

Special Educational Needs and Disability Policy (SEND)

Reviewed and updated September 2020

Introduction

At Noel-Baker we believe that all children, including those identified as having additional, special educational needs and/or disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them.

Noel-Baker Academy will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Part of the academies' strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

Legal Framework

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Equality Act 2010 (specifically Part 6, Chapter 1), which sets out schools' responsibilities to abide by all guidelines to create a fully inclusive environment to avoid discrimination.

Definitions

The Children and Families Act (2014, part 3) states:

“A child or young person has special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 the majority of others of the same age, or;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Background Information

Noel-Baker Academy, is an 11-16, non-selective academy of over 1100 students situated in Derby and part of LEAD Academy Trust. Noel-Baker is large enough to offer a very broad range of opportunities within its innovative, comprehensive curriculum, while small enough to provide the level of care required to ensure all students feel safe, valued and happy.

Our intake reflects a range of SEND students, some who require SEN support and others with Educational Health Care Plans. We have students with difficulties in the areas of Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and students who have Sensory and/or Physical needs.

Our Student Support Centre is led by our Assistant Headteacher/SENCo. There are also a number of Teaching Assistants and Learning Mentors employed by the school



to work with students with SEND. The faculty work as a team and establish close working relationships between students, staff, parents and outside agencies, so that all of our students are supported in a fully inclusive environment.

Vision

At Noel –Baker Academy, it is our vision and belief that all our pupils are entitled to a high quality of provision. We are proud of our pupils and our community and are determined we will enable our pupils to be the very best that they can be. We have high expectations of all pupils, including those with SEND and encourage pupils to be independent learners and develop their love of learning in a supportive and nurturing environment. We see ourselves as an inclusive learning community in which we strive to succeed and support each other. This policy describes the way we meet the needs of pupils who experience barriers to their learning.

Covid-19 Pandemic

During these unprecedented times, the Academy fully recognises the contribution it can make to protect and support students, staff and parents amid the Coronavirus pandemic. The aim of this review to our SEND Policy is to ensure the Academy continues to support SEND students as a priority, with a clear understanding of the additional issues that may occur for some as a result. Many children and young people will have found lockdown exceptionally difficult socially and emotionally. The academy will consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offer additional support and phased returns where needed, as a reasonable adjustment to support all children to return successfully. It is recognised that all members of our school community will have had differing experiences throughout this challenging time and the Academy will support all members of our school community fully.

Aims

The aims of this policy are to:

- Ensure the Special Educational Needs and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the Academy
- Provide every child with a broad and balanced curriculum
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Deliver high quality teaching and learning to all pupils
- Identify those children who have SEND as soon as possible
- Use resources effectively to support children with SEND
- Ensure that all students are included in the life of school
- Work in collaboration with parents/carers, pupils and outside agencies
- Assess and track the progress of children with SEND
- Provide ongoing training for all staff to ensure all pupils with SEND receive quality teaching
- Equip pupils with the skills and attributes necessary for adult life, including those that support them in the changes to routines and processes as a result of Covid-19.

This policy outlines the strategies and approaches that the school will take in order to meet these objectives. The procedure set out will be monitored and reviewed each year in order to build on best practice at Noel-Baker Academy.

The SEND Team

Sarah-Louisa Leach

Assistant Headteacher/SENCo

Chrissie Sargent

Associate Assistant Headteacher



Noel-Baker Academy
A L.E.A.D. Academy

Helen Macleod

Operational SENCo

Caroline Jones

Intervention Lead

Natalie Hinchcliffe

Intervention Lead/Access Arrangements

Diane Sudar

Intervention Lead/Numeracy intervention Co-ordinator

Shane Hibbert

Intervention Lead

Safia Ghafoor

Intervention Lead/ Literacy intervention and Careers Co-ordinator

Heidi Pole

Intervention Lead/ASD Co-ordinator

Steph Delaney

Intervention Lead/Behaviour intervention Co-ordinator

Leanne Sutcliffe

Intervention Lead/Nurture Co-ordinator

Susan Faulkner

Intervention Lead



Noel-Baker Academy
A L.E.A.D. Academy

Jak Beardsley

Intervention Lead

Niomi Parker

SEND Admin

Keshia Mellis

School Cousellor

Responsibilities

The following staff have a responsibility for the leadership of SEND within the school:

Assistant Head Teacher – SENCo

The SENCo Mrs Sarah-Louisa Leach, Chrissie Sargent (Associate Assistant Head for Inclusion and Wellbeing) and Helen Macleod (operational SENCo) have day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have (Education Health Care) EHC plans.

Responsible for:

- Overseeing the day-to-day operation of the academy's SEND policy
- Coordinating provision for pupils with SEND
- Working with the Head Teacher and Governing Body to plan the development of SEND policy and provision within the school
- Working closely with staff, parents and other agencies to maintain communication and to ensure children with SEND make the most progress possible



- Providing appropriate training to teaching and support staff to ensure lessons are differentiated appropriately for pupils with SEND
- Monitoring the progress made by pupils with SEND
- evaluating the effectiveness of the provision made for children and young people with SEND
- Liaising with the relevant Designated Teacher where a looked-after pupil has SEND
- Updating the SEND register and ensuring records are kept on the intervention pupils have received
- Supporting all pupils with SEND to have a clear and appropriate career path including identifying suitable college/vocational placements when leaving school
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Working with the Headteacher and the Local Governing Body to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The Inclusion Team

Responsible for:

- Liaising with partner primary schools.
- Liaising with external agencies to support provision for our SEND students.
- Managing the day to day operation of this policy.
- Ensuring that provision for all SEND students is arranged.
- Facilitating the tracking of the intervention for students.
- Using the Student Information Files to provide accurate and appropriate support for all students with SEND.



- Managing the timetables of teachers, teaching assistants and student teachers assigned to the faculty.
- Keeping up to date with new initiatives to support students with SEND and share good practice with all teachers.
- Leading and managing arrangement for monitoring, tracking, reviewing and evaluating the effectiveness of SEND provision.
- Analysing the progress made by SEND students and those with EHCPs in the school throughout Key Stage 3 and Key Stage 4.

Subject teacher

Responsible for:

- Scaffolding and adapting lessons and resources to cater for pupils' individual SEND needs
- Maintaining high expectations of pupils with SEND
- Monitoring and evaluating the progress made by SEND pupils
- Liaising with the SEND Department to ensure timely support and maintain communication
- Informing parents of the progress made by pupils
- Contribute to planning and provision to meet identified needs, including working with the Intervention Leads
- Contribute to monitoring and review procedures
- Liaising with Natalie Hinchcliffe concerning special arrangements for examinations
- Attend any staff training/briefings relating to SEND.

Curriculum Directors

Responsible for:



- Liaising with Natalie Hinchcliffe concerning special arrangements for examinations
- Ensuring Student Information Files are used by staff and are consulted on a regular basis.
- Ensuring curriculum plans and schemes for learning meet the needs of all learners
- Using departmental/faculty resources to develop the teaching resources available for SEND
- Ensuring assessment procedures are appropriate for students with SEND and that rigorous tracking systems are in place to monitor and report on the progress of SEND students and those with an EHC plan.

Faculty SENCOs

Responsible for:

- Ensuring SEND and mental health and wellbeing are a priority within their faculty.
- Liaising with Natalie Hinchcliffe concerning special arrangements for examinations
- Ensuring Student Information Files are used by staff and are consulted on a regular basis.
- Utilising tracking systems that are in place to monitor and report on the progress of SEND students and those with an EHC plan.

Progress Leaders

Responsible for:

- Liaising with the Inclusion faculty over issues arising with students
- Monitoring and reviewing, with the team, the effectiveness of provision
- Supporting and contributing to the profiling of students
- Lead/contribute to parental meetings where appropriate and liaising with the Inclusion team beforehand where relevant.

PSHE Tutors

Responsible for:

- Taking on the role of key worker for identified students and follow procedures outlined in the profiles to support identified students.
- Liaising with parents and carers to discuss progress made by SEND students and take an active role in setting targets.

SEND Governor

Responsible for:

- Monitoring the provision for pupils with SEND within the context of whole school needs.
- Liaising with the Assistant Head Teacher regarding the provision and interventions offered and the attainment of pupils with SEND.



- Reporting on the effectiveness of the SEND and Inclusion policy at the relevant committee meeting and recommend changes as necessary annually
- Help to raise awareness of SEN issues at governing board meetings
- Ensuring that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for students.

Headteacher

Responsible for:

- Working with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Arrangements for coordinating SEND provision

The SEND Department hold details of all SEND Support records such as the SEND Register, provision map and provision management documents.

All staff can access the following documents on the staff SEND Shared Drive:

- The Noel-Baker SEND Policy
- The full SEND Register
- Guidance on the teaching and learning of pupils with SEND
- Student Information Files
- Provision map
- Edukey

By accessing the above, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, enabling them to provide for the individual needs of all pupils.

Admission Arrangements

Please refer to the information contained in our school prospectus. 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.

School places at Noel-Baker Academy are dealt with centrally by Derby City Council Secondary Admissions Team.

Pupils with additional educational needs are considered for admission to the academy on exactly the same basis as for pupils without additional educational needs.

SEND Support

According to the SEND Code of Practice 2014:

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who have access to support from teaching assistants or specialist staff.’

We understand that the most important support all students at Noel-Baker can receive is class teacher input via high quality teaching.

For a pupil this means:



- That the subject teacher has the highest possible academic and behaviour expectations for all pupils in their class.
That the subject teacher is fully informed of the individual needs of the pupils in their class and equipped with specific strategies to aid each pupil's success via their Student Information File
- The subject teacher will closely monitor the progress made by each pupil within their class and take steps to address any gaps in a pupil's learning. This may include providing extra support or liaising with parents and the SEND department to ensure all pupils make the desired progress.

Additional support is provided by trained teaching assistants/learning mentors throughout the academy. The support timetable is reviewed termly by the SENCo, in line with current pupil needs.

Identification of pupils' needs

The school has full regard to the SEND Code of Practice 2014, and follows the staged model of identification and assessment.

Students in need of support are identified in a variety of ways:

- Main feeder primary schools are visited or contacted in the latter half of the summer term, to gain information from primary SENDCos about the children transferring to Noel-Baker.
- Information is collected from primary schools regarding the children's key data including Key Stage 2 levels and CATs scores
- Those pupils with significant problems with learning are individually tested using diagnostic tests such as the SSRT and GL testing.
- Teacher referral
- Student and/or parent/carer referral

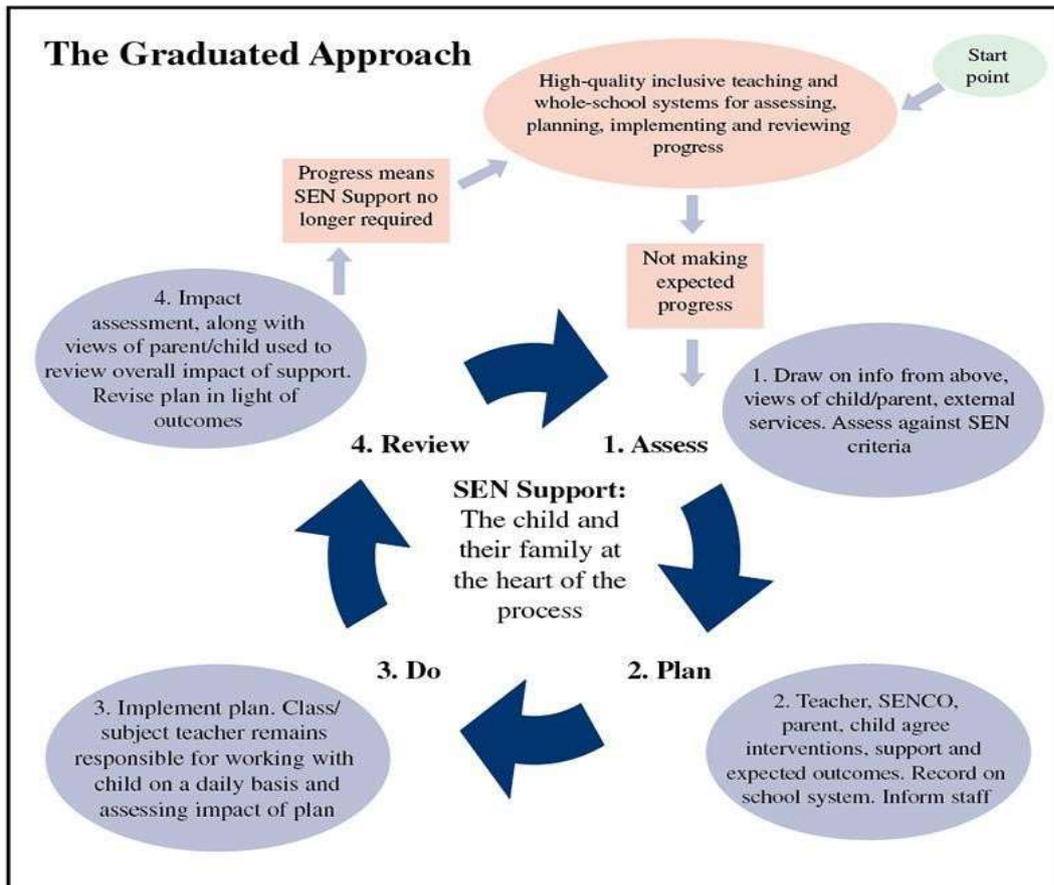
Once students arrive in school, we will:

- Identify students with SEND and establish their strengths and areas of difficulty and identify strategies for staff to use with each student.
- Profile the needs of each student in a Student Information File and share with staff.
- Discuss the student's SEND needs with parents/carers.
- Make sure that information about students' SEND is passed on to the appropriate school staff.
- Liaise with parents and inform on progress made by students.

Assessment and Review of pupils' needs

SEN support in school

Where a pupil is identified as having SEND, the academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle **Assess, Plan, Do, Review** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.



Assess

In identifying a pupil as needing SEN support a clear analysis of the pupil's needs must be carried out.

- Establish their strengths and areas of difficulty through teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour.
- Establish views and experience of parents, the pupil's own views and, if relevant, advice from external support services.
- Outside professionals from health or social services may already be involved with the pupil. These professionals should liaise with the academy to help inform the assessments. Where professionals are not already working with academy staff, the SENCO will contact them with the parents' consent.

Plan

Where it is decided to provide a pupil with SEN support we will ensure;

Parents **will** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above.

- The SENCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in to place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required, through the Student Information File. This will also be recorded on the academy's information system.

Do

Implement the agreed plan of adjustments, interventions and support to be put in to place. The class or subject teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil.

The SENCo will support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, 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 will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers.

Support will be revised in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

Education, Health and Care Plan

Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the SEN needs of the pupil, the pupil has not made expected progress, the academy or parents should consider requesting an Education, Health and Care (EHC) assessment. To inform its decision, the local authority will expect to see evidence of the action taken by the academy as part of SEN support.

For students who are the subject of an Education, Health & Care Plan, it is the Local Authority's responsibility to determine the provision which should be made to meet the needs of the student as outlined in the EHCP.

The school makes 'best endeavours' in meeting student needs and in aiming to meet the specific provisions outlined. The provision set out in a student's EHCP will be closely monitored by the Team and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

The SENCo is responsible for ensuring that the staff in the school are aware of the provision as indicated in the EHCP, that the allocation of resources for those students is properly managed and maintained and that the individual targets are addressed for each student.

Following the partial closure of the academy from March 2020, the academy considered the needs of all children and young people with an education, health and

care plan and carried out personalised risk assessments. The Academy worked with parents or carers to determine whether children and young people would be able to have their needs met at home and be safer there than attending school. This regular contact was carried out by keyworkers throughout the pandemic. Risk assessments are regularly updated and will prove useful now and over the autumn term, in identifying what additional support children and young people with education, health and care plans need to make a successful return to full education. Risk assessments will also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires the academy to return to more limited attendance, or temporarily close.

The academy has, and will continue to contact parents and involve them in planning for their child's return to school from the start of the autumn term.

Record Keeping, Assessment and Tracking

Student Support staff will keep clear and detailed records of all identified students, and half termly provision is recorded on the provision map. On-going teacher assessments will take place and these will be recorded. A baseline measure will be recorded making an initial assessment of the student, by talking to the student, staff and where possible the parents/carers and also by looking at past history, prior data and any records received from feeder schools etc.

Reviewing the success of provision

The SENCo/ Assistant head teacher, AAHT and operational SENCO will track students with Special Educational Needs termly – this takes place through the school's progress grades, punctuality and attendance data, achievement and behaviour points as well as the baseline measures and Student Support members' feedback.

The SENCo will half yearly re-assess the students who receive any SEN support. The targets set for students who the Student Support Team work with are reviewed termly.



Where students have shown progress in the curriculum and the Student Support Team; demonstrating that they have deployed relevant strategies they may no longer receive any SEN support. These students are closely monitored and if appropriate would then again receive SEN support.

The SENCo, together with the Head teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, data analysis and other regular quality assurance activities.

Inclusion of pupils with SEND

Noel-Baker Academy is an inclusive school;

- We aim to ensure that equipment used is accessible to pupils.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Noel-Baker Academy aims to improve accessibility and make reasonable adjustments wherever possible.

Please see our [Accessibility Plan](#) available on the school website for more information.

Allocation of resources for pupils with SEND

The school uses the allocation of its notional SEND funding to provide support to its pupils with SEND. Value for money is measured by the success of the pupils and their outcomes, most importantly when they leave in Year 11. Some pupils may receive additional funding as specified by Derby LA or as part of the Resource Base. It is the responsibility of the senior leadership team, SENCo and Governors to agree how the allocation of resources is used.

Facilities for Students with SEN

The Hub is open at break, Lunchtime and after school until 4:00 p.m. Staff are available to support students with home learning, literacy and numeracy needs.

Students who need a place to 'calm down' or to talk through any issues can come to our Inclusion Centre. We also have a sensory room where students can go to regulate their emotions.

Special requirements are planned around the needs of each student, so that they are able to participate effectively within a general class situation. Students have access to the lift as required. Additional time is given to students to access the site by either leaving class a few minutes early or staying behind for a few minutes.

Laptops are provided for students to use where necessary. Where appropriate students are provided with additional stationery to ensure they have all equipment for the day.

In highly specific circumstances the SENCo with the Deputy Head Teacher, student and parent/carer will arrange for the student's timetable to be tailored to meet their needs. This course of action enables the student to then access the school and their timetable rather than being overwhelmed and unable to attend class.

As a result of Covid-19, there have been some changes to routines and procedures for the safety of our students and staff. Whilst the use of some facilities has been withdrawn, the academy has ensured that students continue to receive the interventions and support they require.

Safeguarding

Noel-Baker recognise that children with SEND can face additional safeguarding challenges. A number of factors can contribute to an increase in risk, including: prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

Additional barriers can also exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges we have provided extra pastoral support for children with SEN and disabilities. All teaching assistants and learning mentors have had safeguarding training and additional training of recognising the issues that SEND students might face. Sarah Leach (SENCo) and Keshia Mellis (school counsellor) have also had designated safeguarding lead training.

Please see our [Safeguarding and Child Protection Policy](#) available on the school website for more information.

Working with parents/carers

Noel-Baker Academy believes that a close working relationship with parents is best in order to allow:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Social and academic progress of children with SEND enabling success.
- Parental views to be considered and valued.

We understand that communication is important to ensuring all pupils enjoy school and achieve their full potential. As a means of communication we use the following:

- Every child on the SEND register has a keyworker as the first port of call.
- Key data can be accessed via Go4Schools
- Annual parents evening
- Staff can be contacted to discuss pupil progress or parental concerns

Parental/Carer contact is made termly for students who receive SEN support and those with an EHCP, this includes the use of Parents' Evening to discuss the students progress and the Annual Review Meeting.

Links with support services

The school aims to work with a variety of providers who can inform the school of good practice and who can provide the most up-to-date assessment methods and support to students. Where appropriate and under consultation with the

Educational Psychologist the SENCo seeks access to support services for students.

The various departments and individuals within and outside school that the SEND team work alongside include:

Within school

- The Pastoral Team
- The Attendance Team
- The School Nurse

Outside Agencies

- Communication and Autism Team
 - Education Psychology Service
 - Paediatricians
 - Child and Mental Health
- Speech and Language Therapist

All relevant referral forms are completed and where applicable letters to external agencies are written by the SENCo in support of parental/carer referrals. The SENCo takes advice from the LA, the Educational Psychologist and other SENCo's in procuring suitable providers.

How students with SEN Support engage in activities in the school

Unless it is stated in the student's Education, Health & Care Plan, students are not disapplied from any activity in the school. There are occasional circumstances,



where in agreement with the parent/carer and the student, there has been a request not to undertake a specific activity.

All students are fully included in the school and the SST aims for students to feel part of the school community. All students are fully encouraged to participate in extra-curricular activities

Training

In school training

The SEND Department works with staff to provide information and training on the SEND Code of Practice, SEND procedures and how to cater for pupils' individual needs. This may include the addition of outside agencies to visit the school and provide training.

Local Authority Training

The SST will keep abreast of training opportunities available from the LA and endeavour to ensure that staff attend all relevant INSET. At SST meetings, anyone who has attended INSET will report back to the team to cascade information. The SENCo will liaise with the LA to identify future INSET needs.

Treatment of Complaints from parents/carers concerning SEN provision

Complaints relating to SEN provision should initially be discussed informally with the subject teacher, the Head of Year or with the SENCo. If it is felt that the complaint has not been resolved; a meeting will be arranged with the SENCo to discuss concerns more formally.

Parents/carers who feel that the issue has not been resolved will discuss their concerns with the Head Teacher. Please see the [Complaints Policy](#) on the school website for more information.

Transition

Noel Baker has a thorough transition procedure to aid students moving from primary school, moving from Key Stage 3 to 4 and to assist pupils as they leave school into Post 16; please see the [SEN Information Report](#) on the schools website for more information. Noel-Baker Academy has provided a virtual transition for year 7 students in light of the pandemic.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Equality information and objectives
- Supporting pupils with medical conditions
- SEND Information Report
- Safeguarding and Child Protection
- Behaviour Policy
- Mental Health and Wellbeing policy

Monitoring

This policy and information report will be reviewed by Mrs Sarah-Louisa Leach (SENCo) every year (or Chrissie Sargent AAHT in her absence). It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.