The Nightingale Federation Special Educational Needs and Disability Policy

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Person Responsible:	**Deputy Chief Executive Officer**

Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal/Headteacher. The Principal/Headteacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

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This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

Policy Statement

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential. The Nightingale Federation of Thomas Bullock CE Primary & Nursery Academy and Lyng Primary Academy (hereafter referred to as "the Academy") believes that:

- All pupils with SEND are entitled to a broad and balanced curriculum.
- Pupils' learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching.
- All staff will use their "best endeavours" to meet the pupil's needs.
- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

What is a Special Educational Need?

A child or young person has SEN if they have 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 that requires provision that is in addition to or different from others
- 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. (Code of practice September 2014)

What is Disability?

The Equality Act 2010 definition is: "A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities".

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Aims and Objectives of the SEND Policy are

• That all pupils access an ambitious curriculum.

• To provide quality first teaching.

• To secure high levels of achievement for all.

• To meet individual needs through a wide range of provision.

• To attain the high levels of satisfaction and participation from pupils, parents and carers.

• To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.

• To promote pupils' self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.

• To provide continuing professional development so that staff will feel they have the expertise to meet the pupil's needs.

• To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Whole Academy strategies to support pupils with SEND

• Pupils will have access to Quality First teaching - examples to be referenced within the SEN Information Report. Class and subject teachers may be supported, where appropriate by teaching assistants or other experts who provide individual or group support dependent on the identified needs of the learner.

• The four-part graduated response introduced in the Code of Practice 2014 will be utilised to identify those pupils who need additional SEND Support. The graduated response is an ongoing cycle of assess, plan, do, and review.

• Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have 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' may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014).

These pupils will have an Annual Review.

Roles & Responsibilities

All staff at the Academy have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners. The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher. Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

• Analysis of attainment and progress data
• Analysis of progress through the 7Cs
• Consideration of the whole academy provision map
• Pupil progress meetings with individual teachers
• Individual learning plans, which are in addition to or different from typical curriculum provision
• Regular meetings with the Special Educational Needs Coordinator (SENCO)
• Discussions with parents/carers and pupils.
• Case sampling The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO). This person will complete the following tasks in order to fulfil the Code of Practice 2014:
• Identify pupils with a special educational need and those who are disabled and those with a medical need
• Develop a Provision Map which evidences provision that is 'additional to or different' from the curriculum for all pupils with SEN in the Academy.
• Coordinate provision for pupils with SEND.
• Liaise and advise class and subject teachers as necessary.
• Manage teaching assistants employed specifically to support pupils with SEND.
• Oversee the records of pupils with SEND • Identify and then contribute to in-service training for staff within the school.
• In conjunction with the class/subject teacher liaise with the parents/carers.
• Coordinate the Annual Review for pupils with Education Health and Care plans.
• Monitor the Academy's system of Learning Plans or Pupil Passports.
• Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy-based issues.
• Attend meetings or training specific to the role of SENCO as appropriate.
• Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO
• Agree which pupils are vulnerable learners and those who may have SEN or are disabled or have a medical need.
• Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
• Identify which pupils require additional support due to their special needs and therefore need a Learning Plan or Pupil Passport.
• Secure good teaching outcomes by providing quality first teaching and reasonable adjustments as a standard classroom technique.

• Ensure pupils have access to appropriate support, including resources, to ensure the barriers to learning are reduced.

Staff training
All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. It is an expectation that all SENCOs will have or study for the 'National Award in SEN Coordination'. Staff training will be offered as needs are identified.

Partnership with Parents / Carers
In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential. The Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

Voice of the Pupil
The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted where appropriate, are part of the monitoring of progress and are involved in decisions around their education. To achieve this the Academy will encourage pupils to express their views about their learning, help them to identify their own targets and needs and be part of the graduated response.

Monitoring
The impact of this policy will be monitored through regular review and feedback from staff, children and parents/carers.
The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review
The policy will be reviewed annually or earlier if relevant.

Links to Other Policies

- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy