

NATIONAL CHURCH OF ENGLAND ACADEMY

Special Educational Needs Policy

This review: July 2025	Next review: July 2026	Statutory/non: Statutory	Lead: S Veasey, Assistant Headteacher and SENCO
Associated documents:			
NCEA - Anti bullying policy			
NCEA - Attendance Policy			
NCEA - Safeguarding and Child Protection Policy			
NCEA - Accessibility Policy			
NCEA – Behaviour Policy			
Links to:			
Keeping children safe in education 2021 (publishing.service.gov.uk)			
Working Together to Safeguard Children 2018 (publishing.service.gov.uk)			
SEND Local Offer Notts Help Yourself (familyservicedirectory.org.uk)			
SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)			
Children and Families Act 2014 (legislation.gov.uk)			
Equality Act 2010 (legislation.gov.uk)			

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1. GDPR

This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR). The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Minster Trust for Education has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Minster Trust for Education has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

Definitions of special educational needs (SEN) taken from section 20 of The Children and Families Act 2014

A student or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A student under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Details about the SEN Code of Practice can be found on the Department for Education's website:

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

For those students with the most complex needs an application can be made for an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[Education, Health and Care \(EHC\) Plans | Notts Help Yourself](#)

See section 9.5 of this policy for further information on EHC plans.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

You can view a video outlining the Nottinghamshire County Council Local Offer at [SEND Local Offer short summary with BSL - YouTube](#) or [SEND Local Offer overview with BSL - YouTube](#)

2. Our vision

Our academy vision is to ensure that all members of our community experience 'life in all its fullness' (John 10:10) [National Church of England Academy - Vision and Values \(nationalacademy.org.uk\)](#)

As a Church of England Academy our purpose is to educate the whole child by enabling them to achieve. Our SEND provision provides support to help break down barriers to learning, makes adaptations to ensure there is access to the full curriculum and provides students with the opportunities to develop their God-given talents.

Our SEND provision is underpinned by our ARCH values of Achievement, Respect, Charity and Humility, with the keystone of Jesus, and supported by the pillars of Wisdom and Service.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We believe that all students should be equally valued in the academy, therefore we will strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish and feel safe.

3. Aims and Objectives

Aims

We aim to provide every student with access to a broad and balanced education, making appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum in line with the *Special Educational Needs Code of Practice*. This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for. The staff at The National Church of England Academy value all students of all abilities and support inclusion.

Our aims are:

- To involve all staff and students in determine the best ways to support all students' needs within the academy. There is flexibility in approach in order to find the best placement for each student.
- To ensure within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support students identified with additional needs will be part of this process.

The SEND curriculum should enable students to:

- Achieve their best – great outcomes and individual excellence
- Become confident individuals living fulfilling lives – values and spirituality, leadership and service
- Make a successful transition into adulthood, whether into employment, further education or training – progression.

Objectives:

- Identify the needs of students with SEN as early as possible. This will be most effectively done by gathering information from parents, education, health and care services and feeding schools prior to the student's entry into the academy through our transition process.
- Monitor the progress of all students in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision and adaptations to teaching and learning to overcome all barriers to learning and ensure students with SEN have full access to the curriculum. This will be co-ordinated by the SENCO and appropriate middle level leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- Work with parents to gain a better understanding of their children, and involve them in all stages of their children's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for students within the academy as a whole, and the effectiveness of the SEN policy and the academy's SEN work.
- Work with and in support of outside agencies when the students' needs cannot be met by the academy alone. This may be through Springboard meetings, Complex Case Resolution Meetings or through agencies such as the Family Service and CAMHS.
- Create an environment where students feel safe to voice their opinions of their own needs. This means providing regular meetings between students and their key workers and also SEN review meetings with parents and the Inclusion team.

4. Responsibility for the coordination of SEN provision

The academy has an Assistant Headteacher/SENCO who co-ordinates the day to day provision of education for student with SEND, with support from the Inclusion team.

5. Arrangements for coordinating SEN provision

The SENCO will ensure details of all SEN support records including SEND reviews and structured conversations, as well as subject targets and additional records for all individual SEN students are stored electronically.

All staff can access:

- The National Church of England Academy SEN Policy;
- A copy of the full SEN Register or alternative document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and students with Education, Health and Care Plans);
- Information on individual students' special educational needs, including action points, targets set and copies of SEND reviews or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on current legislation and SEN provision on staff SEN database and Intranet.
- Information available through Nottinghamshire's SEND Local Offer.

All parents can access their child's information.

This information is made accessible at least once a year and discussed at each review point in order to aid the effective co-ordination of the academy's SEN provision. In this way, every staff member will have access to up-to-date information about all students with special needs and their requirements, which will enable them to provide for the individual needs of all students. Parents will know the provision for their child and will be able to support us to review their child's needs through the SEND review process.

6. Specialist SEN provision

We have a wide range of staff who specialise in SEN provision and support, including the SENCO, deputy SENCO, Senior Teaching Assistant, Teaching Assistants and Pastoral Support Officers who all undertake regular training to develop their knowledge of SEN.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 9.

For information pertaining to Alternative Provision, please see page 28 of our Behaviour Policy.

7. Facilities for students with SEN

The academy has a range of specialist SEN facilities in place. These are:

- Adaptions to physical environments (lift, platform lift to canteen area, wheelchair access/ramp to drama facilities, tactile paths, adapted toilets and changing rooms, height adjustable science lab desks, visual beacons etc.)
- Assistive Technology
- Increased access to the curriculum and assistance during examinations

For more information see also our Accessibility Policy.

8. Allocation of resources for students with SEN

All students with SEND will have access to Element 1 and 2 of a school's budget, information about which can be accessed from the school. Some students with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The SENCO will be involved in key decision-making approaches to allocate resources to ensure that provisions are effective and meet the intended outcomes for students with SEND. This is also the case for other sources of funding such as Pupil Premium, continuing care packages and high level needs funding (HLN) which is allocated to students with complex needs.

9. Identification of students needs

9.1 Identification

See definition of Special Educational Needs within this policy.

9.2 A graduated approach

Quality First Teaching

At the heart of the implementation of our curriculum model for SEND is the concept of high-quality teaching. We believe that subject teachers are the experts in their fields and therefore best placed to plan and adapt teaching to ensure that lessons are fully inclusive and supportive. Teachers will be expected to know the needs of the SEND students that they teach and to ensure that lessons are effectively challenging for all students to help them make progress.

Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The student is formally recorded by the academy as being 'vulnerable' due to concern by parent or teacher but this does not necessarily place the student on the academy's SEN register. Parents can be given this information. It is recorded by the academy as an aid to further progression and for future reference. Cross curricular or specific subject interventions or targets will be made available. Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made; they often fall in line with AMP reviews. Teaching staff use personalised planning for learning sheets to identify adaptations for students with SEND.

As part of the Graduated response that we offer, there are a range of SEN provisions available to students with additional need reflective of their circumstance.

For example:

Reflection cards may be issued for the following reasons:

- a formal diagnosis of ASD,
- a formal diagnosis of ADHD,
- a child has had a bereavement (in the last month)
- a hospitalisation (temporary for 2 weeks)

However, a formal diagnosis does not necessarily mean a card will be issued and the decision will rest with the SENCo based on level of need and their professional judgement on provision. This will usually be in conjunction with additional interventions/ support. This provision is also temporary and will be reviewed regularly. The reflection card will also be removed immediately if a student’s actions lead to the disturbance of the effective running of other interventions in inclusion, regardless of the level of need of the student.

It should be noted that most provisions run for approximately 6 weeks. At this stage adaptations to the offer may be made.

Our core offer parental document can be found on our website at [National Church of England Academy - SEND Information \(nationalacademy.org.uk\)](http://nationalacademy.org.uk)

9.3 SEN Support

Our school curriculum is designed around an ethos of inclusion, enabling all members of our school community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life. The curriculum is designed to be accessible and adaptable to meet the needs of all learnings including SEND students. Layers of challenge are systematically built into the planning of a broad and balanced curriculum.

Where it is determined that a student does have SEN, parents will be formally advised of this and the decision will be added to the student’s school record and also the SEN register. Students, under the Code of Practice, will be placed under one of the four main areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and Physical

Students with complex needs who have an education, health and care (EHC) plan will be identified and monitored according to the details set out in their plan.

SEND learning journey

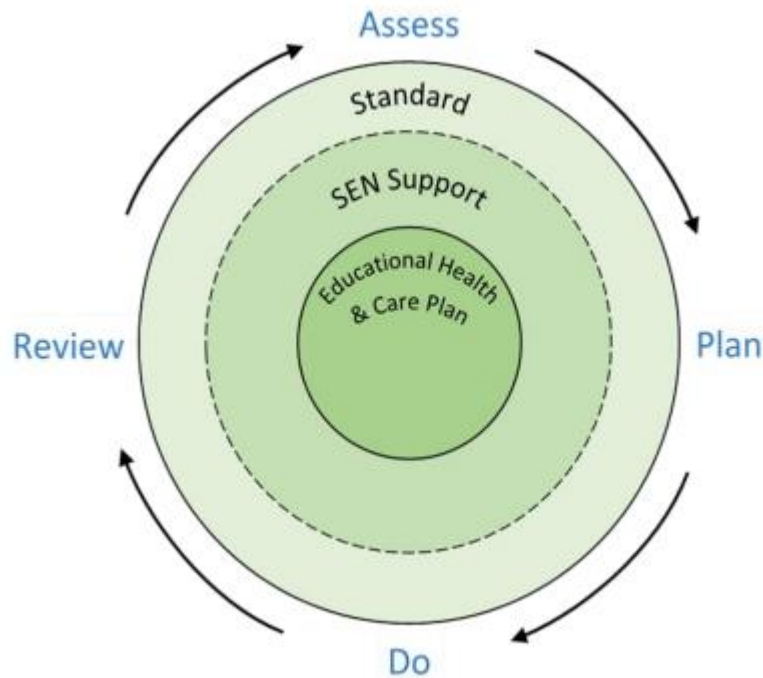
Year	Adapted curriculum
7	Literacy/numeracy group support. Nurture
8	Literacy support
9	Literacy support
10	Supported study and catch-up. Supported Options pathway.
11	Supported study and catch-up
12	Supported study and catch-up
13	Supported study and catch-up

Curriculum areas will analyse what additional support may be needed to cater for students with SEND. These adaptations should enable SEND students to access the learning within their subject area.

On the rare occasion that the curriculum cannot be adapted to meet the specific needs of a student, it may be adapted. Adaptations will ensure that students can still access relevant learning and are stretched and challenged in the knowledge and skills that they learn.

The aim of formally identifying a student with SEN is to help ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

This involves clearly analysing the student's needs using our teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the academy's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher(s), SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The subject teachers remain responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject teacher when related to that subject. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

SEN reviews will be undertaken in line with agreed dates – 3 per year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The Inclusion team, in conjunction with the SENCO, will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents/carers and the student will be involved in the 3 reviews. The reviews will take different forms depending on the specific needs of the student and their current rate of progress. Reviews can be:

- Face to face
- Via telephone or Teams
- AMP evening reports

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

The academy may choose to remove any provision, that is not evidenced as having significant impact.

9.4 Referral for an Education, Health and Care Plan (EHCP)

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

or by speaking to an Education, Health and Care Plan Co-ordinator on 0115 804 1275 or by contacting the Nottingham and Nottinghamshire Ask Us Service on: 0800 7772.

9.5 Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the student's needs are not being met by the support that is ordinarily available. The academy and the student's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

10. Access to the curriculum, information and associated services

The curriculum is designed in a logical, sequential way to support all learners, including those who are disadvantaged or have SEND. Unless learners have specific needs, the curriculum is scaffolded through reasonable adjustments including adjusting pedagogy, environment and providing additional aids so that all learners enjoy an offer which is sufficiently broad and deep.

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the academy as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Our procedure to ensure all students can access a broad and inclusive curriculum includes:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Staff should be up to date with teaching methods which will aid the progress of all students including those with SEN.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is adapted where necessary.
- Making sure that small group intervention / tuition is available where it is felt that students would benefit from this provision.
- Any decision to provide interventions outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

11. Inclusion of students with SEN

The SENCO oversees the policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the academy. The curriculum is regularly reviewed by the Senior Leadership Team and Heads of Faculty together with the SENCO to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The academy will seek advice, as appropriate, around individual students, from external support services through the termly Springboard meetings, Early Help Unit, and the Multi-Agency Safeguarding Hub.

All students have the opportunity to participate in extra-curricular activities such as sports programmes, performing arts productions and out-door activities.

Specialist provision for SEN students which aids inclusion may be made to personalise the curriculum for individuals or groups of students with similar needs. This may include programmes which focus on developing literacy and numeracy and which also promote life skills or Functional Skills accreditations.

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the academy encourages feedback from staff, parents and students throughout the year. This is undertaken in a number of ways, including surveys, a student and parent forum and also via AMP parents' evenings.

The progress of students with SEN will be monitored on a termly basis in line with the SEN Code of Practice. This will include the mapping of SEN provision, and the monitoring, review and evaluation of interventions used to support students.

There is an annual formal evaluation of the effectiveness of the academy SEN provision and policy. The evaluation is carried out by the SENCO and other senior leaders. Information is gathered from different sources such as student and parent surveys, teacher and staff surveys and parental feedback. Evidence collected will help inform development and improvement planning.

13. Complaints procedure

See also our Complaints Procedure at [National Church of England Academy - Policies and Documents \(nationalacademy.org.uk\)](https://nationalacademy.org.uk)

If a parent or guardian has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to offer advice on formal procedures for complaint.

14. In service training (CPD)

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN. Our academy operates a range of training programmes for all staff, including teachers and support staff. INSET days are used to train staff on changes to legislation and to develop skills in a wide range of areas. We also participate in local authority-based training. This allows staff to update their knowledge of practices surrounding safe guarding and current issues for example self-harming, as well as facilitating training for groups of staff, including TAs and Behaviour Mentors which offer more focused knowledge and expertise needed within specific areas or phases of teaching.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and the SENCO, with the senior leadership team, ensures that training opportunities are matched to academy development priorities and those identified through the use of provision management.

15. Links to external services

The academy continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our academy. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCO, who will then inform the student's parents.

The following services will be involved as and when is necessary:

- Designated Safeguarding Lead
- CAMHS
- Education Psychology Service
- Schools and Families Specialist Services
- The Family Service
- Education Welfare Officer

15.1 Working in partnerships with parents

The National Church of England Academy believes that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- continuing social and academic progress of student with SEN
- personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through AMP reports. In cases where more frequent or regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEN to the local authority Ask Us Nottinghamshire service where specific advice, guidance and support may be acquired.

If an assessment or referral indicates that a child has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their student. The academy's SEN Governor may be contacted at any time in relation to SEN matters, in writing via the academy.

15.2 Links with other schools

The academy is a member of the Minster Trust for Education, as well as the National Family including the feeder schools. This enables the staff and schools to build a bank of joint resources and to share advice, training and development activities and expertise.

15.3 Transition

There is an enhanced provision of transition from key stage 2 to key stage 3 which involves comprehensive information gathering from primary schools. A programme of additional support is offered to the most vulnerable students in addition to the whole school transition process, identified by primary school SENCOs.

To assist SEN students with transition into key stage 4 and beyond into post-16, arrangements are made to support parents and students including help with applications, CVs, work placements and visits to colleges and other educational settings. Information is provided and shared by the academy, such as records of progress and attainment, past and current SEND review documents and also any structured conversations that have taken place that might be of use to aid the transitional process.

There are formal transition review requirements for SEN students in year 9 and at their termly review meeting in the spring, transition plans will be started to help prepare students for adulthood. This may involve agencies working with parents and students to help to facilitate transition and to begin thinking about the students plans for post-16. The academy's Careers Education, Information, Advice and Guidance Lead will also be involved to help students to plan for their future.

15.4 Links with other agencies and voluntary organisations

The National Church of England Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- The Family Service
- CAMHS
- Schools and Families Specialist Services
- Social Services

Information regarding additional support is sent to parents when received by the academy. In cases where a student is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their student unless there are over-riding safeguarding issues.