

# **Special Educational Needs and Disability (SEND) Policy**

**September 2021-22**

**We exist to provide exceptional opportunities for all our students so that they can develop their potential to reach the highest levels of education.**

**'Building our love of learning together'**



**Norwich Road Academy**

**Norwich Road**

**Thetford**

**IP24 2HT**

**Approved by:**

**Date:**

**Last reviewed on:** September 2021

**Next review due by:** September 2022

## **Contents**

1. Overview
2. Aims
3. Legislation and guidance
4. Definitions
5. Roles and Responsibilities
6. SEND Information Report
7. Monitoring arrangements
8. Links with other policies and documents

### **1.Overview**

At Norwich Road Academy, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

We believe that:

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- All teachers are teachers of children with special educational needs.
- All children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parents, children, the LA and other partners.

### **2.Aims**

Our SEN policy and SEND Information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability, taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

- To use our best endeavors to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parent/carer and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **3. Legislation and guidance**

This policy 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 co-ordinators (SENCOs) and the SEN information report

#### **Headlines from the SEN 2014 Code of Practice:**

From September 2014:

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

School Action and School Action Plus have been replaced by one school based category of need known as ‘Special Education Needs Support’ (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENDCo.

#### **4. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### **5. Roles and responsibilities**

**The SENCO is Mrs Amanda Mancini. The Assistant SENCO is Mrs Jo King.**

They will:

- Work with the Principal and the Academy Council member for SEN to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

**The Academy Council member for SEN is Mr Greg Sadler**

The Academy Council member will:

- Help to raise awareness of SEN issues at Academy Council meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The Principal is Mrs Julia Miles**

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants 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 pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **6. SEND Information Report**

The SEND information report is part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities.

Norwich Road Academy SEND Information report details our annual offer to learners with SEND. The report is available to read on our school website.

## **7. Monitoring Arrangements**

This policy and the SEND Information report will be reviewed by **Mrs Amanda Mancini** every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **8. Links with other policies and documents**

This policy links to our policies on [Accessibility](#) , [Behaviour](#), [Equalities](#) and [Supporting pupils with medical conditions](#)