



Policy for Special Educational Needs and Disability

Introduction

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

The 2015 Special Educational Needs and Disability (SEND) Code of Practice

Equality Act 2010

Children and Families Act 2014

This policy was reviewed and updated in September 2014 in line with the revised Code of Practice.

Newark Academy is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having additional, special educational needs and/or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

This policy describes the way we meet the needs of children who experience barriers to their learning due to factors in their environment, including the learning environment they experience in school.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- to create a culture, practice, management and deployment of resources that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for in order for the children with SEND to maximise their achievements;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable our children to have full access to all elements of a suitable curriculum;
- to ensure that parents are able to make an active contribution in supporting their child's education;
- to ensure that our children have a voice in this process.

Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that some children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;

- planning to develop children’s understanding through the use of all available senses and experiences;
- planning for children’s full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners with special educational needs
- Learners who are disabled
- Minority ethnic and faith groups, travelers’, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who are at risk of disaffection and exclusion

Areas of need as stated in the 2015 Code of Practice:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication

Children and young people with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, despite appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Newark Academy has clear processes in place to support children including how we will manage the effect of any disruptive behaviour so it does not adversely affect other students.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum. Information on how to provide services for deaf/blind is available through the Deaf/blind guidance.

Definition of SEND

The SEND Code of Practice (0-25 years) 2014 states that:

A child young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

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

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Newark Academy also has regard to statutory guidance regarding supporting students with medical conditions (DfE 2014).

Identification and Assessment Arrangements, Monitoring and Review Procedures

SEN support in school

Where a student is identified as having SEND, Newark Academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

Assess

In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the student is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

Where it is decided to provide a student with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.41 should be readily available to and discussed with the student's parents.

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Parents should have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

Involving specialists

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of students of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The student's parents

should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area. The Nottingham County Council Local Offer should set out clearly what support is available from different services and how it may be accessed.

Newark Academy should work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children with sensory impairment **must** hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such students should also hold the appropriate qualification.)
- Therapists (including speech and language therapists, occupational therapists and physiotherapists). The SENCO and class teacher, together with the specialists, and involving the student's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning and individual target setting. Differentiation will be recorded in the daily/weekly planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making expected or good progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at School SEN Support level may need to be made.

Phase 2 of the Graduated School Provision

SEND Support provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

Provision Maps For:

1. Cognition & Learning
2. Social, Emotional & Mental Health
3. Sensory And Physical Needs

4. Communication And Interaction Needs

Children will be recorded as receiving SEND Support.

1. Children, who have needs similar to other children with additional needs within the class, e.g. support with blending/segmenting
2. Children whom we consider to have more severe or longer term needs that are likely to need professional advice to support learning in school

Each child requiring SEND Support will have individual targets detailed in either an Individual or group or class Provision Map.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

Provision Maps will record intervention and impact on the child's learning.

Monitoring will be carried out at regular intervals at student progress meetings. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information make adjustments to the provision for the child, if appropriate.

Individual Provision Maps will be reviewed at least termly. The class teacher will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to the termly review of the Provision Map.

Phase 2+ of the School Graduated Provision

Requesting an Education, Health, and Care Plan Assessment

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Stage 1 of EHC Plan

Parental/School Setting Request 1 to 6 weeks

- Application form received – timeline starts
- School request assessment – the assessment does not start until the PCR has been held and the minutes returned with the school information pack
- Week 1-2 Request information from school and for the PCR to be arranged
- Week 1-2 Request existing reports and information from health, social care and education services
- Week 3 – PCR held
- Week 4 – PCR minutes, reports and information co-ordinated
- Week 5 – Education, Health and Social Care decision panel held
- Week 6 – Parents informed of whether assessment will continue

Stage 2 - 6 to 14 weeks

- Week 6 – Yes decision from panel.
- All professionals involved will receive a partly pre-populated assessment report form
- Professionals will need to consider the provision required and SMART long term outcomes and short term goals for the child or young person
- Where the family may wish to take a personal budget, a key worker will begin working with the family
- Week 12 – all detailed reports should be submitted
- Week 13-14 – information considered and decision made on whether to issue an Education, Health and Care Plan

Stage 3 - 14 to 20 weeks

- Draft Education, Health and Care Plan is produced
- Parent has 15 days to comment on the plan and confirm if they would like to take a personal budget
- SEN consult with educational placements who must respond within 15 days
- Week 20 – EHCP is issued and parent is informed of their rights of appeal against education, health and social care provision within the plan

Nottinghamshire County Council EHCP

- Is written in a child centred way
- Contains the child's views, wishes and hopes for the future
- Identifies their strengths and what is working well
- Identifies their difficulties and what needs to change
- Has clear and measurable outcomes and goals
- Paints a clear picture of the whole child
- Identifies clearly the indicative budget for provision

Involving parents and students in planning and reviewing progress

Newark Academy will provide an annual report for parents on their child's progress. Newark Academy will also provide regular reports/parents meetings for parents on how their child is progressing.

Where a student is receiving SEN support, Newark Academy will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. Newark Academy will meet parents at least three times each year.

These discussions should be led by a teacher with good knowledge and understanding of the student who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the SENCO. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the student.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all students. They will, however, be longer than most parent-teacher meetings.

The views of the student should be included in these discussions. This could be through involving the student in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the student's parents. The school's management information system should be updated as appropriate.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing School SEND Support using Provision Maps to support progress in learning from the LA. In addition, the school may involve outside agencies for intervention strategies e.g. SALT and CEPS.

Roles and Responsibilities

The Governing Body

- should, in co-operation with the Head of School, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- will appoint a committee member to take a particular interest in and closely monitor the school's work on behalf of children with SEN and liaise with the SENCO and report back to the governing body.
- must report to parents annually on the school's policy on SEN.

The Head of School

- has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Principal should keep the governing body fully informed and also work closely with the school's SEN co-ordinator.

The Teaching Staff

- All teachers are teachers of children with Special Educational Needs and actively seek to adapt the curriculum to meet their needs.
- should be aware of the procedures for identifying, assessing and making provision for students with SEND
- should be actively involved in the review process.

The Higher Level Teaching Assistants

- should plan their work with teaching staff and/or SENCO.
- may need to prepare resources for the use of SEND students.
- to work with the teacher to monitor and review progress.

The SENCO has responsibilities to:

The Head of School (and Senior Leadership Team)

- To keep the Head of School informed about the day to day management of SEND.
- Advising on the graduated approach to providing SEND support
- To liaise with the Head of School regarding new information.
- To work with the Head of School to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- To update the SEND policy.
- To update them on any changes to SEND Revised Code of Practice
- To inform the Head of School of outside agency involvement, outcomes of reviews etc. as necessary.
- To complete HLN and AFN bids.
- To liaise with outside agencies.

The Governors

- To report to governors about the school SEND policy.
- To work with governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- To update them on any changes to SEND Revised Code of Practice
- To liaise with the SEN Governor re: school level work, new initiatives etc.

The Staff

- To give advice and support regarding individual children.
- Liaising with the relevant Teacher where a student has SEND
- To update them on any changes to SEND Revised Code of Practice
- To give guidance about IEP targets
- To keep staff informed about policy changes.
- To provide guidance and support to TAs.
- To provide information about training.
- To produce clear guidance to support staff.
- To co-ordinate with the Assistant SENCO the deployment of the TAs hours.

The Parents

- To build good relationships with parents.
- To use an open, informal and friendly approach.
- To set up meetings where parents can discuss concerns.

The Children

- To ensure that all children are treated with respect.
- To coordinate the provision for SEND children
- To ensure that all children's records are kept up to date
- To give children the opportunity to have involvement in writing their individual targets.
- To ensure that children have an opportunity to contribute to a review of their progress.
- To ensure all children have a voice.
- To prepare students with SEND for transfer to other classes/schools.

Outside Agencies/ Other settings

- To liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned

Inclusion of students with English as an additional language

Definition

A student who is classed as having English as an additional language (EAL) is a student whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL students are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other student applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Students with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of child by class teacher and SENCO
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the student's first language
- students will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the student's academic strengths can be more fully assessed. Students will not be placed with SEN students unless SEN is indicated.
- Work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the student to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for students may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL students will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The student will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of students who are looked after in local authority care

Newark Academy recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :

Placement instability

Unsatisfactory educational experiences of many carers

Too much time out of school

Insufficient help if they fall behind

Unmet needs - emotional, mental, physical

- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Funding and resources

- The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- School receives Age Weighted Student Unit (AWPU). A part of this can be used for supporting a student with special needs.
- The LA provides the school an Additional School Needs (ASN) budget towards meeting the needs of children with SEN.
- In addition to this the Newark Town family of schools provides Additional Family Needs (AFN) money that can be applied for by the school to meet the additional needs of some children.
- For those with most extreme needs High Level Needs (HLN) money can be applied for.

Links with other schools/Transfer arrangements

- Pre School Liaison Meetings highlight any children as already having additional needs. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will telephone to further discuss the child's needs. Children transferring from LEAD School's to new schools will have a record that gives details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to their attention by the SENCO, and referrals will be made as appropriate.
- Social Care and the Education Welfare Service will be accessed through the Children & Families Direct. Class teachers will alert the SENCO if there is a concern they would like discussed.

- There are many voluntary organisations supporting SEND. The SENCO maintains an up to date list via the LA Local Offer website. Parents/carers will be given details of these groups on request or via the school website. Information detailing the school's Local Offer will be posted on the school website.

Working with disabled parents/carers

- Newark Academy recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities.

Disability equality and trips or out of school activities

- Newark Academy tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our afterschool period six sessions and we try to rearrange transport for children with specific travelling needs as necessary.

Access to the Environment - see School Access Plan

Complaints Procedure

There is a procedure agreed by the Local Education Authority for dealing with any complaints about the school curriculum and other related issues. A copy of the full complaints procedure is available for reference in school. The procedure provides:

- that there should normally be a preliminary informal discussion with the Principal or other appropriate school staff to see if the complaint can be resolved without recourse to the formal procedures.
- that if the complaint cannot be resolved informally, the complainant should write, either to the Clerk of the Governing Body, whose address is available at the school, or to the designated officer in the Education Authority, who is the Senior Assistant Director (Operations) in the Education Department, County Hall, West Bridgford, Nottingham.

If a formal complaint is to be lodged, the Principal will be able to provide the complainant with copies of the relevant documents explaining the arrangements for considering the complaint in more details.

Admissions Procedures / Policy

In the event of over-subscription, the following criteria will be applied, in priority order to determine which application will be granted:

1. Children who live in the catchment area and who, at the time of admission, will have a brother or sister attending school.
2. Other children who live in the catchment area.
3. Children who live outside the catchment area and who, at the time of admission will have a brother or sister attending the school.
4. Other children who live outside the catchment area.

In the event of over-subscription within any year group places will be given to children who live nearest to the school as the crow flies. Distances are measured from the entrance to the child's home to the nearest recognised main entrance of the school building. The exception to this is that all children who fall into criterion 1 or 2 by the closing date for application will be guaranteed a place at the school providing the school is listed as the first preference and the application is received by the closing date for the normal year of entry to the school.

Special circumstances

Consideration will be given to applicants who can establish particular medical, Special Education Needs or social grounds relating to their child. Supporting written evidence from a doctor, social worker or other relevant professional must be provided at the time of application. The definition of Special Education Needs relates to a learning difficulty which calls for special education provision to be made for the child. Special consideration will be given to children whose mobility support needs require that they access the specialist accommodation provided by a school in a designated "Through route" family of schools. Each case will be determined on its merits. Special circumstances may take precedence over any of the numbered criteria above. The allocation of any such places will be determined by the Area Education Officer, in consultation with the Principal.

Evaluating the success of the School's SEND and Inclusion Policy

An annual evaluation of the policy will be made by the SENCO in liaison with the Principal at the review meeting before updating and publishing the Policy on the school's website. This will be scheduled before the end of every academic year.

Date approved by Governing Body –