



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

Special Educational Needs and Disability Policy (SEND)

Reviewed and updated September 2022

Introduction

At Noel-Baker we believe that all children and young people, including those identified as having additional, special educational needs and/or disabilities, have a common entitlement to a broad and balanced curriculum and co-curricular programme, which is accessible, so all pupils are included in every aspect of academy life.

Noel-Baker Academy will strive to eliminate prejudice and discrimination, creating 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.

This policy should also be read and referenced alongside the following:

- SEND Information Report
- Behaviour Policy
- Equality Policy
- Admissions Policy
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Assessment Policy
- Complaints Policy

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, (specifically Section 69): 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.

This policy also complies with the Academies Funding Agreement and Articles of Association.

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.

Many children and young people who have SEND 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 children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a pupil requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The academy also has regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2017). (See Supporting Pupils with Medical Conditions Policy.)

Background Information

Noel-Baker Academy is an 11-16, non-selective academy of over 1200 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 knowledge rich curriculum and co-curriculum offer, 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 from all four broad areas of need as stated in the 2014 code of practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and students who have Sensory and/or Physical needs.

We have a SEND Hub, which is run by our Inclusion Team. We have a number of Intervention Leads employed by the school to support all 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 the very best depth and breadth of provision. We are proud of our pupils and our community and are determined to 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, so that all pupils can flourish and feel safe. This policy describes the way we meet the needs of pupils who experience barriers to their learning, enabling all students to fully participate in the life of the academy.

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
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children and young people with special educational needs
- To ensure that pupils with SEND are perceived positively by all members of the academy community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers
- Provide every child with a broad and balanced curriculum and co-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 and the next stage in their education and training
- To involve children/young people themselves in planning and in any decision making that affects them.

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.

The Inclusion Team

Chrissie Sargent - Assistant Headteacher – Behaviour, Pastoral and Inclusion (Incl SEND, PP & MHWB)

Helen Macleod - Operational SENCo

Heidi Pole - Senior Intervention Lead and ASD Co-ordinator

Michelle Knox - SEND Administrator

Natalie Hinchcliffe - Intervention Lead/ Access Arrangements

Michele Russell - Intervention Lead

Sukhvir Kaur - Intervention Lead

Keala Millar – Intervention Lead

Diane Sudar - Intervention Lead/Numeracy intervention

Steph Delaney - Intervention Lead/ Behaviour intervention specialist

Leanne Sutcliffe - Intervention Lead/Nurture Co-ordinator

Diana Scott - Intervention Lead

Holly Hewitson - Intervention Lead/Literacy Intervention

Susan Faulkner - Intervention Lead

Eleanor Richmond - Intervention Lead

Kim Cook - Intervention Lead/Literacy Intervention

Sylvia Stewart - Intervention Lead

Responsibilities

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

Assistant Head Teacher – Inclusion and Strategic SENCo

The Assistant Headteacher for Inclusion is Mrs Chrissie Sargent who has responsibility for the following:

To be a proactive member of the School's Senior Leadership Team

- To promote and develop quality first teaching throughout the Academy
- To act as the school's senior SENCO
- To ensure that the identified learning needs of all students are provided for
- To plan strategically for SEND and inclusion
- To oversee the academic provision and progress of all pupil groupings including: SEND, LAC, EAL, most able and disadvantaged
- Provision and delivery for all literacy and numeracy catch up
- Supporting with the professional development of all staff (SEND needs, quality first teaching etc)
- To be accountable for leading, managing and developing Inclusion together with the students and staff therein
- 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
- To manage and deploy effectively the Inclusion Team in order to support the needs of all learners.

Operational SENCo

The operational SENCo Mrs Helen Macleod has 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
- Monitoring and updating the SEND register
- 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
- To coordinate services and agencies to provide seamless support for students
- Managing the timetables of Intervention Lead's and support staff assigned to the faculty.

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
- Creating, updating and following the Student Information Files, to ensure the accurate and appropriate support for all students with SEND is in place
- Keeping up to date with new initiatives to support students with SEND and share good practice with all teachers
- Working closely and building positive relationships with all parents/carers they work with.

Subject teacher

Responsible for:

- The progress and development of every pupil in your class, including those who get extra support from teaching assistants or specialist staff
- 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 Inclusion Team to ensure timely support and maintain communication
- Informing parents of the progress made by pupils
- Contribute to monitoring and review procedures
- Liaising with Natalie Hinchcliffe concerning special arrangements for examinations
- Attend any staff training/briefings relating to SEND.
- Work closely with any Intervention Leads or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
 - Working with the SENCO to review each learner's progress and development and decide on any changes to provision
 - Working with the SENCO to ensure early and accurate identification of any SEND
 - Making regular and accurate assessments of the learners in their class, including those with SEND
 - Completing requests for information from outside agencies and for EHCP reviews.

Curriculum Directors

Responsible for:

- Liaising with Natalie Hinchcliffe concerning special arrangements for examinations
- Ensuring Student Information Files and seating plans are used by staff and are reviewed 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.

SEND Champion

Responsible for:

- Offering support across all faculties on Quality first teaching and SEND specific strategies
- Liaising with Natalie Hinchcliffe concerning special arrangements for examinations
- Ensuring Student Information Files and seating plans 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.

Heads of House

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.

SEND Governor

Responsible for:

- Monitoring the provision for pupils with SEND within the context of whole school needs
- Work with the relevant leaders to determine the strategic development of the SEN policy and provision in the academy
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing body on this
- 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.
- Meet on a regular basis with the SENCO and relevant members of staff to establish the current SEN picture.

Headteacher

Responsible for:

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

Arrangements for coordinating SEND provision

The Inclusion Team 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:

- The SEND Register
- Student Information Files
- Provision map
- EHCP's
- Referral form for staff concerns
- The Noel-Baker SEND Policy
- SEND Information Report
- Access arrangements register

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 Intervention Leads throughout the Academy. The Inclusion team timetable is reviewed every half term or when required by the operational 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 SENCOs 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
- Pupils are individually tested using diagnostic tests such as NGRT and GL testing
- Teacher referral
- Student and/or parent/carer referral

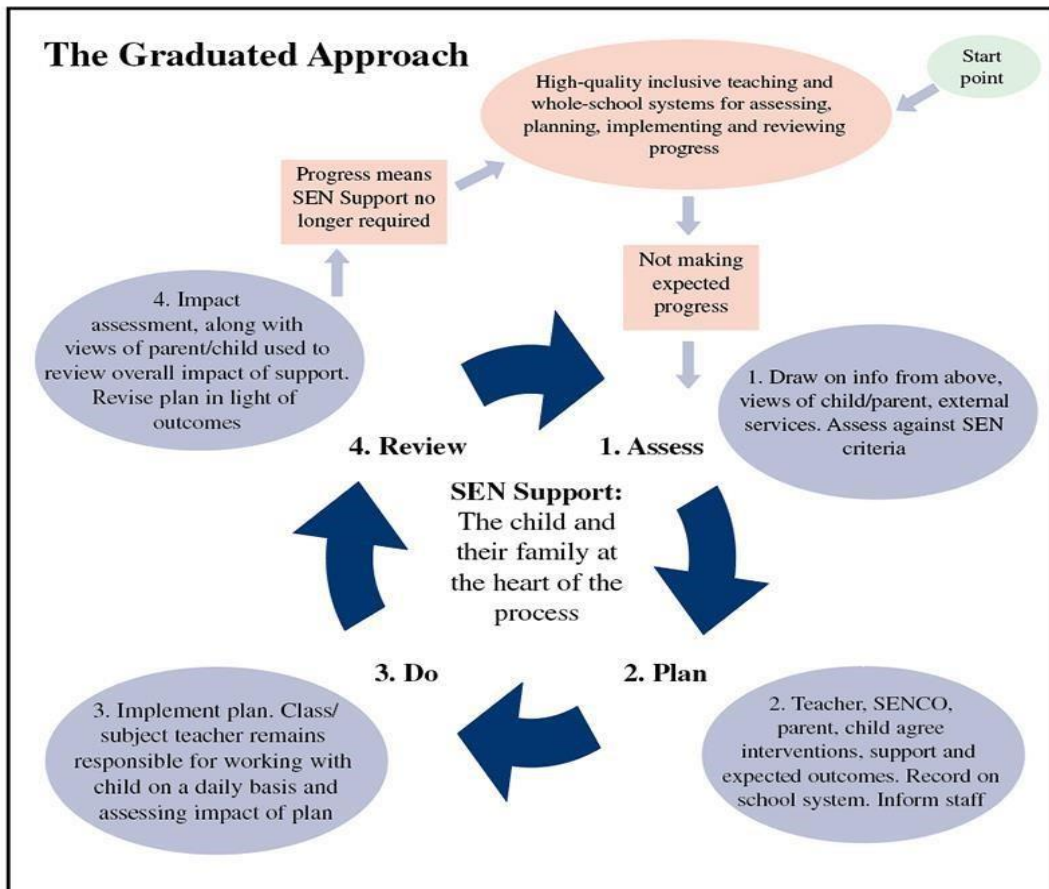
Once students arrive in school, we will:

- 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 any information about students' SEND is passed on to all relevant school staff.
- Liaise with parents/carers and inform on the progress made by their child.

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/carers 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.

The request for an EHC needs assessment can be made by:

- a school or education setting
- parents or carers
- a young person aged 16 to 25
- a professional.

Stage 1 of EHC Plan

Your EHCP Officer will ask you to complete a form about your child's needs - what is working well and what needs to be improved. You will be asked about your hopes for your child as they get older.

You will be asked to send any information you have about your child's special educational needs, for example, reports from doctors or speech and language therapists.

Information will be requested from the Academy as well as any existing reports and information from health, social care and education services.

All the information will be used to decide if an EHC needs assessment will be carried out within 6 weeks of receiving the request.

Stage 2: 6 to 16 weeks

Information will be gathered about your child's needs, the provision required to meet their needs and the outcomes they should be working towards. This information will be gathered from:

- you and your child
- Noel-Baker Academy
- health practitioners, for example speech and language therapists and doctors who may be working with your child
- social care and early help practitioners
- an educational psychologist and any other person we think is appropriate.



An EHC needs assessment does not automatically mean that your child will have a full assessment by an educational psychologist or health practitioner. It will depend if the services are already working with you and your child and the amount of information they already have.

The people who are contacted for information have 6 weeks to respond. Your EHCP Officer will keep you informed of the progress of your child's assessment.

Stage 3: by week 16

The local authority will contact you with a decision, either:

- Your child's needs can continue to be met through the resources normally available to schools and settings.
- An EHC plan will be drafted for your child.

If they decide to draft a plan. You will be asked for your views about the draft plan and if you think, we need to change it in any way.

You will be asked which school or setting you would like your child to attend. Your child's plan would then be sent to them to ask if they can meet your child's needs and provide the support outlined in the plan. They have 15 days to reply and this is called the 'consultation period'.

Stage 4: by week 20

The final EHCP should be issued.

EHCP

- Is written in a child centred way.
- Contains the pupil's views, wishes and hopes for the future.
- Identifies their strengths and what is working well.
- Identifies their difficulties and what needs to change.
- Has clear and measurable outcomes and goals.
- Paints a clear picture of the whole pupil.
- Identifies clearly the indicative budget for provision.

For students who are the subject of an Education, Health & Care Plan, it is the Local Authority's responsibility to determine the provision, 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 Operational 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.

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 Assistant Head Teacher 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.

The SENCo will termly re-assess the students who receive any SEN support. The targets set for students who the Inclusion Team work with are reviewed termly. Where students have shown progress in the curriculum and the Inclusion 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 Assistant Headteacher for Inclusion, SENCo and 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.
- Co-curricular 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. 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

Breakfast club takes place daily in the canteen from 8.15 – 8.30 am, where students can access breakfast and have time with their keyworkers.

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 'The Hub'. 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 Operational SENCo along with the Assistant 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.



Inclusion of Pupils with English as an Additional Language (EAL)

Definition

An EAL pupil includes anyone who has been exposed to a language other than English during early childhood, 'and continues to be exposed to this language in the home or in the community'.

A bilingual learner refers to 'all pupils who use or have access to more than one language at home or at the academy – it does not necessarily imply full fluency in both or all languages'.

EAL pupils and bilingual learners are not considered to have a special educational needs and/or disabilities, but are seen to benefit from the ability to live and learn in more than one language. However, it is understood that, in some circumstances, varying levels of fluency in English due to the experiences of the pupil can have an impact on learning outcomes at any given point in their learning journey.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils, regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our academy by respecting that diversity and reflecting it in our academy environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our academy community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for an academy place. Where parents do not speak English, we endeavour to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our academy. On admission, the pupil will have access to a welcome and induction programme, which recognises their linguistic needs and provides a safe and secure start to their learning.



Provision

Pupils with EAL will have full access to mainstream provision, regardless of their proficiency in English. Upon entry to the academy, initial diagnostic assessments will be utilised to give teachers a clear view of an EAL pupil's start point so that any necessary interventions can be agreed and implemented. Where necessary, additional support will be given to improve acquisition of English

The following provision can be expected:

- Quality First teaching in the mainstream classroom.
- Initial diagnostic assessments relating to current level of language acquisition to support class teachers in appropriate planning to meet individual need.
- Targeted interventions based on pupil need, usually in small groups.
- One to one interventions.
- An assessment in the pupil's mother tongue may be applicable and appropriate where SEND is known or where further information needs to be gathered in the pupil's first language.
- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEND pupils unless SEND is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources and translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their learning. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the EAL Co-ordinator and SENDCO. Provision will be recorded and monitored for effectiveness using the academy's

provision map, in line with standard practice for all vulnerable learners in the academy.

The pupil will not be placed on the SEND register for reasons of EAL.

Inclusion of pupils who are looked after in local authority care

Noel-Baker Academy recognises that:

- Pupils who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons why children who are looked after in local authority care often fail to make expected progress at academy:
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical.
- There is a statutory requirement for all academies to have a designated teacher for looked after children (The name of the current designated teacher at our academy is Sarah-Louisa Leach). The responsibilities of the designated teacher include:
 - Monitoring the progress of children who are looked after to ensure that they have the best life chances possible and access to the full range of opportunities at the academy;
 - Ensuring that children who are looked after have access to the appropriate network of support;
 - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months;
 - Ensuring that information concerning the education of children who are looked after is transferred between agencies and individuals;
 - Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern);



- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual Academy team;
- Liaising with the child's social worker to ensure that there is effective communication at all times;
- Celebrating the child's successes and acknowledging the progress they are making.

Safeguarding

Noel-Baker recognises 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
- 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 Intervention leads have had safeguarding training and additional training of recognising the issues that SEND students might face. Sarah-Louisa Leach (AHT –Inclusion and SENCo) has 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
- 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
- SEND newsletter
- Annual parents evening
- Termly review meeting with a member of the Inclusion Team
- Staff can be contacted to discuss pupil progress or parental concerns

Parental/Carer contact is made regularly for all students with SEND. The Inclusion Team will arrange a termly review for students who receive SEN support and those with an EHCP, which includes parents' evening.

At review meetings with parents/carers we try to always make sure that the pupil's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.



SIF's and Learning plan's will include targets which need to be worked towards at home, and parents/carers are always invited to contribute their views to the review process. All Provision Maps and reviews will be copied and sent to parents/carers after meetings.

Links with support services

The academy aims to work with a variety of providers who can inform the academy 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
- School Counsellor

Outside Agencies

- Communication and Autism Team
- Education Psychology Service
- Paediatricians
- Children and Adolescent Mental Health Service (CAMHS)
- 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 excluded 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 we aim for all students to feel part of the school community. All students are fully encouraged to participate in extra-curricular activities.

Training

- The SENDCO attends regular L.E.A.D. SENDCO meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the academy's long-term goals and the Academy Improvement Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house additional needs and inclusion training is provided through staff meetings by the SENCO, visiting L.E.A.D. SENDCOs or other specialist providers e.g. SALT, CEPS.
- All members of staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class/subject level.
- Members of support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training is available.

Local Authority Training

The Inclusion Team will keep abreast of training opportunities available from the LA and endeavour to ensure that staff attend all relevant INSET. The SENCo will liaise with the LA to identify future INSET needs.

Terminology, imagery and disability equality

- The academy is aware of the impact of language on pupils within the academy. We work with all pupils to understand the impact of the words they use, and deal seriously with derogatory name calling related to 'special educational needs' or disability.
- We also try to make sure we have positive images of disabled pupils and adults in displays, resources etc.
- We aim to make optimum use of PSHE sessions for raising issues of language and other disability equality issues.

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 House or with the SENCo. If it is felt that the complaint has not been resolved; a meeting will be arranged with the Assistant Headteacher for Inclusion 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.

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 Policy
- Behaviour Policy
- Mental Health and Wellbeing policy

Monitoring

Chrissie Sargent (Assistant Headteacher Behaviour, Pastoral and Inclusion (Incl SEND, PP & MHWB)) will review this policy annually. It will also be updated if any changes to the information are made during the year.

The governing board will approve the policy.