



Special Educational and Disabilities Policy and Local Offer

Policy Owner	Director of SEND
---------------------	------------------

Review date	Version No.	Approved by	Date approved	Effective from
	1	Chair of the Trust	22.11.2022	November 2022
March 2024	2	Standards	20.03.2024	March 2024

Contents

Section	Page
Vision and Values	4
Introduction	4
Aims and objectives	5
Legislation and Statutory Requirements	6
• Definitions	
SEND Code of Practice	
• Implementation of SEND Code of Practice	6
• Areas of Need	7
Areas of Special Educational Needs	8
• Disability Equality	
Graduated Response to SEND	
• Early concerns	9
• How we identify and support pupils with SEND	9
• Criteria for entering the SEND register	11
• Provision	12
• Statutory Assessment of Need	12
• Transition for SEND and Vulnerable Children	13
• SEND Assessment	13
• Intervention	14
• Inclusion	14
• Monitoring and Evaluation of SEND	14
	15
Role and Responsibilities	
• Governing Body	15
• Headteacher	15
• SENDCO	15
• All teaching and non-teaching staff	17
Wider Provision	
• English as an additional language (EAL)	17
• Accessibility	17
• Disability Equality	18
• Support Students and Families/Local Offer	18
• Looked After Children (LAC)	19
• Student Voice	19
• Partnership with External Agencies	19
• Meeting Medical Needs	20
• Children in Hospital	20
	20

Training and Resources	
• Allocation of resources	20
• Continuing professional development and SEND	20
• Funding	21
• Personal Budgets	21
Monitoring and Accountability	
• Accessibility	22
• Storing and Managing Information	22
• Responding to Complaints	22
Procedure Review	23

Vision & Values

New College Durham Academies Trust (NCDAT), is a Multi Academy Trust, which actively seeks to include students from all cultures and backgrounds regardless of race, gender, ability or social and economic background. We believe that students with special educational needs and/or disabilities (SEND) have the right to a broad and balanced curriculum and to be educated alongside peers in their local community mainstream school wherever possible in accordance with the DfE Special Educational Needs Code of Practice 0-25 years (January 2014).

We strive that our Academies are an outward facing inspirational learning environment that allows all students to achieve all that they can; have an ethos that ignites a passion for learning, discovery and creativity and nurtures a moral code and self-worth that stays with our young people all their lives.

Introduction

This policy is in line with our Quality of Education policy and Accessibility Plan policy and aims to support inclusion for all of our students. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disability Co-ordinator (SENDCO) of each academy. The Governing Body, Headteacher and the SENDCO will work together closely to ensure that this policy is working effectively. Quality first teaching is delivered across the curriculum to meet the needs of the majority of students. Some students will need something, additional to and different from, what is provided for the majority of students; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. The Trust will strive to ensure that the necessary provision is made for any student who has special educational needs or disabilities. We will ensure that all staff in our academies are able to identify and provide for those students who have special educational needs or disabilities, to allow students with SEND to fully join in the activities of the academy. The staff and governors of NCDAT will also work to ensure that all SEND students reach their full potential, are fully included within the academy community and are able to make successful transitions between educational establishments and key phases within their lives. This policy aims to support all members of staff in providing positive whole academy approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that:

‘All teachers are teachers of Special Educational Needs’

Every teacher is responsible and accountable for the progress, development and outcomes of all students in their class, even where students access support from Teaching Assistants or specialist staff. Teaching and supporting students with SEND are therefore a whole Academy responsibility, requiring a whole academy response. Meeting the needs of students with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, children’s services and all other agencies.

Aims and objectives

Aims

At NCDAT we recognise the need to provide the structure for a student-centred process that engages student, family, Academy and other professionals in planning for and implementing high quality, needs led provision, that is consistent across the academy. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being. It is essential that quality first teaching, provision for the needs of individuals, is the first step in responding to the needs of students with SEND.

Objectives

The SEND policy of NCDAT reflects the principles of the 0-25 SEND Code of Practice (2014), which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. The aims are met by a whole academy approach to SEND provision with all teaching staff taking responsibility for meeting individuals' needs. Additional support is then implemented when and where necessary and in conjunction with other academy policies.

We will:

- Ensure the Equality Act 2010 duties for students with disabilities are met
- Enable students with special educational needs to have their needs met
- Take into account the views of the students with special educational needs
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- Facilitate full access to a broad, balanced and relevant curriculum education, including an appropriate curriculum for students with special educational needs
- Ensure the identification of all students with SEND as early as possible provide an appropriate curriculum tailor-made to the individual's needs and ability ensure that students with SEND take as full a part as possible in all academy activities
- Ensure that parents/carers of students with SEND are kept fully informed of their child's progress and attainment
- Make arrangements to support students with medical conditions in conjunction with the Medication policy and to have regard to statutory guidance supporting students at the Academy with medical conditions
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective scaffolding and support methods
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within the Academy and other external agencies including those from Health and Social Care
- Actively pursue collaboration with other agencies in the interests of our students
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family

- Share expertise and good practice across the academy and local learning community
- Make efficient and effective use of Academy/Trust resources
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs
- To acknowledge the role played by staff other than the SENDCO in delivering the aims of this policy, for instance pastoral and inclusion staff

By ensuring consistent implementation of whole Academy policies, we can ensure that the needs of all SEND students are met.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- The Equality Act 2010
- Supporting pupils with medical conditions at the Academy
- Special educational needs and disability (SEND) code of practice 2014

Definitions

Definition of Special Educational Needs in the SEND Code of Practice 2014:

“Children have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him or her”

Young people have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have 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 or mainstream post-16 institutions

SEND Code of Practice (2014)

The SEND Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people, as well as those with SEND.

The SEND Code of Practice (2014) reflects the changes introduced by the Children and Families Act 2014, as follows:

- There is a clearer focus on the participation of children and young people and parents/carers in decision-making at individual and strategic levels
- There is a strong focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on joint planning and commissioning of services to ensure an integrated approach between education, health and social care

- It includes guidance on publishing a Local Offer of support for children and young people with SEND
- There is guidance on taking a graduated approach to identifying and supporting children and young people with SEND
- The new 0-25 Education, Health and Care Plan (EHCP) replaces statements and offers a more coordinated approach for children and young people with more complex needs
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful and independent transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005

Principles underpinning the SEND Code of Practice

- The SEND of a student will normally be met in mainstream schools or settings
- The views of the student should be sought and taken into account
- Parents/carers have a vital role to play in supporting their child's education
- Early identification of children and young people's needs is key to ensure appropriate intervention is in place to support them

Implementation of the Code of Practice for SEND

The SEND Code of Practice defines adequate progress, for learners with General Learning Difficulties, as that which:

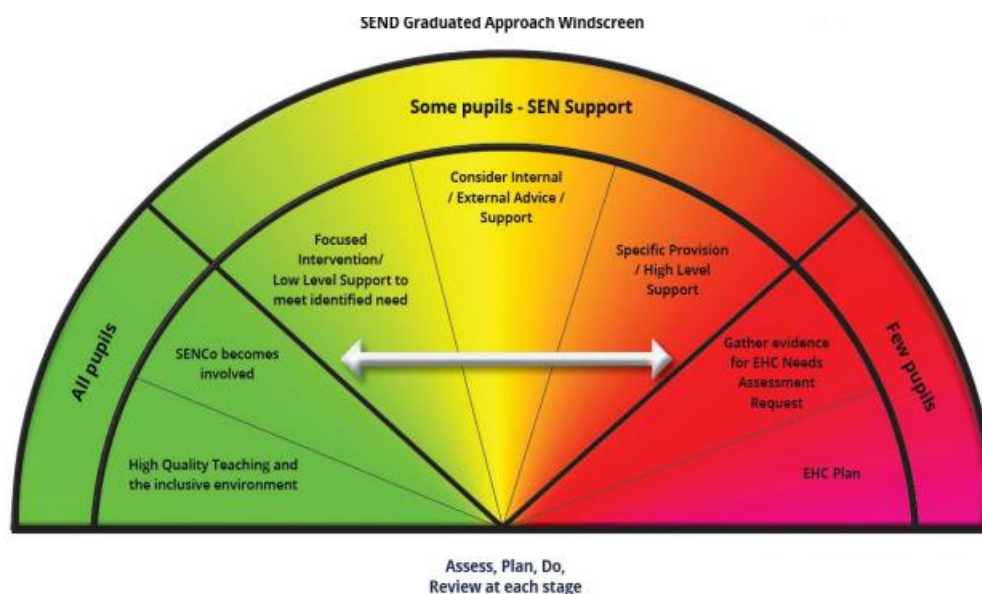
- Narrows the attainment gap between learner and peers
- Prevents the attainment gap widening
- Is on par with learners starting from similar a base line but less than most peers
- Equals or improves upon the learners' previous rate of progress
- Enjoys full curricular access
- Is satisfactory to learner and parents/carers
- Shows an improvement in self-help, social or personal skill
- Demonstrates improvements in the student's behaviour
- Individual reading scores and key information are available to all staff in the individual profiles. These can be used to select appropriate text/reading material and gauge appropriate levels of support and effective learning strategies
- Is likely to result in accreditation in Further Education, training and/or employment
- Is likely to result in usable levels or skills

Areas of Special Educational Need

The SEND Code of Practice suggests that it is helpful to see students' needs and requirements as falling within a number of broad areas:

Area	Description
Communication and Interaction	<p>Students with speech, language and communication needs (SLCN) may have difficulty:</p> <ul style="list-style-type: none"> • Communicating with others • Understanding and using social rules of communication. This often includes students with Autistic Spectrum Disorder, including Asperger
Cognition and Learning	<p>Learning difficulties covers a wide range of needs including moderate learning difficulties (MLD) and specific learning difficulties (SPLD), where students are likely to need support in all areas of the curriculum. Specific learning difficulties affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, emotional and mental health difficulties (SEMH)	<p>Students may experience a wide range of social and emotional difficulties. These may include becoming:</p> <ul style="list-style-type: none"> • Withdrawn • Isolated • Displaying challenging behaviour • Disruptive or disturbing behaviour <p>Other students may have disorders such as attention deficit disorder (ADD), attention hyperactive deficit disorder (ADHD) or attachment disorder</p>
Sensory and / or Physical needs	<p>These include visual impairment, or multi – sensory impairment which will require specialist support and/or equipment for a student to access their learning. Some students with a physical disability require on-going support and equipment to access all the opportunities available to their peers.</p>

A Graduated Response to SEND



Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate Quality First Teaching within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEND

All student's progress, attainment and achievements are monitored by their class teacher who is required to provide quality first teaching and learning opportunities suitable for individual students. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teachers. Adequate progress could:

- Be similar to that of peers
- Match or better the students' previous rate of progress
- Close the attainment gap between the student and their peers
- Prevent the attainment gap growing wider

Where students continue to make inadequate progress, despite support and quality first teaching, the class teacher will work with the Academies Special Educational Needs Coordinator (SENDCO) to assess if a student has a significant learning difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parents/carers.

When considering whether a student has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Persistent emotional or behavioural difficulties which are not removed by appropriate behaviour management strategies
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of Quality First Teaching
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support programme
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning

Teaching SEND learners is a whole academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessment for learning, taking into account the differences in learners' abilities, aptitudes and interests. The needs of most learners will be met through an appropriate curriculum and Quality First Teaching, informed by the effective use of prior data. Progress is discussed and tracked regularly by academy leaders and staff and is reviewed formally every half term.

The SENDCO and Leadership Team analyse data termly to ascertain levels of progress of SEND students and inform the implementation of intervention provided and assess the level of impact of support.

Early identification of learners who may need increased levels of provision and support is critical. Where a teacher has a concern about the progress of the learner, the following actions will be taken:

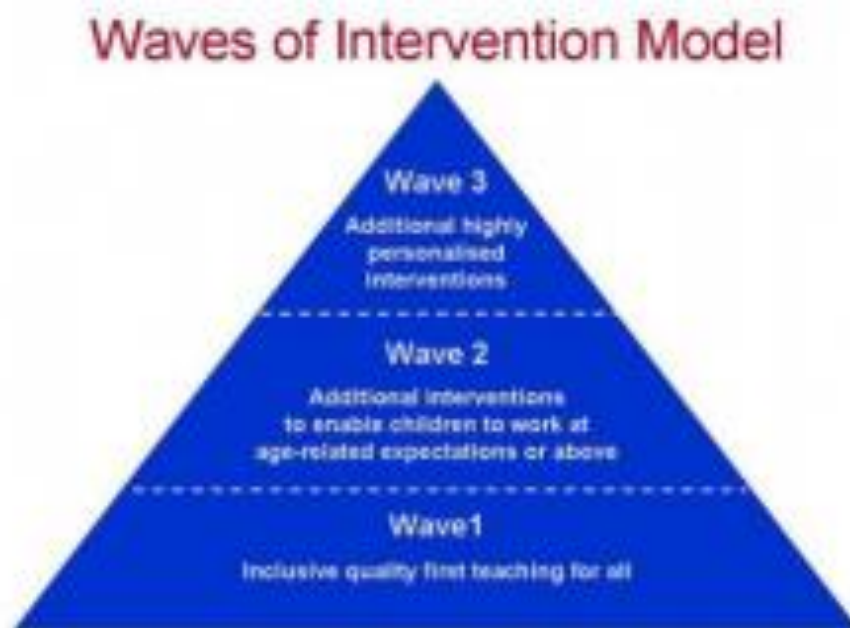
- The teacher will discuss the concern with their Head of Department who will review, with the teacher, the provision already made for the learner and the evidence collected on learner progress through Assessment for Learning
- The concern will be discussed with the Year Manager, SENDCO and the Inclusion Manager who will investigate the progress of the student across the curriculum
- Further information will be gathered to see if the learner is having difficulties in other areas of the curriculum
- A member of staff can complete the SEND referral form, to raise any concerns of a student, to seek intervention and/or advice from the SENDCO
- A time frame will be agreed and a review will take place – unless there are urgent circumstances requiring the learner to move through the system more quickly

Criteria for entering the SEND register

The SEND Register is maintained by the SENDCO for each year group in the academy. It is available to all academy staff. Students on the SEND Register are categorised in line with the SEND Code of Practice as follows:

- Education, Health and Care Plan (E)
- SEN Support (K)

Each student on the SEND Register has an Individual Learning Plan which is shared with all academy staff. This document describes the student's needs, barriers to learning and strategies that must be adopted to support their learning. They are organised using the following model:



Students categorised as Wave 2 or 3 form the SEND Register. Students that are Wave 1 are not on the SEND Register, but are monitored to ensure they continue to make progress through the use of Quality First Teaching strategies.

The SEND register is a flexible document. If students, when having received appropriate identified support, begin to make good progress and close the gap with their peers, can, in consultation with parents, come off the SEND register.

Where teachers decide that a student's access to learning progress is unsatisfactory, the SENDCO will be consulted. The SENDCO and teacher will review the strategies and approaches that have been adopted. If, after further consideration, a more sustained level of support is needed, it will be provided. Where concerns remain despite sustained intervention, the academy will consider requesting involvement from outside agencies, 'top up' funding from the Local Authority or an Education, Health and Care Plan. Parents/carers will be fully consulted at each stage.

The academy also recognises that parents have a right to request a Statutory Assessment.

Provision

Type	Description	Example
<p>Wave One Universal Support –quality first teaching</p>	<p>Universal Support includes the entitlement of all students to support, advice and guidance to maximise their achievements and aspirations.</p>	<p>Access to all the curriculum</p>
<p>Wave Two Targeted Support – additional support in and out of the classroom. Any student who accesses this support is classified as ‘SEN support’.</p>	<p>Targeted Support includes the strands of support, for identified students, who require specific intervention at specific times during their learning journey.</p>	<p>This could be:</p> <ul style="list-style-type: none"> • one to one literacy and/or numeracy • personalised timetables • small group work • working with other interventions in the academy • working with outside agencies
<p>Wave Three Specialist Support. This level is linked directly to Education and Health Care Plans (EHCP) and any individual who requires more intervention than is offered at wave two.</p>	<p>Specialist Support includes the strands of support for the students with the highest level of need, in terms of learning and/or social and emotional needs, as well as students with Special Educational Needs.</p>	<p>This could be:</p> <ul style="list-style-type: none"> • one to one adult support • reduced timetables • literacy and numeracy interventions • physiotherapy • working with advisory teachers • working with outside agencies • consultation with the Educational Psychologist

Statutory Assessment of Needs (EHCP)

Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the Special Educational Need and/or disabilities of the student, the child has not made expected progress, the academy and or parents/carers may consider requesting an Educational Health and Care needs assessment. The evidence gathered through the regular review of the Individual Learning Plans will help the Local Authority in determining whether a statutory assessment of needs is required.

The academy acknowledges that a request for a Statutory Assessment may not always be agreed by the Local Authority and, even if agreed, does not inevitably lead to an Education, Health and Care Plan being awarded.

Where a student has an Educational Health and Care Plan (EHCP), the Academy and the Local Authority must review the plan every twelve months as a minimum. The Academy SENDCO will organise the Annual Reviews on behalf of the Headteacher.

Transition for SEND and vulnerable children

A change of school/Academy, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to students and families.

- The pastoral/SEND team visit all students in their primary setting prior to entry to the Academy
- Information is gathered from primary liaison files; notes are reviewed and data from Year 6 is passed to SENDCO during Spring/Summer term to plan provision and produce Individual Learning Plans
- Provision is made for visits supported by the SEND team for those students with high SEND needs and vulnerability, for whom transition could be especially difficult
- Information gathered, and contact made, with advisory teams and outreach teachers working with individual children
- Follow up meetings are arranged as required; this includes meetings with parents/carers
- Any vulnerable students who require a key worker are assigned a member of staff to support them through transition
- Post 16 transition is of equal importance and liaison with post 16 providers and robust careers advice are essential

SEND Assessment

On entry to a NCDAT Academy, each student's attainment will be assessed in order to ensure continuity of learning from their previous school. For students with identified SEND, the Deputy Headteacher, SENDCO and the Pastoral Team will:

- Use information from the primary school to shape the student's curriculum and pastoral care
- Identify the student's skills and areas that require support via observations and assessment data to inform future learning
- Ensure students have opportunities to demonstrate knowledge and understanding in all curriculum areas and feedback is given to plan for next steps in learning

- Ensure all teachers have information they need to support all SEND learners;
- Involve students in planning/agreeing their own targets and formulating their Individual Learning Plans
- Involve parents/carers in their child's learning via a joint home-academy approach
- Ensure all year 7 students undergo reading tests
- Ensure students will be set according to ability using their primary SATS results
- Ensure students are identified for appropriate interventions using this data and their reading ages
- Ensure students are monitored and regularly tested according to individual need
- Ensure progress is monitored through lesson observations and other whole academy methods
- Identify students with SEMH/issues with behaviour via the pastoral system, supported with appropriate interventions and via external agencies to meet their individual need where necessary
- Provide Year 9 pathways interviews during the GCSE choices process
- Allocate Year 10 Exam Access Arrangements under the guidance of a specialist assessor

Intervention provision

SEND students are supported through a wide range of interventions delivered within the academy and via external agencies where necessary. They will be allocated by using:

- Data gathered from transition to identify students who require intervention
- Referral and information gathered from staff regarding SEND needs, progress, behaviour and barriers exhibited in classrooms
- Regular testing to establish progress and continuation on the intervention programme
- Information discussed through Inclusion weekly meetings

Inclusion

Where necessary, alternative provision and additional resources (including staffing) may be put in place to ensure students with SEND are fully included in all aspects of academy life, including the curriculum, extra-curricular programme and academy trips. Any decisions in relation to provision will be taken by the appropriate staff, including the Headteacher and SENDCO.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students including those with SEND follows the academy's assessment and monitoring calendar. Students with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs. Student progress is tracked

half termly and where students are not making expected progress additional information is sought and appropriate action taken.

Roles & Responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the Academy as a whole. In addition to the Governing Body, Headteacher and SENDCO, all members of staff have important responsibilities.

Academy Trust Board

The Academy Trust Board endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) and are responsible for:

- Ensuring appropriate provision is made for any student with SEND
- Ensuring all students, including those with SEND have access to a broad and balanced
- Appointing a representative of the Trust Board to oversee change in SEND provision
- Ensuring that students with SEND are fully involved in all academy activities
- Ensuring they are fully involved in reviewing SEND policy
- Reporting to parents/carers on the academy's SEND policy when appropriate
- Ensuring that the academy's Admissions criteria does not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the Academy for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the academies work, including provision for children with special educational needs. The Headteacher will keep the Local Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCO and the Trustee with responsibilities for SEND. The CEO will keep the Academy Trust Board Fully informed on SEND issues.

SENDCO

The SENDCO has a strategic responsibility for SEND at each individual school. In collaboration with the Headteacher and the Governing Body, the SENDCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement, progress and life chances of students with SEND.

The responsibilities of the SENDCO include:

- The day-to-day operation of the academy's SEND policy

- Working in partnership with colleagues, students and outside agencies to set, monitor and review short-term outcomes on the Individual Learning Plans
- Overseeing the records of all students with SEND
- Liaising with and advising colleagues on matters pertaining to SEND
- Coordinating provision for students with SEND
- Overseeing the Individual Learning Plans of SEND learners
- Liaising with parents/carers of students with SEND
- Managing work with external agencies including the Educational Psychology Service
- Providing professional guidance and delivering SEND related CPD to secure inclusive quality teaching
- Ensuring students are set outcomes for improvement and that interventions are implemented/developed to meet these
- Coordinating testing for Access Arrangements
- Overseeing the costing of provision is accurate and current
- Working with the Headteacher and the Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The SENDCO liaises and collaborates with class teachers so that learning for all students is given equal priority.

The team across the Trust comprises of:

	<u>Consett Academy</u>	<u>North Durham Academy</u>	<u>Wellfield School</u>
Headteacher	Tom Urwin	Mark Gray	Louise Colquhoun (Acting)
Director of Specialism for SEND	Helen Witty		
SENDCO	David Baines	Jessica Croxford	Rebecca Hardy
Designated Leadership Team Link	Ian Middleton	Helen Bownes	Rebecca Hardy
LSU/Inclusion Manager	-	Beth Gibbon	Hayley Cowley
Assistant SENDCO/ SEND Administrative Support Staff	Susan Hern		
Higher Level Teaching Assistants	1	2	
Teaching Assistants	8	6	8

All Teaching and non-teaching staff

All staff are aware of the Trust's SEND policy and the procedures for identifying, referring, assessing and making provision for students with special educational needs

- Class teachers are fully involved in providing quality first teaching, considering students individual needs. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCO and other academy-based professionals to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment
- Teaching Assistants will liaise with the class teacher and SENDCO on planning, on student response and on progress in order to contribute effectively to the graduated response (assess, plan, do, review)

Wider Provision

English as an Additional Language (EAL)

Particular care will be needed with learners whose first language is not English. It will be necessary to assess their proficiency in English before planning if any additional support might be needed across the curriculum and to identify if any problems arise from uncertain command of English.

EAL does not mean that the student has a SEND need.

It may be deemed necessary to source external support via the Ethnic Minority and Traveller Achievement Service (EMTAS).

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users and has disabled toilet facilities. NCDAT Academy staff work hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the academy website.

The academy is committed to providing full disabled access throughout the site and welcomes its general responsibilities under the Disability Equality Act (2010). Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the academy community for students, and prospective students, with a disability.

NCDAT caters for learners with additional educational needs and focuses its resources to ensure equality of access for all, regardless of disability.

NCDAT is committed to providing an environment that enables full curriculum access that values and includes all learners, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The aim is to be fully inclusive of all.

The academy will take into account the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements and refurbishments to the site and premises. This should include improved access, lighting, colour schemes and more accessible facilities and fittings.

NCDAT is committed to work with students, parents/carers and external agencies to survey, implement and evaluate improvements to the physical environment, and the curriculum of the academy, to increase the extent to which disabled students can take advantage of education and associated provision.

NCDAT will ensure all medical needs of all students are met fully within the capability of the academy.

NCDAT ensure disabled parents/carers have every opportunity to be involved in their child's education.

NCDAT Academy will strive to improve the delivery of all types of information to disabled students and parents/carers.

A risk assessment and personal evacuation plan (PEEP) will be implemented for all students and staff with a disability.

Disability Equality

The National Curriculum Inclusion Statement sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

NCDAT welcomes its general responsibilities under the Disability Equality Duty (DED).

Supporting Students & Families

We value and welcome the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the academy and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's development, the academy endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At NCDAT, we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Communicate their views about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision

Parents/carers of a child with SEND will have the opportunity to meet with the SENDCO. Parents/carers of a child who is supported in the academy by other school-based professionals will meet regularly as specified by the Individual Learning Plan.

Parents/carers are also encouraged to visit the Durham County Council **Local Offer** website:

<https://www.durham.gov.uk/article/3722/About-the-Local-Offer-in-County-Durham#:~:text=The%20Local%20Offer%20includes%20what%20is%20available%20in,It%20includes%3A%20sources%20of%20support%2C%20advice%20and%20information>

This website provides valuable information about different agencies, services and resources for young people with SEND and their families in addition to school resources and information.

Looked After Children (LAC)

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The academy has both an appointed member of staff and a governor for Looked after Children.

Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time, but are specifically sought as part of their EHCP Annual Review, as part of any Student Progress Meetings and at the end of a targeted interventions. It is essential that all students to contribute to the setting of their own outcomes.

Partnership with External Agencies

When it is considered necessary, colleagues from the following support services will be involved with students with SEND:

- Psychological Service
- LA SEND Support Service
- The Health Trusts
 - Medical Officers
 - Speech Therapists
 - Physiotherapists

In addition, strong links will be maintained with the following organisations:

- Education Welfare Service
- Community Based Services (Children and Families)
- Careers Adviser
- Local Colleges
- Business Community
- Early Help Teams

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using the appropriate paperwork. For those students with an Education, Health and Care Plan (EHC) this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that students at school with medical conditions, should be properly supported, so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010: Please see the schools Medical Policy for further details.

Children in Hospital

The member of staff responsible for ensuring that students with health needs have proper access to education will liaise with other agencies and professional, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes
- This support may take the form of Quality First Teaching work in class, support from a Teaching Assistant
- Teaching Assistant, 1:1 tutor focused intervention in groups, or for individuals
- Specialist equipment, books or other resources that may help the student are purchased as required

Continuing Professional Development (CPD) & SEND

The Headteacher is responsible for CPD in the Academy and day to day management as delegated to a Deputy Headteacher. In the context of SEND this includes:

- Ensuring that staff have up to date information regarding SEND.
- Supporting attendance on external courses
- Mentoring and coaching to share good practice
- Using the learning gateway as a vehicle to share the latest research on SEND provision
- Provide whole school CPD where SEND issues are addressed
- Facilitating small group workshops through the use of external experts
- Bespoke training for Teaching Assistants
- Teaching Assistants are engaged in an ongoing training whereby the role of the Teaching Assistant is developed
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g., epilepsy) or to train staff in the use of specific interventions
- Partnership with Parents/Carers
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student

Working with parents

New College Durham Academies Trust firmly believes in developing a strong partnership with parents/carers and that this will enable learner's and young people with SEND to achieve their potential. The Academy recognises that parents/carers have a unique overview of the learners needs and how best to support them, and that this gives them a key role in the partnership.

The Academy considers parents/carers of SEND learners as valued partners in the process. Depending on age and appropriateness, SEND learners will also be encouraged to participate in the decision-making processes affecting them. The Academy will make available, to all parents/carers of learners with SEND, details of the parent partnership service available through the Local Authority.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a student requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Top Up Funding.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities' high needs block into the academy's budget.

Personal Budgets

Personal Budgets are only available to students with an Education, Health and Care Plan (EHCP) or students who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCO.

Monitoring and Accountability

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in “Statutory Policies for schools and academy trusts” (2022)

<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts>

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Academy’s Complaints Policy which is outlined on the academy website or can be obtained from the Headteacher’s PA. If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Useful Information for children and young people with special educational needs and their parents or carers can be found on Durham Council’s Local Offer section of their website.

<https://www.durham.gov.uk/article/3722/About-the-Local-Offer-in-County-Durham#:~:text=The%20Local%20Offer%20includes%20what%20is%20available%20in,It%20includes%3A%20sources%20of%20support%2C%20advice%20and%20information>

Procedure Review

- I. The effectiveness of this procedure will be monitored annually by Trustees. This mechanism recognises that changes to legislation/statutory guidance may prompt a review of the procedure before this annual review, but if this is needed such a review will be considered by Trustees.
- II. In considering the effectiveness of this procedure consultation will be undertaken with staff, school leaders and other key stakeholder to assist in the review and monitoring of this procedure.

