



**NETHERWOOD
ACADEMY**

Astrea Academy Trust
INSPIRING BEYOND MEASURE

SEND Policy 2023-2024

DOCUMENT CONTROL TABLE			
Document title:	SEND Policy		
Author (name & job title):	Mrs E. Ghataurhae, AAP Director of SEND & Inclusion		
Version number:	V1		
Academy/Trust?	Academy	Approved/Adopted?	Approved
Date approved/Adopted:	September 2023		
Approved by:	TMB		
Date of review:	September 2024		
Document History			
Version	Date	Author	Note of revisions
V1	June 2022	E Ghataurhae	Original document
V2	September 2023	E Ghataurhae	Medical conditions

Contents

1.	Aims	3
2.	Legislation and guidance	3
3.	Definitions	3
4.	Intentions	4
5.	Roles and responsibilities	4
6.	Graduated approach to support	6
7.	Accessibility plan	6
8.	Admissions arrangements	6
9.	Exam access arrangements	7
10.	Disabled young people	7
11.	Medical conditions	8
12.	Access to the curriculum	8
13.	Working in partnership with parents	9
14.	Working in partnership with other agencies	9
15.	The local offer	9
16.	Complaints	10
17.	Links to other policies	10
18.	Monitoring arrangements	10
19.	Equality Impact Statement	10

1. Aims

The Netherwood Academy Special Educational Needs and Disabilities Policy aims to:

- Set out how our academy will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To demonstrate Netherwood Academy's commitment to ensuring all students receive their entitlement to a high-quality education, appropriate to their individual needs and is able to achieve their full potential

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- [The Equality Act 2010](#)
- Statutory Guidance on [Supporting Students with Medical Condition; April 2014](#)
- [Teaching Standards; 2013](#)
- SEND and AP green paper <https://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation/summary-of-the-send-review-right-support-right-place-right-time>

This policy also complies with our funding agreement and articles of association.

It is a statutory requirement that each academy outlines their personalised Special Education Needs and Disability procedure in their academy information report (local offer) to accompany this policy.

In line with statutory and non-statutory guidance the acronym 'SENCO', to represent the Special Educational Needs Coordinator role, will be used throughout this document. This is a statutory role in schools and Netherwood Academy has a person designated as such.

Netherwood Academy will publish an annual SEND Information Report, Academy Offer (linked to their Local Authority's Local Offer), and an Accessibility Plan. These documents work alongside the SEND Policy in order to ensure that each academy's SEND provision is responsive, dynamic and flexible in relation to their current cohort of students' needs as well as compliant with their Local Authorities guidance and processes.

This policy is for staff, parents, pupils and practitioners across education, health and care agencies and aims to explain what these stakeholders can expect the academy to provide.

3. Definitions

Netherwood Academy identifies students of compulsory school age as having a special educational need and/or disability if they meet the definition as set out in the [Special Educational Needs Code of Practice \(2015\)](#).

A child of compulsory school age or a young person has a learning difficulty or disability if they have a:

- learning difficulty or disability which calls for special educational provision to be made for them, including social, emotional and mental health (SEMH) needs;
- significantly greater difficulty in learning than the majority of others of the same age;
- 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 mainstream post-16 institutions

4. Intentions

At Netherwood Academy we recognise the need to provide an inclusive, supportive and positive learning environment for all students. Netherwood Academy is ambitious for their students with SEND and have high expectations of them, including an expectation that they will develop the skills to become independent young adults and prepare them for adulthood.

We are committed to ensuring equality of education and opportunity for all of our students. We aim to develop a culture of inclusion and diversity in which all are able to participate fully in the life of the academy. We believe that diversity is a strength, which should be respected and valued by all who learn, teach and visit our academy.

5. Roles and responsibilities

5.1 The SENCO

Emma-Jane Ghataurhae
Associate Assistant Principal Director of SEND and Inclusion
emma-jane.ghataurhae@astreanetherwood.org

The SENCO will:

- Work with the Principal and SEN Link Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the [Equality Act 2010](#) regarding reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEN up to date
- Oversight of all processes through which the identification of the learning needs of students with a special educational need and/or disability takes place;
- Ensure that, as a result of the identification of need, appropriate provision is put in place, either by the classroom teacher, a member of the SEND team or by the input of colleagues from partner external agencies.

- Maintain a Provision Map which summarises the provision in place for individual students and across the Academy
- Monitor and evaluate the impact of provision on student progress and adjusting provision as a result of such activity.
- Work in partnership with colleagues, students, parents and outside agencies to set, monitor and review short-term objectives on individual pupil passports
- Liaise with and advise colleagues on matters relevant to SEND
- Manage work with external agencies, including the Educational Psychology Service and Speech and Language Therapy Service
- Provide professional guidance and deliver SEND related training to teachers and classroom support staff

5.3 The SEND Link Governor

The SEND Link Governor will:

- Help to raise awareness of SEND issues at local accountability TMB board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the local accountability board on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

5.4 The Principal is responsible for:

- The overall management of the policy and provision for SEND students and ensuring that those strategies include working with parents and external agencies to encourage involvement in students' education
- Ensuring SEND is central to the School Self-Evaluation (SEF) and Academy Development and Improvement Plan (ADIP)
- Work with the SENCO and SEND Link Governor to determine the strategic development of the SEND policy and provision within the academy
- Have overall responsibility for the provision and progress of students with SEN and/or a disability
- Ensuring that funding for students with EHCPs is spent appropriately to best support the life chances of students who require SEND support
- Acting as an advocate for SEND students
- Ensuring the curriculum meets the needs of SEND students
- Consulting with other Academies within the Astrea Trust, the Local Authority and other parties where it is appropriate, to deliver a co-ordinated approach to SEND provision within the local area.
- Participating in regular appropriate training

5.5 Class Teachers are responsible for:

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development,
- and decide on any changes to provision

- Providing effective teaching, which includes personalised planning and resources to meet the needs of all students
- Being alert to evidence which indicates that a student may need different or additional support to enable them to make progress in their learning and communicating this to the team leader
- Ensuring they follow this SEND policy

6. Graduated Approach to Support

Netherwood Academy uses the graduated approach to ensure that all students with SEND are provided with the extra support and care they require. The graduated approach process is as follows:

- Assess – Assess the students' needs
- Plan – The SENCo agrees what support will be provided, how often this support will occur and who is responsible for it. A date will also be set for progress to be reviewed
- Do – The support is put in place and regularly monitored
- Review – The academy reviews the support plan and your child's progress at least three times a year

In line with the [SEND Code of Practice](#), parents and carers will be involved in discussions and planning in relation to what support their child is receiving.

7. Accessibility Plan

All academies have a statutory duty, under section 10 of the [Equality Act 2010](#), to produce an Accessibility Plan detailing how they are going to increase the extent to which disabled students can participate in their curriculum, improve the physical environment of the academy for the purpose of increasing the extent to which disabled students can take advantage of education and associated benefits, facilities and services, and improving delivery to disabled students of information which is readily available to students who are not disabled.

The Accessibility Plan must be in writing, take the views of students and their parents into account, and be regularly reviewed. This can be found as a separate document on the website.

The academy has responsibility for allocating adequate resources to ensure the furtherment of the Accessibility Plan.

Each academy will comply with this statutory duty by publishing an Accessibility Plan in the form of a rolling development plan detailing strategies, timeframes, financial requirements and persons responsible over a three-year period.

The SENCO and the Academy Business Manager, along with the Senior Leadership Team and SEND Link Governor, will take overall responsibility for producing and maintaining the Accessibility Plan, including at least annual review of progress made.

8. Admissions Arrangements

The admissions arrangements for all students are in accordance with national legislation, including the [Equality Act 2010](#). This includes students with any level of SEND.

All SEND paperwork should be passed to the SENCO by the students' previous settings without haste. If the student is making a transition from another school, a meeting will be set up between the feeding school and the receiving school's SENCO to aid the smooth transition of the student and discuss arrangements to be made as well as any other important information relating to that student's needs.

Where a face-to-face meeting is not possible, contact will be made via telephone or video link to ensure that there is a good understanding of what type of provision is required.

The Academy will seek to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the student's school year. Students will be closely monitored from their point of entry to ensure that all appropriate provisions are in place.

The Academy reserves the right to delay admission until they can fully ensure they can meet the physical, intellectual, language, social and emotional needs of the student and that the school is the most suitable provision possible in ensuring they have access to all the services they have to reach the best outcomes in the student's learning.

9. Exam Access Arrangements

The SENCO, along with the SEND Link Governor, Senior Leadership Team and teachers, have additional responsibilities in relation to externally marked examinations as detailed in JCQ's Access Arrangements and Reasonable Adjustments annual publication.

Netherwood Academy understands and takes seriously its legal duty to provide reasonable adjustments to any student disadvantaged in examinations by a Special Educational Need or Disability Accessibility Plan must be in writing, take the views of students and their parents into account, and be regularly reviewed.

Entitlement to Exam Access Arrangements (EAA) will be determined through a combination of relevant assessments administered by a qualified assessor, evidence provided by outside agency professionals (such as the Educational Psychologist), evidence collected from education (such as teacher feedback and evidence of 'normal way of working) and, where there is one in place, a student's Education, Health and Care Plan (EHCP), in accordance with JCQ guidance for each type of access arrangement available the academy has responsibility for allocating adequate resources to ensure the furtherment of the Accessibility Plan.

Where a student's needs have been met through normal way of working, including adaptive teaching and personalisation that can be provided through the academy's universal offer, it may be the case that a student is entitled to exam access arrangements even though they have not been placed on the SEN Register.

Where a student's additional needs do not place them at a disadvantage in an exam or other eligible assessment, it may be the case that they are not entitled to EAA despite being on the SEN Register or having an EHCP the SENCO, along with the leadership team and SEND governor, will take overall responsibility for producing and maintaining the Accessibility Policy, including at least annual review of progress made.

Requests for EAA to be provided that are made by parents or outside agency professionals, for example GPs or paediatricians, will always be taken seriously and investigated thoroughly. EAA will only ever be provided in accordance with JCQ guidance and so such requests may not always result in a student being eligible for any access arrangements to be made.

Where relevant, the SENCO will ensure that a student's EAA documentation, including information about their EAA assessor, is forwarded to their next place of education so that appropriate reasonable adjustments based on normal way of working can continue to be made for them.

10. Disabled Young People

Many children and young people who have an identified 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 provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and

'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled young people and those with SEN. Where a young person requires special educational provision over and above the adjustments, aids and services required by the [Equality Act 2010](#), these will be additionally covered by the SEND definition.

Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements will be considered as part of SEND planning and review.

11. Medical Conditions

[The Children and Families Act 2014](#) places a duty on academies to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Academies are required to have regard to statutory guidance '[Supporting Pupils at School with Medical Conditions](#)'. All staff to have access to this information to ensure the students' medical needs are met across the whole academy.

12. Access to the Curriculum

All students should have access to a broad and balanced curriculum. [The National Curriculum Inclusion Statement](#) states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.

Students with SEND will be given access to the curriculum through the specific SEND provision provided by the academy as is necessary, as far as possible in line with the wishes of the parents and the needs of the individual. The provision will be additional to and different from the provision that is provided for all students. All students have access to universal provision and there may be times when bespoke provision, planning and curriculum content is needed.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the academy setting in order to support the taught curriculum and enable all students to reach their full potential.

We do this by:

- Keeping staff fully informed of the SEND of any student in their care including sharing progress reports, medical reports and teacher feedback in a secure manner.
- Ensure that training is available for staff to keep up to date with teaching methods that relay the progress of all students including those with SEND.
- Using in class provision and support effectively to ensure that the curriculum is differentiated and scaffolded where necessary.

- Setting appropriate individual targets that motivate students to do their best and celebrating achievements at all levels.
- Using shared personalised documents to ensure that all staff are fully informed and to collect student and parent views.
- Promoting an inclusive ethos throughout Netherwood Academy and encouraging social responsibility and understanding amongst all our students.

13. Working in Partnership with Parents

Netherwood Academy welcomes and encourages the participation of parents in their child's education.

Parents will be involved in decision-making, the planning of support and the review of provision for students with SEND.

The staff of Netherwood Academy will ensure that parents are aware of the Local Offer and will signpost parents to support available from universal, targeted and specialist services for students with SEND. The Local Offer will be made clear on the Academy's website.

The staff of Netherwood Academy will ensure that students are central to decision-making about their needs and that they are empowered to express wishes and viewpoints about their own future.

Raising concerns:

Parents can discuss SEND concerns with the relevant member of staff. This is most likely to be the student's form tutor, pastoral lead or the SENCO.

Should a parent's concerns not be addressed, they can be escalated to the Senior Vice Principal for further consideration.

Should the concern still not be resolved, parents should refer to the Netherwood Academy's Complaints Policy.

14. Working in Partnership with Other Agencies

Netherwood Academy actively seeks involvement from all relevant services to ensure that all plans written for students are effective and meet their needs. Where necessary, other agencies are invited to review meetings to promote a coordinated approach from professionals.

We aim to ensure referrals are made in a timely manner, and consent will be sought from parents before referring pupils to professional services. There are links to support parents and families which can be found on the SEND page of the local academy website.

15. The Local Offer

The local authority's local offer is published here: The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Barnsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. It can be accessed through the following website: <http://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783>

16. Complaints

Complaints about SEND provision in our academy should be made to the SENDCo in the first instance. If they are unresolved, the Netherwood Academy Complaints Policy can be followed.

An individual wishing to make a complaint about anything relating to this policy should refer to the Netherwood Academy Complaints Policy.

Concerns about statutory assessments of special educational needs should be raised directly with the Local Authority.

17. Links to Other Policies

This policy should be read in conjunction with other academy policies including:

- Safeguarding & Child Protection Policy
- Behaviour Policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions
- Equality and Diversity Policy and Objectives
- Admissions Policy
- Anti-Bullying Policy
- Attendance
- Complaints Policy
- Inclusion Policy

18. Monitoring Arrangements

This policy will be reviewed annually or if changes are made to statutory guidance.

Any changes needed to the policy, including changes to the programme, will be implemented by the Academy Principal.

Any changes to the policy will be clearly communicated to all members of staff.

19. Equality Impact Statement

The Academy will do all it can to ensure that this policy does not discriminate, directly or indirectly. This shall be done through regular monitoring and evaluation of Academy policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.