

# SEND Policy

Yeoman Park Academy

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## 1. Introduction - Nottinghamshire

1.1 Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.

1.2 A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

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

- Have a significantly greater difficulty in learning than most others of the same age; or
- Have a disability, which prevents or hinders them 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.

1.4 A child under compulsory academy age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them.

1.5 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.6 New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. These reform the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website

<http://www.gov.uk/government/collections/statutory-guidance-schools#special-educational-/-health-needs>

1.7 These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website: <http://www.nottinghamshire.sendlocaloffer.org.uk/>

1.8 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 Nottinghamshire 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.

## **2. Introduction – Yeoman Park Academy**

2.1 Yeoman Park Academy is an academy designated to educate pupils with a wide range of special educational needs and disability, many of these with co-occurring difficulties.

2.2 We endeavour to make reasonable adjustment for all pupils' needs and not to place any one pupil at a disadvantage in comparison with their peers without justification.

2.3 We provide a tailored curriculum, specialist teaching, small group sizes, specialist equipment and an environment appropriate to the needs of these pupils.

2.4 All pupils attending the academy have individual needs and it is intended that this policy will provide the basis for them to receive additional targeted support where and when it is required.

## **3. Yeoman Park Special Educational Needs and Disability**

3.1 All pupils' admission arrangements will be within the LA policy.

3.2 Every pupil attending Yeoman Park Academy has an Education, Health and Care Plan (EHCP).

## **4. Aims and objectives**

4.1 Our aims at Yeoman Park Academy to ensure effective education are:

- To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Enable pupils to feel secure and supported, encouraging their academic and social experiences to be meaningful.
- Identify any changes in the pupils' academic progress or behaviour, which cause concern, and take appropriate action.
- Work in close co-operation with pupils and their parents/cares.
- Offer a multi-disciplinary approach about assessment, planning and reviewing provision, including working alongside health professionals.
- Enable pupils to reach their full potential and to value them equally, whatever their gender, ethnicity, ability, and beliefs.
- Celebrate pupils' achievements.

4.2 Objectives

- Identify the needs of pupils upon entry to the academy.
- Monitor the progress of all pupils
- Make appropriate provision to overcome all barriers to learning.
- Work closely with parents
- Work with and in support of outside agencies

- Create an academy environment where pupils feel safe to voice their needs and opinions.

5.1 The person responsible for overseeing the provision for children with SEND is the Principal Courtney Hoop, who delegates tasks to the Academy Leadership Team and class teachers as appropriate. Class teachers' coordinate the day-to-day provision of education for pupils with SEND.

5.2 The Behaviour & Health Lead, Vicci Coote complements and supports the SEND provision across the academy. The academy has become responsible for many aspects of medical care that previously were the preserve of the NHS.

5.3 Where pupils have specific medical needs, the academy will take expert advice and deploy such resources as available in the best interests of the child. These interests include not only the child's physical wellbeing but also their learning. The academy will take necessary training and management that is ethical and practicable. It is to be anticipated that there will be some medical needs that are so specialised that it may be inappropriate for named academy staff to take responsibility or to conduct required procedures.

5.4 The safeguarding of children's wellbeing and learning is the priority.

## **6. Arrangements for coordinating SEND provision**

6.1 The class teachers will hold details of all SEND provision information for individual pupils.

6.2 All staff can access:

- The Yeoman Park Academy SEND Policy.
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their ILP or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on current legislation and SEND provision

## **7. Admission arrangements**

7.1 The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

7.2 Admissions are co-ordinated by the ICDS team at Nottinghamshire County Council.

7.3 All pupils attending or wishing to attend Yeoman Park Academy must have an EHC Plan.

## **8. Facilities for pupils with SEND**

8.1 Please refer the Accessibility Plan for further details.

8.2 The academy has a range of specialist SEND facilities in place. These are:

- Wide range of assistive technology
- Access arrangements for assessments
- Safe and secure building access
- Supervised area for transport embarking and disembarking
- Assisted communication
- Bespoke learning environments

## **9. Allocation of resources for pupils with SEND**

9.1 New pupils' level of need are moderated among other special schools to ensure that resources are allocated in line with all other special schools across the county.

9.2 These resources are allocated in the academy with due regard to the specific needs and requirements of the individual child.

9.3 Key decisions regarding class sizes and staffing requirements are made within the senior leadership team.

9.4 Additional funding sources (pupil premium, sports premium, continuing care provision) are allocated as required to target specific pupils.

## **10. Education, Health and Care Plans**

10.1 An annual review of the EHC Plan will be coordinated by the academy and all parties involved with the child will be invited to contribute and attend.

10.2 The review will be person centred and where appropriate, the child or young person will attend the review.

10.3 The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

10.4 Further information about EHC Plans can found via the SEND Local Offer:  
[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

## **11. Access to the curriculum, information, and associated services**

11.1 Pupils will access the curriculum through specialist teaching and a carefully constructed curriculum model, which follows three pathways.

11.2 The academy's curriculum is regularly reviewed and runs on a three-year rolling programme. The senior leadership team are responsible for ensuring that there is effective curriculum coverage to meet the needs of all pupils.

## **12. Inclusion of pupils with SEND**

12.1 The Principal oversees the academy's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the academy.

12.2 The academy's curriculum is regularly reviewed by the Executive Principal together with the senior leadership team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

12.3 The academy will seek advice, as appropriate, around individual pupils, from external support services through Early Help Unit, the Multi-Agency Safeguarding Hub and Educational Psychology.

## **13. Evaluating the success of provision**

13.1 Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

13.2 There is a formal evaluation of the effectiveness of the academy, which includes SEND provision and policy.

13.3 The evaluation is carried out by the senior leadership team and monitored by governors. Information is gathered from a variety of different sources.

13.4 Evidence collected will help inform academy development and improvement planning.

## **14. Complaints procedure**

14.1 Refer to the general complaint's procedure.

14.2 If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to a member of the senior leadership team who will be able to advise on formal procedures for complaint.

## **15. In-service training (CPD)**

15.1 We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

15.2 Our academy operates a comprehensive training programme. This includes

- Safeguarding
- CRB (Coping with Risky Behaviours)
- Moving and Handling (support staff)
- First Aid
- Medicine Administration
- Training regarding SEND
- ICT
- The curriculum
- Assessment
- Staff specific professional development.

15.3 All staff are encouraged to take responsibility for their own professional development and as an academy, we support the need to train our staff and ensure that training opportunities are matched to academy development priorities.

## **16. Links to support services**

16.1 The academy continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid inclusion. Sharing knowledge and information with our support services is key to the effective and successful provision within our

academy. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the relevant member of staff who will then inform the child's parents.

## **17. Working in partnerships with parents**

17.1 Yeoman Park Academy believes that a close working relationship with parents is vital in order to ensure:

- The correct intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

17.2 There are formal planned parents' events during the year to allow the academy and parents to work closely together, these include parent afternoons and the annual review meeting.

17.3 On an informal basis, parents are encouraged to communicate with the academy on a daily basis through:

- the home/academy diaries
- Weduc
- Telephone
- Email
- In person, if required, to speak with the class teacher or senior leadership team.

17.4 Parents are provided with a termly copy of the pupils' individual education plan, an annual report of progress towards the EHC Plan objectives (through the annual review process) and an annual curriculum report.

17.5 Parents are encouraged to contribute and provide feedback for each of these processes.

17.6 In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

17.7 Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

17.8 The academy's SEND Governor can also be contacted in relation to SEND matters.

## **18. Links with other schools**

18.1 Yeoman Park is part of the Diverse Academies Trust (DAT).

18.2 The academy has links with other special schools across the county and neighbouring counties to share good practice and expertise.

## **19. Transition**

19.1 The transitions co-ordinator Zoe Clayton, Assistant Principal is responsible for the smooth transitions of pupils entering and leaving the academy.

19.2 An individualised package is in place for new starters, linked in with the transition days within the academy.

19.3 For the academy leavers, transitions to the next phase of education are supported as required to ensure that they are smooth and effective.

## **20. Links with other agencies and voluntary organisations**

20.1 Yeoman Park Academy invites and seeks advice and support from external agencies in the provision for SEND. These include:

- Integrated Children's Disability Service
- Education Psychology Service (EPS)

- Children's Social Care
- Speech and Language Therapy Service (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Health (Special School Nursing, Physiotherapy and Occupational Therapy)