



Newton International Academy, Barwa

Secondary SEND Policy

*An International Community of Learners,
Striving for Excellence and Celebrating
Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

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SECONDARY SEND POLICY

VISION

An international community of learners striving for excellence and celebrating success.

MISSION

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens. To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting, and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents, and the wider community to achieve our vision.

RATIONALE

The purpose of this policy is to ensure that all students with SEND receive the support they need to succeed academically and socially. We believe that every student has the right to access a broad and balanced curriculum and to be included in all aspects of school life. By identifying and addressing the needs of students with SEND, we aim to foster a culture of inclusivity and respect, aligning with our school values of empathy, support, and social responsibility.

AIMS

Students with SEND should:

- Have the same opportunities as their peers.
- Have access to a broad, balanced, and relevant curriculum.
- Be included in all aspects of school life.
- Receive an appropriate level of support to enable their success; their achievements should be recognised and celebrated.

OBJECTIVES AND GUIDING PRINCIPLES OF THE SEND POLICY

- To ensure that all students have access to a broad, balanced, and relevant curriculum that is differentiated to meet their individual needs.
- To help every student realise their full potential and optimise their self-esteem.
- To ensure early identification, assessment, and provision for any student who may have Special Educational Needs.
- To involve all members of staff in identifying and supporting students with SEND.
- To liaise with and involve parents in supporting a student’s education.
- To encourage and support students to participate in decision-making processes.
- To follow the spirit of the SEND Code of Practice (2015) and the Equality Act (2010), which recommend a graduated approach whereby appropriate actions are matched to the individual student’s needs.

KEY STAFFING

- Principal/Head of School/Assistant Head Teacher
- Special Educational Needs Co-ordinator (SENCO)
- Class Teachers
- Learning Support Assistants (LSAs)
- Class-based Teaching Assistants
- Outside Agencies



THE SENCO IS RESPONSIBLE FOR:

- Overseeing the day-to-day operation of the SEND Learning Support Policy.
- Coordinating provision for students with special educational needs and disabilities.
- Liaising with and advising teaching colleagues.
- Managing SEND LSAs.
- Overseeing the records of all students with special educational needs and disabilities.
- Liaising with parents of students with special educational needs and disabilities.
- Liaising with external agencies.
- Contributing to the in-service training of staff.
- Advising the Senior Management Team on support requirements and provision for new applicants for admission.
- Conducting screening assessments for Specific Learning Difficulties.

IDENTIFICATION, ASSESSMENT, AND INTERVENTION

Many students will have special educational needs at some point during their school life.

IDENTIFICATION

The school uses a range of tools to identify any special needs that students may have. Staff monitor the standard of achievement through:

- Information from parents.
- Medical certification of SEND.
- Teacher observation and marking of daily work.
- Results from SNAP assessments conducted by the SENCO.
- National Curriculum Tests in primary school.
- Teacher observations during KS2 (Applicable to students during Year 6-7 transition).
- End-of-year teacher assessments.

The SENCO regularly tracks whole school data for individual progress and meeting age-related expectations. They then attend regular year group pupil progress meetings with the Deputy Head Teacher for Academics, Head of School, and Principal.

REFERRAL PROCEDURE

The starting point for the referral process will be the Recording Concern procedure (See Appendix 1). Once the class teacher has determined that the present level of intervention has not resulted in significant progress, the student will be referred to the Special Educational Needs and Disabilities Learning Support Department. The SENCO and Special Educational Needs Teachers will gather information from various sources, including appropriate diagnostic assessments (CAT4 & SNAP), and work with the class teacher.

Parents will be invited to meet with the SENCO and Head of Year (HOY) to discuss appropriate actions moving forward. This may involve a recommendation for the parents to seek an assessment from an educational psychologist or pediatrician.

INTERVENTION

The school will adopt a graduated response to identified needs, ensuring that students are supported in their learning at the following levels:

- **Wave One:** The student may receive extra support from an LSA in class with the delivery of high-quality inclusive teaching. Specific student targets will be created to ensure students can signpost their own learning. An after-school 'homework club' will be offered with support from LSAs, available on an invite-only basis.
- **Wave Two:** The student may attend additional, time-limited, tailored intervention support programmes in school, designed to help learners 'catch up' to achieve age-related expectations. These programmes will be delivered by class TAs overseen by the SENCO and Head of School.



- **Wave Three:** An Individual Education Plan (IEP) will be written by the individual class teachers, providing specific details regarding the areas of weakness of the student. Teachers will set SMART targets for improvement. These IEPs will be reviewed by the SEND department after discussion with the class teacher and signed off by the SENCO and Head of School. Parents will be consulted about the IEP and asked to sign it before taking a copy for their records. If parents are unable to attend, an electronic copy will be sent, and they will be asked to acknowledge receipt.

The IEP targets will be shared with the student, and the IEP will be reviewed at least every term with new targets set as appropriate. The SEND Department will assist in delivering the IEP alongside the class teacher.

In addition to IEPs, students' progress is monitored on a three-week basis. Traffic lighting is used for class teachers to indicate if students are on target, meeting expectations, or below target. For students who are 'below target', class teachers must provide additional information for the SEND department and parents to act upon. This information will be emailed to parents.

For the most part, students with SEND will be taught in the classroom alongside their peers. Where necessary, pupils will have in-class support from an LSA. In some cases, students who are struggling may be withdrawn for individual 1:1 intervention tuition by the SENCO or LSA. An overview of what was covered in the 1:1 session will be emailed home to parents.

BEYOND SCHOOL INTERVENTION

If further action is needed, parents will be requested to seek and fund advice from appropriate outside agencies. Upon receiving a professional report, the SENCO will complete the Barriers to Independence form for analysis. The SENCO or SEND Teachers, together with the class teacher, will devise and implement an IEP incorporating advice from any outside agencies. At this point, it may become evident that NIA cannot wholly meet the needs of the student, and parents will be advised accordingly.

The school will expect parents to seek specialist help privately, e.g., speech therapy, or to support the school in providing additional 1:1 support at their expense (e.g., shadow teacher if intense 1:1 support is needed) to enable a student to make progress.

ACADEMIC PROGRESSION REQUIREMENT

At NIA, the academic progress of all students, including those with identified SEND, is closely monitored and reviewed. In accordance with our commitment to high academic standards and appropriate educational placement, the following policy applies to student promotion:

Students in the Secondary Section who fail to pass one or more academic terms out of the three in a given academic year will not be eligible to progress to the next academic year. This decision is made to ensure that all students are adequately prepared for the next stage of learning and are not placed in situations where they may face further academic disadvantage.

In cases where a student's academic underperformance is believed to be due to an undiagnosed learning need or cognitive difficulty, the school will require formal diagnostic evidence from a recognised and licenced educational psychologist. Accepted psychological assessments must be provided exclusively by the following institutions:

- Sidra Medicine
- The Mind Institute

Reports from other institutions will not be accepted for formal SEND consideration or as evidence for promotion exceptions. All reports must be submitted to the SENCO and reviewed as part of the final academic board's promotion decision. The school reserves the right to verify the authenticity and relevance of the psychological assessments submitted.



Appendix 1: Categorising Learning Needs

We categorise all types of SEND experienced by students as either difficulties with Cognition and Learning, Behaviour, Social and Emotional, Sensory and/or Physical, or Communication and Interaction.

Dyspraxia Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position.

Specific Learning Difficulties (SpLD)

Specific learning difficulties is an umbrella term indicating that students display differences across their learning. Students with SpLD may have particular difficulty in learning to read, write, spell, or manipulate numbers. Their performance in these areas may be below their performance in other areas. Pupils may also have problems with short-term memory, organisational skills, and coordination.

Specific learning difficulties include:

- Dyslexia Pupils with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.
- Dyscalculia Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
- Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. All students in this category have up to date assessments and reports written by specialists.

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a high level of adult support, both for their learning needs and for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

All students in this category have up to date assessments and reports written by specialists. NIA Barwa secondary is unable to meet the needs of pupils in this category.

Other SEN Categories

- Behaviour, Emotional and Social Development Needs
 - Behaviour, Emotional and Social Difficulties (BESD)
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)
- Sensory and/or Physical Needs
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-sensory Impairment (MSI)
 - Physical Disability (PD)



Appendix 2: Recording Concern Form

Newton International Academy Recording Concern Form

- Name of Student:
- Class:
- Age:
- Teacher Reporting Concern:
- Date of Recorded Concern:
- Diagnosis/Current SEN? If yes, please give details:

Please tick or circle the difficulties below if they apply:

- Communication
- Interaction with Teacher
- Cognition
- Behavioural
- Social Skills
- Obsessive/Repetitive Behaviours
- Sensory
- Physical
- Emotional Well-Being

Please give a summary of other concerns below: