

Special Educational Needs and Disability (SEND) Policy

September 2024-25

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: Julia Miles Principal

Date: September 2024

Last reviewed on: September 2024

Next review due by: September 2025

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/carers, children, the Local Authority and other agencies.

2.Aims

Our SEND 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, acting to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.

- 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, Emotional and Mental Health
 4. Sensory and/or 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 a school’s responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which sets out a school’s responsibilities for Education, Health and Care (EHC) Plans, Special Education Needs Co-ordinators (SENCOs) and the SEND Information Report

4. Definitions

A pupil has SEND 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 of the same age by mainstream schools.

5. Roles and responsibilities

The SENCO is Miss Georgina Rich.

She will:

- Work with the Principal, Trust SEND Lead and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that pupils with SEND 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 SEND up to date.

The SEN governor is Matt Houghton

The SEN governor will:

- Help to raise awareness of SEN issues at governing board 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 assistant teachers 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 **Miss Georgina Rich** 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.