

City Academy Norwich – Special Educational Needs and Disabilities Policy

Status

Statutory

Purpose

The City Academy Norwich policy for Special Educational Needs and Disabilities, (SEND), will ensure that the academy provides equal and fair access to education and the National Curriculum for all students regardless of any barriers to learning they may be faced with.

“Special Educational Needs” refers to children who have learning difficulties/disabilities that make it harder to learn or access education than most children of the same age. The Academy recognises that many students will have SEN at some point during their time at school and will require help in overcoming the resultant barriers. The level of help required will differ depending on the student and the need at the time.

“Disabilities” refers to any condition that falls under the Equality Act 2010, described as a long term physical or mental impairment. The Academy recognises that these conditions can exist alongside or discrete from SEN.

Aims and Policies

Provision for the support of students with SEND is the responsibility of the Principal, delegated to the SENDCo. The SENDCo will hold the National Award for SEN coordination, or be working towards completing it.

All students and adults with SEND at or applying to the academy to study or work will be given the support they need to access learning and work on an equal footing with those who experience no SEND. Operational details, (see appendix) outline how we propose to do this.

Implementation:

The policy will be implemented by staff, students and adults throughout the academy.

Initial support and intervention will come from staff working within the teaching schools. Additional, targeted and time limited support will be provided by the Learning team and the SEND team.

Students will be identified through referrals, assessment data and inclusion on the SEND registers.

Students with SEND who are not making progress will be regularly monitored and individual plans will be created and implemented by the Student Support Network.

Interventions will be planned, reported and evaluated by the Intervention and Support Management group, (ISM).

Monitoring and evaluation:

Impact of SEND provision will be monitored and evaluated by the SENDCO and Heads of School through the Learning review process, in partnership with the Senior Leadership Team, Principal and Governors. This process will include discussion with parents/carers and students.