



**Newton British Academy  
Barwa City**

**NBA Inclusion/AESN Policy**

**Policy Date:** June 2021 – June 2024

**Review Date:** June 2022

**“An international community of learners striving for  
excellence and celebrating success”**

**Newton British Academy, Barwa City, is a fully inclusive school, we support students in their learning through appropriate levels of intervention to help them academically, socially and personally succeed at the school. Newton Group Schools comply with all regulations and directives as set out by the Ministry of Education in Qatar and the Ministry of Education in the United Kingdom.**

## **1. Policy Overview and Purpose**

**The purpose of the Policy** is to outline how Newton British Academy identifies and addresses the needs of all pupils with Special Education Needs (SEN) and/or Disabilities (D).

It outlines the principle aims of all **mainstream** schools in addressing the needs of Special Educational Needs and Disabilities (SEND).

## **2. Key Definitions**

### ***Special Educational Needs (SEN) – Definition***

A child or young person has special educational needs if he or she has a Learning Difficulty or Disability (LDD) 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 than the majority of children of a similar age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition (i or ii) above when they reach compulsory school age or

would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The term SEN includes LDD.

### ***Disability – Definition***

Equality legislation defines a disability as:

“a physical or mental impairment which has a substantial and long term adverse effect on (a person’s) ability to carry out normal day to day activities”.

Activities are defined as: mobility; manual dexterity; physical coordination; continence; ability to lift; speech, hearing, eyesight; memory or ability to concentrate, learn or understand; understanding of risk of physical danger.

For the purpose of this Act, these words have the following meanings:

‘substantial’ means more than trivial or minor

‘long-term’ means that the effect of the impairment has lasted or is likely to last for at least twelve (12) months (there are special rules covering recurring or fluctuating conditions)

*This definition includes sensory impairments such as those affecting sight or hearing, and 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. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

*Progressive conditions; people with cancer or multiple sclerosis are protected by the Act from the point of diagnosis. The extension of the Disability definition to include issues of mental health and facial disfigurements highlights the importance of recognising that ‘impairment’ can only be viewed within the context of its impact.*

## **3. Responsibilities**

The High Management of the Newton Group of Schools have overall responsibility of ensuring that the schools have systems to effectively discharge its statutory responsibilities in relation to SEND, as outlined in the SEN and Disability Code of Practice 2015.

Each Principal/Headteacher, Senior Leader and SENCO will take all reasonable steps, within the limitations of resources available, to fulfil the requirements outlined in this policy document.

Each Principal/Headteacher will monitor the SEN and Disability Policy and practices, working closely with the relevant designated Senior Leader and/or SENCO.

**The Headteacher** or designated senior leader will line manage the SENCo and keep themselves fully up-to-date with working practise and ensure compliance.

**The SENCO** will be responsible for:

- the day to day operation of this policy
- Have a clear approach to identify and respond to SEN
- co-ordinating the provision for pupils with SEN and/or Disabilities by working closely with other staff
- liaising with parents and other professionals in respect of SEN and/or Disability needs
- providing related professional guidance to other colleagues with the aim of
- reviewing targets for improvement
- collaborating with curriculum heads and co-ordinators to ensure that learning for all children is given equal priority
- ensuring that appropriate records are kept
- contributing to the in-service training of staff
- using available resources to maximum effect
- managing support staff who work with SEN and disabled pupils
- maintaining records of work done by external agencies in support of pupils with SEN and/or Disabilities ensuring that the published SEN Information Report is accessible and remains current.

#### **4. Information Report- see Appendix 1, 2 and 3**

The following information is shared:

*\* Here, and throughout this policy, the term 'parents' is to be construed in accordance with The Education Act 1996 and therefore includes anyone who:*

- i) is the child's natural parent; ii)*
- has parental responsibility for the child;*
- iii) has care for the child.*

- 1) The kinds of special educational need for which provision is made at the school
- 2) Information about the policy for identification and assessment of pupils with SEN
- 3) Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:
  - 3a) How the school evaluates the effectiveness of its provision for such pupils
  - 3b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs
  - 3c) the school's approach to teaching pupils with special educational needs
  - 3d) how the school adapts the curriculum and learning environment for pupils with special educational needs
  - 3e) additional support for learning that is available to pupils with special educational needs
  - 3f) how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs
  - 3g) support that is available for improving the emotional and social development of pupils with special educational needs
- 4) The name and contact details of the SEN Co-ordinator
- 5) Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured
- 6) Information about how equipment and facilities to support children and young people with special educational needs will be secured
- 7) The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

- 8) The arrangements for consulting young people with special educational needs about, and involving them in, their education
- 9) The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school
- 10) How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
- 11) The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)
- 12) The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

## 5. Equality Duty

The **SEN and Disability Code of Practice: 0 to 25 years (January 2015)** emphasises the requirements of **The Equality Act 2010** which places a duty to promote equality on all public bodies, including Academies.

This Academy has due regard to the need to:

- Eliminate direct or indirect discrimination
- Eliminate harassment or victimisation related to a disability
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. ○ This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Promote equality of opportunity between disabled people and non-disabled people
- Promote good relationships between disabled and non-disabled children and young people
- Encourage participation by disabled people in public life ○ Take steps to take account of disabled people's disabilities even when that involves

- Treating disabled people more favourably than non-disabled people.

These duties combine to ensure access to education and the inclusion of disabled pupils in every area of Academy life. The disability discrimination duties provide protection from discrimination, the planning duties provide for improvements in access and the SEN framework provides auxiliary aids and services.

Provision and planning for improved access, including reasonable adjustments for children and young people with SEND is published in the Academy's Accessibility Plan (see the Academy website for the SEND Information Report).

## **6. Policy Aims**

In making provision for pupils with SEN and/or Disabilities this policy and the **Information Report** aim to:

- ensure that all stakeholders, including Academy staff, pupils, parents and commissioners, have a clear understanding of the Academy approach to SEND support; what is expected of them and what they can expect in terms of provision.
- ensure the duties set out in the SEN Code of Practice (2015) and the Equality Act 2010 are fully met, enabling those with special educational needs or disabilities full access to the normal activities of the Academy
  - develop a culture of high aspiration supported by high quality provision to meet individual needs
  - promote early identification of need and appropriate intervention
  - focus on outcomes that ensure successful preparation for adulthood
- involve children, young people and their parents in decision-making, communicating with them so that they can participate as fully as possible
- ensure that training provided to staff aligns with the specific expertise and knowledge needed within the Academy to support its pupils with SEN
  - facilitate collaboration between education, health and social services.

## **7. Supporting Learning and the Curriculum**

The SENCO is responsible for co-ordinating the provision for children with SEND.

The Principal/Headteacher, Senior Leadership Team and SENCO support all colleagues to ensure that the Academy:

- Provides good quality teaching in all classes, setting suitable learning challenges and giving every pupil the opportunity to experience success in learning and achieve as high a standard as possible

- Promotes an ethos of high aspirations for all pupils regardless of ability where every teacher is accountable for the progress of all pupils in their classes

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Allows differentiation according to individual needs, i.e. teaching strategies used will wherever possible reflect the needs of pupils with disabilities, for example pupils with visual problems, information normally provided in writing will be made available in alternative formats that are clear and user friendly e.g. large print, audio. The SENCO will convene appropriate training for staff

- Responds to pupils' diverse learning needs – taking into account the different backgrounds, experiences, interests and strengths which influence the way in which they learn, when planning teaching and learning

- Offers children and young people equality of opportunity and access, ie the curriculum and assemblies.

- Encourages staff and pupils to respond positively to the diversity and richness that persons with disabilities bring and positive images will be shown

- Staff maintain current good practice in relation to the education of pupils with disabilities

- Communicates well with parents and carers, particularly where pupils have additional SEND

- Staff are updated on a regular basis with regards to the changing needs of pupils' SEN and disabilities and the training provided.

## **8. Inclusion**

The Academy is fully committed to the principle of inclusion. We aim to offer an inclusive learning environment in actively removing the barriers to learning and participation that can hinder or exclude individual pupils. Wherever possible we try to ensure that pupils with SEN and disabilities have the same opportunities as non-



disabled pupils and that these pupils are not treated differently to others because of the nature of their additional needs.

In some cases, it may be appropriate to withdraw a pupil from mainstream activities, for example when:

- the child will benefit from some intensive individual or group work;
- medical advice indicates that it is unsafe for the child to participate and some alternative is provided

However, where this is necessary, the general principle that all children will be able to participate in a broad and balanced curriculum will not be compromised and the Academy will act in accordance with its duties under the Equality Act.

Where disability but no SEN is identified, the SENCO will keep an accurate record of the nature of the disability and the additional support needed and provided for the pupil.

Prior to a pupil joining the Academy, the SENCO will liaise with the previous school (where applicable) and outside agencies to assess the needs of the child. Once the pupil has joined the Academy, a teacher who is aware of the pupil's needs and attainment and has a good understanding of their SEN (usually the pupil's class teacher or form tutor), supported by the SENCO, will liaise with parents regarding concerns and reporting progress in accordance with the SEN Code of Practice.

## **9. Processes for Identification, Provision and Review of SEN**

The Academy implements the 4-stage graduated approach, Assess, Plan, Do, Review as outlined in the SEN CoP (2015). This ensures that parents, pupils and teaching staff are clear about how they will help the pupil reach the expected outcomes. The over-riding purpose of early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision is recorded in the Academy records and the pupil's parents are formally informed that special educational provision is being made.

Arrangements for appropriate support is made through the Academy's graduated approach to SEN support.

Where a pupil continues not to make expected progress despite appropriate support and interventions having been put in place by the Academy, the Academy will consider requesting specialist support from external agencies and/or making a referral to the Sidr Hospital for an Education, Health and Care needs assessment.

It is the responsibility of the local authority to take decisions relating to the assessment, issuing and content of an Education Health and Care Plan (EHC Plan) but the Academy

will contribute to this process in accordance with the SEN Code of Practice and statutory framework. Details of the process and maintenance of an EHC plan can be found on the SEN section of the Local Authority website.

## 10. Identification of Disability

The Academy liaises with parents and health professionals to collect and act upon disability information for every pupil, including reporting to the DfE on all Disability data. This information is accessible to Academy staff on a 'need to know' basis.

The existence of an impairment which meets the legal definition of 'disability', whether formally diagnosed or not, is considered to be a disability.

To be classed as a disability, the pupil's impairment must satisfy the full legal definition of "disability" (as set out in the Equality Act 2010), whether or not it has a particular label.

The Academy should consider whether the pupil has difficulty with any of the following 'normal day-to-day activities':

- **mobility;** getting to/from the Academy, moving about the Academy and/or going on Academy visits

- **manual dexterity;** holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball

- **physical co-ordination;** washing or dressing, taking part in games and PE

- **ability to lift, carry or otherwise move everyday objects;** carrying a full school bag or other heavy objects

- **continence;** going to the toilet or controlling the need to go to the toilet

- **speech;** communicating with others or understanding what others are saying; how they express themselves orally or in writing

- **hearing, eyesight, perception of the risk of physical danger;** inability to recognise danger.

For the purpose of the definition, all treatments, except the use of spectacles, are ignored. The effect of the impairment has to be considered as it would be without any

medication or other treatment. So a young person whose epilepsy is well controlled by drugs has to be considered as s/he would be if s/he were not having regular treatment.

Children and young people are not regarded as having a learning difficulty solely because the home language or form of language is different from the language in which they are taught. The needs of such pupils are addressed by language immersion and class teachers/support staff trained in EAL strategies in those academies where there is a high proportion of non- English speaking pupils.

## **11. Medical Needs**

We recognise that some pupils at the Academy with medical conditions need support for full access to the curriculum, including off site visits and physical education. Pupils with medical conditions may have special educational needs and or a disability. For children and young people with medical needs this policy is applied in conjunction with the Supporting Pupils with Medical Needs Policy and the Equality for Pupils Policy.

## **12. Accessibility**

The Academy website publishes a copy of the Accessibility Plan which shows how we currently provide support (reasonable adjustments) and intend to improve accessibility for disabled pupils in the following areas:

- Improving the physical environment e.g. lifts to help physically impaired children
- Making improvements in the provision of written information e.g. providing items that are usually provided in writing (hand-outs, timetables etc.) in Braille, large print etc.  
for visually impaired children
- Increasing access to the curriculum e.g. by classroom organisation, assistive technology, (interactive whiteboards), easy to use keyboards.

## **13. Pupil/Parent Voice**

In addition to the ongoing dialogue with pupils and parents about individual provision for SEN and/or Disability (SEND), annual meetings will be convened with a sample of SEND pupils and their parents for the purpose of recording their views on SEND provision as

part of the Quality Assurance measures. Where appropriate parents are advised that they can apply to the local authority for an Education Health and Care Plan

#### **14. Admissions**

The Academy aims to meet the needs of any pupil whose parent(s) wish to register him/her at the Academy as long as a place is available and the admissions criteria fulfilled. No pupil will be refused admission solely on the grounds that he or she has SEN or a Disability. However, where he or she is the subject of a "Statement of Special Educational Need" or an "Education, Health and Care Plan" and it is proposed that the Academy is named in that Statement or EHC Plan, the Academy may make representations to the local authority that placement at the Academy is incompatible with the efficient education of others, or the efficient use of resources, and no reasonable steps may be made to secure compatibility.

#### **15. Transitions**

Smooth transitions between key stages are important for all children. For children with SEN and/or Disability this process may be more disruptive. Advance planning for the transfer of pupils with SEN and/or Disability between phases is essential.

Individual Review meetings with the SENCO will take particular account of any such transitions and provisions planned to meet needs.

For young people reaching the statutory school leaving age and leaving the Academy the SENCO will liaise with the college or work place to ensure continuity of support and understanding of the needs of any student with SEND.

**Please refer to the NBA ASEN Policy.**

#### **16. School Transfers**

The SENCO will arrange planning meetings with parents and other agencies when a pupil is moving on.

In the case of pupils joining the Academy, the SENCO will attend meetings with the current education setting to gather information; plan provision with parents and arrange any necessary transition activities. New admissions that have SEN and/or Disability should have, on transfer, information which includes; detailed background information,

copies of written plans and information about external agency involvement. The SENCO may wish to assess the child to supplement transfer information.

Planning for SEND children starting school for the first time will take place with parents and other agencies already working with the family. The SENCo will ensure that all necessary information is recorded and shared with parents and Academy staff.

When a pupil transfers to another Academy or school, the SENCO will forward all relevant information regarding the child's needs within fifteen (15) days of the pupil ceasing to be registered with the Academy.

## **17. Other Agencies**

The Academy will engage with outside agencies to work with individual pupils when it is deemed appropriate, following discussion with parents. In order to ensure good quality provision for pupils' needs SENCOs will liaise regularly with specialist agencies who offer support and guidance.

The following are examples of such specialist agencies:

School Nurses

Sidr Hospital

Educational Psychology Services (EPs)

Paediatricians

Speech and Language or/Occupational Therapists

## **18. Complaints**

If a parent has a concern regarding their child's SEN, they may wish to discuss this with the SENCO in the first instance. If the matter is not resolved and the parent wishes to make a formal complaint then the parent should follow the process set out in the Academy's Complaint Policy.

## **19. Related Policies**

This policy is applied in conjunction with the following SFLT policies:

**NBA AoSEN Policy**

**NBA Behaviour Policies**

**NBA Safeguarding**

This policy has been written to ensure compliance with and reflection of the spirit of the new

## **Appendix One – Chantry Community Academy – SEN Information Report**

### ***1 The kinds of special educational need for which provision is made at the school***

At NBA, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Speech and Language difficulties and Autism. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### ***2 Information about the policy for identification and assessment of pupils with SEN***

At NBA we monitor the progress of all pupils throughout the year to review their academic progress. We also use a range of additional assessments with all the pupils at various points throughout the year and more specific assessments are used when necessary.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional literacy and numeracy support, in class strategies, social skills groups and motor skills support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a

special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

### ***3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including***

#### ***3a How the school evaluates the effectiveness of its provision for such pupils***

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus: Is significantly slower than that of their peers starting from the same baseline  
fails to match or better the child's previous rate of progress  
Fails to close the attainment gap between rate of progress Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

#### ***3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs***

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

#### ***3c the school's approach to teaching pupils with special educational needs***

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most

frequently encountered *SEN Code of Practice (2014, 6.37)*. At NBA the quality of teaching and learning was judged to be of a good standard by DfE/ AoBSO.

### ***3d how the school adapts the curriculum and learning environment for pupils with special educational needs***

At NBA we follow the advice in the Mainstream Core Standards

[http://www.kelsi.org.uk/data/assets/pdf\\_file/0020/56522/MCS-Communication-and-Interaction.pdf](http://www.kelsi.org.uk/data/assets/pdf_file/0020/56522/MCS-Communication-and-Interaction.pdf)

on how to adapt the curriculum and learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

***3e additional support for learning that is available to pupils with special educational needs*** Extra funding is available in consultation with High Management. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support.

### ***3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs***

All clubs, trips and activities offered to pupils at NBA are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

### ***3g support that is available for improving the emotional and social development of pupils with special educational needs***

At the Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day, along with the PSHE curriculum..

For some pupils with the most need for help in this area, we also can provide the following: access to the NBA School Counsellors, mentor time with member of senior leadership team.

## ***4 The name and contact details of the SEN Co-ordinator- See staffing overview.***



***5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured***

Teachers and teaching assistants have ongoing awareness training on the main SEN areas

Where a training need is identified beyond this we will find a provider who is able to deliver it.

***6 Information about how equipment and facilities to support children and young people with special educational needs will be secured***

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan.

***7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education***

All parents of pupils at the Academy are invited to discuss the progress of their children and receive a written termly IEP (which is reviewed). As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

***8 The arrangements for consulting young people with special educational needs about, and involving them in, their education***

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

***9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school***

The normal arrangements for the treatment of complaints at the Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the child's class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body. Any complaint is directly sent to the Principal and Deputy Principal of NBA.

#### ***10 How the SLT/ SENCo of NBA support families***

The SLT/ SENCo will regularly meet parents to discuss issues, progress to find solutions to problems that may exist from time to time.

The senior leadership team will consider buying in extra services when deemed necessary through discussions at SLT meetings or Pupil Support Team meetings

#### ***11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 Children and Families Act (2014) Parent Partnership Services***

Parent Partnership Service provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on 01622 755515.

#### ***12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living***

At the Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting.

#### ***13 Information for specialist help is offered by Sidr Hospital***

### **Refer to the NBA AESEN Information Report**

***1 The kinds of special educational need for which provision is made at the school*** At the Academy, we make provision for every kind of frequently occurring special educational need. The most occurring special needs are dyslexia, dyspraxia, speech and language needs, autism with anxiety disorders, learning difficulties, and behavioural difficulties/conditions including ADHD & associated disorders. There are other kinds of special educational need which do not occur as frequently and with which the school is

less familiar, but we can access training and advice so that these kinds of needs can be met.

The school meets the needs of pupils with a statement of special educational need now changed to an Education, Health and Care, as well as those that do not have a plan, but have a learning difficulty that places them in need of SEN support. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority in conjunction with the school.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## ***2 Information about the policy for identification and assessment of pupils with SEN***

At NBA we monitor the progress of all pupils at least three times a year to review their academic progress. We use a range of assessments with all the pupils at various points throughout the year and more specific assessments are used when necessary.

Where progress is not sufficient, even if a special educational need has not been identified, we can provide additional support to enable the pupil to catch up. Examples of extra support are additional literacy and numeracy support, in class strategies, social skills groups and motor skills support, additional reading interventions and handwriting.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Greenacre Academy we are experienced in using the following assessment tools, Access reading test, Tomal - Memory, Dyslexia screening, Snap assessments which look at cognitive ability , working memory and processing speed, Access arrangement assessment tools (i.e. Lucid) and Dyscalculia screening. In addition to this, we have access to external advisors who are able to use a range of additional detailed assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need due to the school making provision available for the pupil which is additional to or different from what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress

without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

### ***3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have IEP/EHC Plans, including***

#### ***3a How the school evaluates the effectiveness of its provision for such pupils***

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

○ Is significantly slower than that of their peers starting from the same baseline  
○ Fails to match or better the child's previous rate of progress  
○ Fails to close the attainment gap between rate of progress  
○ Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. This will then determine if the pupil will remain on the special educational needs register.

#### ***3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs***

Every pupil in the school has their progress tracked at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made, the SEN support plan will be reviewed and adjusted.

#### ***3c the school's approach to teaching pupils with special educational needs***

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN, all class teachers receive individual strategy sheets for SEN pupils that are updated yearly or when we receive additional information. Pupil Teach meets are held for identified SEN students. Additional intervention and support cannot compensate for a lack of good quality teaching. The Academy regularly and carefully review the quality of teaching for all pupils, including those at risk of

underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered through regular training. *SEN Code of Practice (2014, 6.37)*

Teaching and learning is monitored closely by the senior leadership team with the aim for all teaching to be good or better.

At NBA we have an inclusive approach to teaching with a range of Quality First Teaching strategies being used throughout all lessons. These include, but are not limited to:

- Recording work in a variety of ways, e.g. mind maps, story boards etc.
- Matching ability with different levels of guidance and additional prompts.
- Supporting verbal information and instructions with visual aids.
- Using study guides/help sheets/visual prompts around the room.
- Taking the student's interests into consideration.
- Providing a variety of differentiated tasks.
- Using range of technology (audio, video and computers).
- Using 'dyslexic friendly' font and background/paper colour/spacing
- Ensuring that resources are well designed and presented in a variety of ways.
- Providing resources with appropriate reading levels.
- Encouraging the students to join homework clubs. .
- Break tasks down into small chunks to allow small steps approach.
- Use prompts including repetition of objectives and what's expected

### ***3d how the school adapts the curriculum and learning environment for pupils with special educational needs***

We incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

### ***3e additional support for learning that is available to pupils with special educational needs***

For some pupils with the most need for help in this area we also can provide the following: social skills & life skills small group workshops, access to the pastoral system including Pastoral Support Assistants, counsellor, mentor time during in preparation for external exams, time-out space for pupil to use when upset or agitated Social Skills clubs at break and lunch, as well as alternative provision for some identified pupils at lunchtime. (Pre and Post Covid). Whilst Covid measures are in place to ensure social distancing and safety of students are paramount, some of the provisions have changed to adapt to the "new normal" procedures within the school environment. These are monitored closely to ensure all pupils are receiving support as and when needed.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature

appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

***5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured***

Teachers and teaching assistants have ongoing professional training in SEN including different diagnosis and how to support the students in the classroom. The school has regular

SEN provide individual strategy sheets for identified students outlining strategies to be used and training, where necessary, is provided.