

# SEND Policy

This policy explains how NUSA makes provision for pupils with SEND in line with current legislative requirements (SEND Code of Practice 2015, updated January 2015, Equality Act 2010).

NUSA is a mainstream secondary academy with a Focused Provision for the Deaf.

At NUSA we aim to provide every child with access to a broad and balanced education enabling each student to reach his or her potential. Our aim is to give all students with SEN and disabilities a high quality of education so that they can achieve educational standards appropriate to their capabilities

If you require further information about provision for SEND in the academy please contact the academy's SEND department:

- Julie Mather (Teacher of the Deaf and SEND lead)
- Lauren Hemm (Assistant SENDCO KS4)
- Lisa McConnell (Assistant SENDCO KS3)
- Lisa Grzeskowiak (Trainee teacher of the deaf)

Stephen Schmidt is the Senior Leader with responsibility for students with SEND.

## Identification of SEND

- ***Which students are considered to have SEND?***

### The SEN Code of Practice

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is **provision different from or additional to that normally available to pupils of the same age.***

*A young person has a difficulty or disability if he or she:*

- *Has a significantly greater difficulty in learning than the majority of others of the same age.*
- *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 a mainstream academy.*

*The Four Categories for Special Educational Needs are:*

- 1. Communication and interaction*
- 2. Cognition and learning*
- 3. Social, mental and emotional health*
- 4. Sensory and/or physical*

At NUSA we have three categories of Special Educational Need.

- SEN SUPPORT register
- RADAR register
- SIGNPOST register

### **The SEN SUPPORT REGISTER**

#### **At NUSA, those on the SEN SUPPORT register are:**

- Students with an EHCP (Education Health and Care Plan)
- Students who receive High Level Needs Funding
- Students who require alternative provision within the academy for a significant part of their timetable – either in the Inclusion Centre or Learning Hive - or alternative provision outside of the academy.
- Students who require additional SEN support in order to learn in their mainstream class, despite the provision of high quality, inclusive teaching.
- Students with a diagnosis of a significant medical, sensory or learning difficulty which impacts on their ability to learn and to make progress in the same way as their peers and for which additional support is required.

#### *Year 7*

An SEN SUPPORT Register for students in year 7 is composed before the start of the new academy year. At this stage the main purpose is to highlight students who may experience particular difficulties with learning. During the first term it will become clear whether the child needs to remain on the register. It may become clear that other students, not initially considered for SEN support may require it.

The SEN SUPPORT Register is reviewed termly and a revised copy sent out to staff.

It is reviewed in the light of

- assessments carried out during the term
- discussion with class teachers and heads of year and support staff

#### **If a child is on the SEND register, parents/carers will:**

- receive a letter at the start of the year informing them that this is the case. This letter will give information about who to contact if there are any questions or concerns regarding their child.
- be invited in for discussion with a member of the SEN team during the first part of the year.
- have a key-worker who will make contact with the parents/carers during the first few weeks of each term and more frequently if this is considered to be beneficial.
- have a provision map for their child which will detail the provision they will receive to support their special educational needs.
- have specific targets set for their child which will be reviewed at the end of the term.

### **RADAR register**

This is a register of those with **significant and often complex needs** who do not currently require the level of support needed by those on the SEN SUPPORT Register. However it is important that staff in academy are aware of their potential barriers to learning and adjust their teaching and interactions with these students accordingly.

### **Student profiles**

All students on the **SEN SUPPORT REGISTER** and on the **RADAR** register have a student profile.

This gives information to staff about:

- The main areas of need for the student
- Any particular strengths the student may have
- How these needs can be met within the classroom
- Suggested strategies that have been found to work for that individual
- Data relating to the student's learning.
- Additional interventions that the child is receiving
- Outside agencies that may be involved with the child.

### **SIGNPOST register**

Our signpost register informs staff of specific difficulties a child might have that are important and may require adjustments within the classroom but for which the child does not need any additional support for learning.

The categories for this register are students with:

- Acute and potentially life threatening conditions
- ADHD (Attention Deficit Hyperactivity Disorder)
- high levels of anxiety
- ASD (Autistic Spectrum Disorder)
- diabetes
- dyscalculia
- dyslexia
- dyspraxia
- epilepsy
- EAL
- hearing impairment
- medical conditions
- Social, Emotional and Mental Health Issues
- visual impairment

In addition there is a poster in the staff room of those students with potentially life threatening conditions.

### **Informing staff**

At the start of the academy year all staff are given information about students with SEND. They are directed to the SEN handbook which contains, amongst other documentation:

- The SEN SUPPORT register
- The RADAR register
- The SIGNPOST register
- Student profiles for all those receiving SEN support and on the RADAR.
- Strategies to support students with various special educational needs
- Information around exam access arrangements.

A hard copy of this is available in each department and the handbook itself is on the server in an easily accessible location.

Staff are given updates through emails and sometimes staff briefings about any changes or additions to the SEN SUPPORT Register or to profiles during the term.

• ***How does the academy know if students need help?***

Inclusion on the SEN SUPPORT register will be made as a result of:

- Looking at data such as:
  - Reading and spelling age
  - CATs scores
  - KS2 year 6 data
  - Specific tests such as dyslexia screening
- Looking at information provided to the academy by:
  - Primary school
  - Any outside agencies
  - Parents/carers
- Observation of the child in the lesson
- Discussion with:
  - The parents/carers
  - The child
  - Outside agencies

Transition to NUSA

Members of the SEND team at NUSA are part of the group of staff from NUSA who visit primary schools prior to transition. Information is sought from the SENDCO and class teachers so that arrangements can be put in place for students with SEN starting in year 7.

Where appropriate additional pre-transition visits are arranged for students with SEND. This enables the child to feel more confident and the SEND team to have greater knowledge of the student's individual needs.

SEN referral forms

Pink SEN referral forms are available for all staff. On these forms classroom teachers or support workers record their concerns about a student who they feel is not accessing learning or making appropriate progress.

These forms are logged and then forwarded to a member of the SEND team who investigates that particular student by:

- Collecting information from class teachers, support workers and pastoral staff
- Looking at data provided at assessment points
- Observing the student in a lesson

- Talking to parents/carers
- Carrying out appropriate specific assessments such as literacy screening, vocabulary testing

This may result in:

- Consultation with outside agencies
- Assessment by outside agencies
- Inclusion on the SEN register or RADAR
- Provision of additional support
- Provision of additional interventions

### *New arrivals*

All new arrivals are assessed to see whether they are likely to be included on either the SEN SUPPORT REGISTER or RADAR or SIGNPOST. Staff will then be informed if this is the case and profiles will be drawn up where appropriate as soon as possible.

### **• *What should I do if I think my child has special educational needs?***

If parents have concerns about their child in relation to possible special educational needs or disability, they should contact the academy's SEND department either directly or through the child's form tutor, head of year or assistant head of year.

It is important that parents/carers should feel confident to contact us if they have any concerns of this nature. Parents/Carers will always be listened to and concerns taken seriously and acted upon.

## **Assessment**

### **• *How will I know how well my child is doing and whether they are making progress?***

Assessment data available at NUSA:

- KS2 results
- CATs scores
- Annual reading age
- Annual spelling age
- Standardized score in maths for those in lower sets
- Results of specific tests eg dyslexia screening, vocabulary testing
- Progress Check data (three times a year)
- In class assessments throughout the year

Students are also assessed through:

- Observation in class
- Discussion with staff working with that student
- Discussion with the student
- Discussion with parents/carers

## **Tracking**

At NUSA students are tracked on a scale going from 0 – 90.

Those working below point 10 (previously below level 4 of the National Curriculum) require a more sensitive scale in order to demonstrate progress.

These students are assessed using the former National Curriculum Levels which have been transposed to give a numerical score which fits in with the numerical scores on the NUSA assessment scale (0-10). Decisions around levels are supported with reference to PIVATs and Bsquared.

## **Progress Checks**

### **DATA**

**Baseline check:** New students are assessed to give a baseline score.

PIVATs and Bsquared are used to ensure as accurate data as possible for those working at lower levels.

Three times a year there is a Progress Check when data is input by class teachers for each student. This is followed by a meeting between a member of the SEND team and the achievement manager for that year group. At this meeting progress of the SEND cohort is checked to ensure adequate progress.

Adequate progress is progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

If adequate progress is not being made, steps are taken to tackle this situation. These steps include:

- Discussions with the student and class teacher to try to establish barriers to learning
- Working with the class teacher
- Providing support in lessons
- Putting in specific interventions to assist progress
- More unusually - Change in group or change in scheme of work for that student.

## **TARGETS**

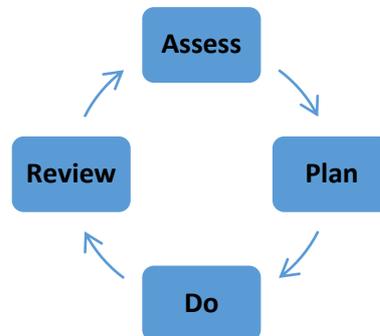
With some students it is difficult to show progress using this type of scale so in addition to showing progress through levels, it is important for students with SEN to show progress by achieving the targets that have been set for them.

Students who fall into this category are set 2 SMART targets each term. These are distributed to all staff working with them. Their key worker ensures that they are working towards these targets. At the end of the term there is an assessment to see if the target has been met.

A record of these targets and their outcomes is kept for each of these students.

### **Assess, plan, do, review**

Assessing student progress is an important part of the cycle that ensures that everything possible is done to ensure the child makes progress.



After each progress check, if a child is not making progress, alternative interventions and support are planned to try to address this. These plans are then put into place and reviewed at the next progress check.

### **Provision**

- ***How will the academy staff support my child?***

Your child may receive support in one of the following ways:

- Focused Provision for the Deaf
- Inclusion Centre
- The Learning Hive
- Alternative Provision outside of academy
- Support within the classroom
- Support through a key worker
- Specific small group or 1:1 interventions

### **Quality First Teaching**

The best way to ensure progress for all children including those with special needs is through quality first teaching.

Quality teaching is based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explains new vocabulary; uses lively, interactive teaching styles and makes maximum use of visual and kinaesthetic as well as auditory/verbal learning.

All teachers have:

- Data to indicate current learning levels
- Information about any Special Educational Needs or Disabilities

- Strategies for the best way to teach that individual student or students with similar needs

### ***Focused Provision for the Deaf***

Please see separate information on this

### ***Inclusion Centre***

Please see separate information on this

### ***Learning Hive***

This is the hub of the Special Educational Needs Department where students may go for small group or individual lessons or support

### ***Alternative Provision Outside Academy***

A small number of students in KS4 are offered the opportunity to receive their education elsewhere in provisions that have expertise in teaching students with those particular needs.

### ***Support within the Classroom***

There is a Classroom Learning Assistant working in each year group and offering support within lessons for those students who require it. They may work with an individual student or small group of students or support any of the students in the class.

Some students with Higher Level Needs funding will have one to one support in some or most of their lessons.

### ***Support through a key worker***

All students with SEN SUPPORT have a keyworker who sees them weekly in order to:

- Ensure that the student has a member of staff who they know well and feel confident to approach.
- Ensure that the student feels confident in the academy and has the opportunity to voice any worries, concerns or triumphs they may have.
- Check and support the student in working towards their targets.

## **Interventions**

### **One to one**

- Catch-up Literacy
- Precision teaching for Literacy
- Dancing Bears
- Toe by Toe
- Numicon level 1 and 2
- Wonder time
- Counselling

### **Small group**

- Social skills for those with ASD
- AIM award
- ASDAN arts award
- Curriculum support

- Quiet area during recreation times

### Homework support

Students with SEN in year 11 are offered targeted support with homework and revision after school. These sessions are staffed by members of the SEND team and supported by classroom teachers.

Homework clubs and support is also available for students in other years.

### Exam Access Arrangements

In year 10 students are assessed for Exam Access Arrangements. This may result in them being offered the following types of support for their GCSE exams:

- A reader
- A scribe
- Word processor
- An oral language modifier
- Extra time
- A number of other lesson common arrangements

As far as possible, students who are entitled to these arrangements will receive this type of support in their Year 10 end of year exams and all mock exams in year 11 enabling them to become familiar with this type of support.

Each year at least a quarter of students are assessed for these arrangements, although not all will qualify. The provision of such arrangements does not depend on diagnosis of a particular condition, it depends entirely on outcomes from external assessments.

For further information on this, please contact the SEND department.

### Provision of specialist equipment, assistive technology and ancillary aids

Some students may require additional equipment of expertise and this is provided by the academy according to need. This may include:

- FM hearing system
- Rise and fall table
- Low level cooking hob
- Standing frames
- Other assistive technology

- ***How will the curriculum be matched to my child's needs?***

### KS3

All students access the full curriculum. Work is differentiated to suit the needs of students in the group. Some students with SEND will have additional one to one or small group interventions as described above.

## KS4

All students work towards GCSEs in English, maths and science with work being differentiated according to need. It is expected that students will be entered for these GCSEs. There may be one or two students in a year group for whom this is not appropriate and in these circumstances Entry Level Certificate qualifications will be taken.

Support is offered to students to help them to select the most appropriate options at KS4. Students are encouraged as far as possible to join the same option groups as their peers with work differentiated to reflect their needs. Some students with SEND will have additional one to one or small group interventions as described above.

Where appropriate, students may be withdrawn to the Learning Hive for additional support with a particular subject.

A life skills option such as AIM is always offered for those students who will benefit from it.

### **• *How are decisions made about the support my child will receive?***

Intervention and support is on the basis of need.

Those students who are considered to require SEN SUPPORT are prioritized for support and intervention.

Assessment arrangements are described above.

### **Provision maps**

Each student in receipt of SEN SUPPORT has a provision map. On this is recorded:

- their academy timetable and any support they are receiving in each lesson.
- what interventions they receive and when
- targets for the term

### **• *What specialist services and expertise are available in the academy/accessed by the academy?***

Sometimes additional support from agencies outside of the academy is required to meet the needs of the child. NUSA has close links with many outside agencies including:

- The Autism Team
- Sensory and Physical Support Team
- Inclusive Education Team
- Community Educational Psychology Service
- Community paediatricians
- CAMHS
- Disabled Children's Social Work Team
- Paediatric Physiotherapy
- Paediatric Occupational Therapy
- Speech and Language Therapy Service

NUSA works with these agencies:

- To seek advice about how to ensure that students are supported in the best possible way
- To seek assessment of their educational, physical or emotional needs
- To help the academy to support parents/carers
- To provide one to one or small group sessions in the academy and in rare cases outside the academy.
- To provide programs of work that can be delivered in the academy by NUSA staff

- ***How will the academy support me to support my child's learning?***

Through one to one meetings with parents/carers:

- By arrangement with the academy at any time during the academy year
- At parents' evenings
- At a drop in session held each half term

## **Social and emotional well-being**

- ***What support will be available for my child's overall well-being?***

NUSA has a pastoral team devoted to ensuring the social and emotional well-being and safety of all our students. This team includes: a member of the senior leadership team, a social worker, the attendance officer, a family support worker and the academy counsellor.

There are close links with outside agencies such as CAMHS, Social Care, GPs, Priority Families and Kooth who all support our students when necessary.

**Keyworkers** keep a close check on the social and emotional well-being of students in their care and report any concerns to the SEND team or, in cases where there are safe-guarding issues, through the appropriate safe-guarding procedures.

**At breaks and dinner times** children who want some quiet space or who find it difficult to socialize can go to the library. Here students are encouraged to play board games, read or chat to the staff who are there to supervise and to other students.

**Meet and greet.** Staff from the SEND team are available every morning from 8.30 in the library. Students can call in there just to say hello or to discuss any issues they may have. Some students are allocated a specific member of staff who will meet and greet them each morning and ensure that their day starts positively.

**Wonder time.** At NUSA we are lucky to have Dr Matt McFall as our agent of wonder. The Wonder Room at NUSA is a space for the whole academy community devoted to hands-on and minds-on learning. It is a realm in which pupils, teachers, and visitors can encounter curious, surprising, and enlightening objects and artefacts, from platypus eggs and stick insects to optical illusions and traditional games. The exhibits, in the first instance, have been selected for their benefits – cowboy puzzles, for example, that improve hand-eye co-ordination and problem-solving (as well as patience, even resilience), or a slice of tree that displays its living history and encourages the viewer to look closer.

The room, modelled on the traditional 'Cabinet of Curiosities', has been designed to interest, engage, and motivate. Here many interests are grown, and new hobbies are begun. All 'wonderers' are encouraged to take care of the room and its contents and, equally

importantly, to take care of one another. The room, like the Nature Table it contains, changes with the seasons. Pupils regularly add to the collection of marvels, bringing in wonders they have sourced themselves (spider skin, statues, hand-drawn posters).

Pupils are free to drop in to the library at dinner times to experience wonder. At other times, there is a referral system for sessions in the wonder room for students referred to it by the SEND Team.

- ***What extra-curricular activities are available for my child?***

All students at NUSA are encouraged to take part in the wide range extra-curricular activities.

There is a football club once a week for KS 3 and for KS4 aimed at those students who simply enjoy football and do not wish to be part of the academy team.

There is a homework club in year 11 aimed specifically at those who require support with homework and revision ready for their GCSEs

- ***How are students included in activities outside of the classroom and on academy trips?***

NUSA is committed to ensuring that all activities both in and out of the academy are accessible to students with special needs and will ensure that appropriate transport/support arrangements are in place as and when required as well as ensuring that the appropriate risk assessments are in place.

## **Training in SEND**

- ***What training and experience have the staff working with pupils with SEND received?***
- ***What training is planned?***

It is important that all staff are acquainted with the learning needs of students with SEND. Information is disseminated through:

- Training sessions for all staff
- Training for department groups
- The SEN handbook
- Email updates

All Classroom Learning Assistants recruited to work at NUSA are qualified to work with students with SEND and have had experience in other schools or settings.

There is a weekly Continuing Professional Development session for all CLAs. In this meeting training is given on various aspects of supporting children with SEND.

Topics might include, amongst many others:

- The role of the keyworker
- Development and support of provision maps
- Supporting literacy development
- Working with children on the Autistic Spectrum
- Defining best practice for Classroom Learning Assistants
- Information on medical conditions
- Promoting language development.

There are also weekly Continuing Professional Development sessions for all staff at NUSA and these include sessions devoted to teaching students with SEND.

These sessions may include topics such as:

- Differentiation of learning materials
- Understanding assessment materials
- Information on specific students
- Exam access arrangements
- Encouraging literacy with the least able students
- Risk assessments and evacuation planning

The academy currently has a particular focus on developing literacy across the academy. The needs of the students with SEND are often closely linked to this work which involves whole academy training in three separate sessions across the year.

## **Involvement of parents/carers**

- ***Who can I contact for further information and how can I get involved?***

### **Staffing of the SEND team at NUSA**

**Senior Leader with responsibility for SEND: Mr Stephen Schmidt**

**DSEN lead and teacher of the deaf: Julie Mather**

**Assistant SENDCO KS4: Lauren Hemm**

**Assistant SENDCO KS3: Lisa McConnell**

**SEND teacher: Lesley White (part time)**

**Teachers of the deaf: Lisa Grzeskowiak**

Parents and carers are always welcome to contact the academy with any concerns they may have about their children on the usual number: 0115 929 1492. Parents/carers should be aware that sometimes staff will not be immediately available because they are teaching but will respond to phone calls as soon as possible nearly always on the same day.

### **Keyworkers**

A child's key worker (usually one of the Classroom Learning Assistants) will make contact with parents/carers at the start of the academic year or whenever the child starts to receive SEN SUPPORT. They will continue to maintain contact throughout the year keeping parents/carers up to date with the student's progress or any difficulties they might be experiencing.

### **Drop-in sessions**

There is a drop-in session every half term for all parents/carers of students receiving SEN SUPPORT.

Parents/carers are informed by letter, text and phone calls from the keyworker that this session is approaching. It runs from 2pm to 4pm and is intended to be as informal as

possible. The SEN team is available to talk through any issues. Keyworkers also meet parents/carers whenever possible.

### Regular parents' evenings

Members of the SEN team are available at all parents' evenings to discuss the progress of students or any concerns or issues parents/carers may have.

### Involvement of parents/carers in planning to meet a child's needs

If a concern is raised about a child, parents/carers are consulted during the initial collection of information. This may involve a phone call or the parent being invited into the academy for further discussions.

Sometimes a referral to an outside agency is made. If this is the case, parents/carers are always informed that this is happening and the reasons for it, and their written consent is required.

Once all information is gathered, a plan will be developed in consultation with parents/carers and the student so that targets can be developed and strategies or interventions put into place. Parents/carers will also be involved in the review of targets and provision.

### Students with EHCP

If a student has an EHCP there is a clear timetable of how this is reviewed and parents are a vital part of this. NUSA follows all guidelines relating to Education Health Care Plan legislation.

## **Involvement of Students**

NUSA SEND team believe that it is very important to have the child as the centre of all discussion and planning for their particular additional needs.

Students are able to feedback their views to staff through:

- Discussion with their keyworker
- Discussion with members of the SEND team at any time but especially when concerns have been raised about their progress.
- Through the EHCP process where this is appropriate.
- Achievement managers and Heads and Assistant Heads of Year are also important members of the team supporting students with SEND.

## **Transition**

### At the start of KS3

Please see information above

### To Post 16

The academy has close links with Nottingham Futures who have specialist officers offering support and advice to those with SEN as they approach the end of KS4.

Parents/carers are invited to be involved in decision making.

The SEN team ensure that those students who require additional support with transition are carefully monitored and encouraged to make their own decisions about what courses they want to do, where they want to study and what sort of support they will require.

A significant number of students with SEN have stayed into the NUSA post 16 provision in recent years to follow BTEC level 2 and 3 courses.

## **Accessibility**

The academy has full wheelchair access and works with relevant organisations and agencies to adapt the environment and curriculum to ensure continuing access.

There are disabled changing and toilet facilities.

NUSA works closely with outside agencies such as the Paediatric Physiotherapy Team and Paediatric Occupational Therapy Team. There is a physio room from which support for those with physical disabilities is organized. This includes provision of physiotherapy within the academy and the use of standing frames for those for whom this is appropriate.

The academy is committed to ensuring that all students can take part in whatever activities are taking place within the academy and beyond. This involves providing care staff to enable participation in lengthy trips and providing Communication Support Workers to enable deaf students to have equal access

Students at NUSA are encouraged to show respect for all students whoever they are and to consider the needs of others to ensure that the academy is a safe and happy place for everybody within it, including those with disability.

## **Role of the Governing Body**

In common with other Governing Bodies NUSA's Governors have three core functions:-

- ensure clarity of vision, ethos and strategic direction
- hold the Head of School to account for the educational performance of the academy and its pupils, and the performance management of staff
- oversee the financial performance of the academy to ensure its money is well spent

NUSA's Governing Body monitor and evaluate the work of the academy by undertaking regular 'link governor' visits which are complemented by reports from the Head of School at Local Governing Body meetings every half term, and an additional series of 'focus' meetings for governors and directors held through the academic year. These activities aim to provide an overlapping evidence base, allowing governors to triangulate between what they hear, see and feel about the quality of NUSA's provision for all pupils. Debate between governors and academy leaders is informed by comparisons with national data and by considering the trends in internal tracking data.

## **Complaints Procedure**

NUSA has a separate Concerns and Complaints Policy. This policy covers complaints by pupils, parents or other external stakeholders. There are however separate appeals procedures for a parent dissatisfied with a decision regarding either the admission or exclusion of their child and for appeals against the grade awarded to their child in an external examination. A copy of our Concerns and Complaints Policy is available to download from our website:-

[http://www.nusa.org.uk/data/uploads/web/files/Complaints\\_and\\_concerns\\_policy\\_2015.pdf](http://www.nusa.org.uk/data/uploads/web/files/Complaints_and_concerns_policy_2015.pdf)