including those with SEND. The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Where a child requests admission and has clearly identified needs, we reserve the right to delay/phase in the child's full time admission to enable us to put appropriate support and safeguarding arrangements in place to meet the child's individual needs, e.g. recruit staff, purchase equipment to organise/adapt teaching areas/apply for emergency funding, carryout risk assessment etc. The SENCO will consult fully with parents/carers, the LA and involved agencies to ensure a smooth and timely, planned admission.

Arrangements for Complaints

We are always happy to talk with parents/carers and to listen to any concerns they might have. In the first instance, the class teacher can offer support. If this does not satisfy the concern, please make an appointment to speak to the SENCO Rachel Clarke or Sharon Wood, HT. If the HT cannot resolve the issues and you wish to make a formal complaint, you should follow the academy complaints procedure available on the website.

Parents/carers are also be advised of their right to refer matters of dispute to the Disagreement Resolution Service and Ask Us Notts.

Criteria for Success

The following are the criteria to be used to evaluate the success of the SEND Policy:

- That everyone knows about the policy and follows procedures outlined in it
- That pupils with SEND are identified quickly
- That parents are fully informed and as far as possible involved in supporting their child
- That pupils are well-informed and involved in identifying, monitoring and recording progress in their learning, as appropriate
- That provision is matched to pupils' needs as far as possible
- That there are close links with the Inclusion Services and other external support services and the academy

This policy operates in accordance with the Equal Opportunities Guidelines.