



Local offer of SEND 2023-2024

1. What kinds of special educational needs does the school/setting make provision for?

- Newark Academy caters for a wide range of Special Educational Needs, disabilities and medical needs. These include autism, dyslexia, ADHD, learning difficulties, Cerebral Palsy, Down Syndrome, Epilepsy, Visual Impairment, Hearing Impairment, Speech and Language delay and other Social and Emotional needs.
- Newark academy has a team of staff that have become skilled in working with children with ASC and ADHD and Dyslexia Friendly strategies are used across the Academy.
- There is a team of staff who work within inclusion and around the school supporting children with a range of needs.
- Children must not be regarded as having learning difficulties solely because their language or form of language of their home is different from language in which they will be taught.
- Provision for pupils with special educational needs is a matter for the Academy as a whole.
- In addition to the governing body, the head teacher, SENCO and learning support team, **ALL** members of staff have important responsibilities. Working closely with parents and, where necessary, professionals we will always seek to teach every child so they can achieve their best. We aim to provide every child with access to a broad and balanced education in line with the Special Educational Needs Code of Practice.

2. What should I do if I think my child has special educational needs?

- Discuss your initial concerns with your child's subject teacher or crew leader.
- If you are concerned about a number of subjects, discuss with your child's crew leader, or Head of Year. This member of staff will then discuss the concerns with Mrs Glenis Willis the SENCO.
- The academy works to the definition of special education needs outlined in the SEN Code of Practice 2014 which states :
 - A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*
 - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
 - (b) 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.*

3. How will Newark Academy respond to my concern?

- The member of staff will listen to and investigate your concerns
- We will get back to you by phone or e-mail and share our findings
- If you require we can set up a meeting in school to discuss your concerns face to face and have the relevant school parties involved.



4. How will Newark Academy decide if my child needs extra support?

- If a pupil is known to have special educational needs when they arrive at the school the Headteacher and SENCO use information from the transition school to provide an appropriate curriculum
- Wherever possible, transition visits are made before the pupil starts on roll at Newark Academy. The SENCO will contact the SENCO at the previous school to ensure appropriate provision is in place prior to the pupil's first day.
- Ensure that on-going observations and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning through work scrutiny
- Involve the pupil in planning and agreeing targets to meet their needs
- Involve parents in developing a joint learning approach at home and in school.
- Pupil assessment and tracking of pupil progress and attainment is rigorous. Pupil progress meetings are held each half term within subject departments and support systems are reviewed. Intervention is allocated to pupils who are not making good progress. Children's response to intervention is carefully monitored and reviewed regularly.
- Within a single subject, the subject teacher and Head of department will decide
- If the concern is across a number of subjects, the SENCO, HOC and Head Teacher will decide on the best route for supporting your child
- Where possible, the decision will be based on data about your child's attainment in comparison to other children and their progress, as outlined in the definition of special educational needs from the 2014 Code of Practice
- Sometimes a medical diagnosis will identify particular needs such as ASC or ADHD. Observations by the SENCO, Head Teacher and/or Lead Professionals are another pathway to identifying the particular needs of individual pupils.
- If the needs and required provision meets the criteria for additional funding from an outside source then a bid for that funding will be written by the SENCO to further aid the support for that individual child.

5. What will Newark Academy do to support my child?

- If additional support is needed across a number of subjects, your child will be placed on the SEN register and all your child's teachers will be informed of their barriers to learning
- Where possible we will provide additional support from a member of the Inclusion Team who will work under the guidance of the SENCO, which may include in class support, small group work or 1-1 support
- The support will be based on the cycle of: assess, plan, do and review
- All additional support will be recorded on our Academy provision map.
- This will indicate the nature of the support, how often it takes place and its effectiveness
- We will create a pupil profile together with your child which will then be shared to ensure all their teachers are up to date and informed of any learning barriers and strategies to help best support their learning style
- Staff will ensure that their inclusive planning grids reflect your child's needs
- All decisions about the type and amount of support that children receive will be an ongoing collaboration between the child, parent, class teacher, SENCO, outside agencies, Senior Leadership Team, Head Teacher and Governors. Working closely with parents and professionals we will always seek to teach every child so they can achieve their best; the



type and level of support remains fluid depending on the specific needs of the child at any particular time.

- The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub, School Nursing Team and SBAPs.
- The school prides itself upon being inclusive. It is situated adjacent to a special school. We have a collaborative partnership with this school where our children visit the site each week.

6. Who will support my child within Newark Academy?

Where we decide it is appropriate, your child may be supported by the following:

Subject teachers

Crew Leader

Head of Year

KS3 or 4 pastoral staff

Inclusion Team/Learning Support

Behaviour Support

Attendance Officer

7. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENCO or Head Teacher are usually the people who involve other organisations and services and report directly to the Senior Leadership Team. The SENCO also reports termly to the governor with specific responsibility for Special Needs. Governors can see the data that informs them of the progress made by children with additional needs in order that they can ask questions to ensure that all children's needs are being met.

8. What training and experience do staff have for the additional support my child needs?

- Within the special needs support staff there is a wide variety of training, experience and qualifications including:

National Award in SEN Co-ordination

Masters in Inclusive Education

ELSA

MELSA

Dyslexia screening

Exam Access Testing

Coping with Risky Behaviours

Attachment Aware and Trauma Informed

Autism in girls

Supporting secondary school students with ADHD

Sensory diet

- The SENCO attends relevant SEN courses, Family and Trust SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.



- We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management
- All staff have had recent training in meeting the needs of students within the four areas of need to ensure quality first teaching. The four areas of need are;
Cognition and Learning
Communication and Interaction
Sensory and Physical
Social and Emotional Mental Health.

9. Who else might be involved in supporting my child?

- Newark Academy continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.
- Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.
- Depending on the needs of your child, the following agencies may be involved:
Family SENCO – Stewart Philpott
Schools and Family Support Services (SFSS)- access to a range of agencies
Educational Psychologist
Communication and Interaction Team
PSED Team
Physical Disabilities Support Service (PDSS)
Health Related Education Team (HRET)
Mental Health Support Team (MHST)
Speech and Language Therapist
Physiotherapists
IT Support Team
Healthy Family Team
School Nurse
CASY counselling
CAMHs
Women's Aid
YMCA
Social Care
Positive Futures
Acorn Free School
Hill Holt Wood
MAPLE
TBAC

10. What support will be there for my child's emotional and social well-being?

- Pastoral support will be provided by your child's tutor
- Students on the SEND register receive additional pastoral support from the Inclusion Team as will those classified as vulnerable learners



- The Head Teacher has overall responsibility for pastoral support within Newark Academy
- The Attendance Officer, works closely with the Head Teacher and Key stage pastorals to raise attendance.
- The academy's behaviour for learning policy outlines how the academy promotes positive behaviour.
- Crew time has regular focus on emotional well-being and this is reinforced through the Personal Development curriculum.
- The first port of call if your child feels they are being bullied is their form tutor or their HOC who will deal with the incident in line with the anti-bullying policy
- If your child requires regular medication, medicines are stored in a lockable cabinet and are administered as per your instructions or care plan; this is overseen by Glenis Willis
- If your child has diabetes, epilepsy or other more serious conditions, or might need to use an Epi-pen, then staff will receive additional, specific training and a medical profile will be shared with all staff
- If your child feels unwell, they will be escorted to the first aider who will decide on the best course of action and take the relevant steps necessary

11. How will my child be involved in the process and be able to contribute their views?

- If your child is on the SEND register they will be well known and a familiar face to the inclusion team. A member of this team will review their profile with them twice a year and then all staff will be updated on any changes made
- Your child will be invited to any review that takes place and will be asked to give their views on the support they receive in school. If your child does not want to attend the review, Mrs Willis will speak to them beforehand and present their views at the meeting

12. How will the curriculum be matched to my child's needs?

- Students who find learning hard may be placed in our nurture. This enables students to have small group support delivered by specialised SEN staff following a curriculum of English and humanities subjects.
- We aim for your child to study a broad and balanced curriculum
- In most subjects, students are grouped according to ability, allowing teaching staff to deliver their lessons at the appropriate level
- Teachers will prepare materials and teaching approaches to meet the individual needs of students
- All staff have access to baseline data for your child and a profile, outlining needs and strategies, for all students on the SEND register (including vulnerable learners) to ensure effective differentiation is in place
- A member of the Inclusion Team may be in some of your child's lessons to assist with their learning
- In some circumstances your child may be withdrawn from lessons in order to concentrate on the development of key skills, such as literacy and numeracy
- Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.
- The school curriculum is regularly reviewed by the Senior Leadership Team, together with the SENCO and , to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.



**13. What opportunities will there be for me to discuss my child's attainment and achievement?
How will I know how well my child is progressing?**

- In addition to the three assessment updates that all students receive, SEND reviews and multi-agency meetings (MAM) will provide the opportunity to discuss attainment and achievement
- The SENCO is available on Parents' Evenings to further discuss progress/concerns through the drop in room.

14. How does Newark Academy know how well my child is doing?

- Your child's reading and spelling ages will be tested every year.
- Students receiving additional literacy interventions have their reading and spelling ages tested every term
- If appropriate, students with SEND can be assessed, and their progress tracked, using PIVATS or B SQUARED These assessment tools are used to monitor the progress of students whose performance is below national expectations.
- Motional is used to assess SEMH.

15. How will my child be included in activities outside the classroom including trips?

- We will work with you and your child to ensure that, where possible, they are able to take part in all planned activities outside of the classroom
- This may include preliminary visits, reasonable adjustments and the preparation of risk assessments
- If you are concerned about how your child will access an out of classroom activity or trip, contact the trip organiser in the first instance who will seek support from the SENCO

16. How accessible is the Newark Academy environment? How accessible is the curriculum?

- Newark Academy is a new build designed to be wheelchair friendly with a lift servicing all floors and two disabled toilets per floor.
- Newark Academy complies with all relevant accessibility requirements.
- Teachers differentiate their lessons in order to make sure that students can access the learning
- The school provides any appropriate equipment and facilities that a child with special educational needs or disability may need. This equipment will have been identified by an outside agency as required by the child in order for them to best access their learning.
- When necessary, assistive technology can be made available to allow greater access to the curriculum.
- For further information see the Accessibility Plan.

17. How will Newark Academy prepare and support my child to join the school?

- The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. For further guidance, see the school Admissions Policy.



- Mrs Willis the SENCO as far as possible will attend SEND review meetings at your child's primary school mid-way through year 6.
- Individual transition packages will be created in discussions with yourselves and both school parties if they are required.
- The transition team will visit your child at primary school and chat with them.
- The SENCO and HOC 7 will go and discuss students with Primary schools prior to starting and then share this information with all school staff.
- Your child will then have the opportunity to attend transition days with the rest of the new starters.
- Additional transition days may be deemed as necessary by your child's Primary School.
- If your child is transferring from another secondary school/academy mid-year, please ring Newark Academy and arrange a visit for yourselves with the relevant key stage pastoral lead, after your decision to enrol with us they will then speak to your child's previous school to gather information. If it is deemed more appropriate the SENCO will make this call.

18. How will the academy prepare and support my child to transfer to a new Key Stage/setting/college?

- In Year 9, your child will choose his or her options for Years 10 and 11.
- The SENCO will attend the option evening to offer advice
- In Year 11 your child will choose their next educational setting. This might be 6th Form in another school/academy or a college. Support will be in place to help with applications and transition where required.
- SEN information for student's post 16 will continue to be shared and for students leaving Newark Academy a vulnerable pupil passport or pupil profile will be completed.
- Individual transition packages will be created in discussions with yourselves and the next placement if they are required.

19. How can I be involved in supporting my child?

- Newark Academy believes that a close working relationship with parents is vital in order to ensure
 - Early and accurate identification and assessment of SEN leading to the correct intervention and provision
 - continuing social and academic progress of children with SEN
 - personal and academic targets are set and met effectively
- We recognise that parents have a unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership. Feedback from parents is obtained via verbal feedback during discussions at review meetings. Parents are welcome to have informal dialogue with subject teachers, crew leaders and pastoral regarding their child at a mutually appropriate time.
- Check your child's Satchel One to monitor homework. Homework Club is available after school.
- Provide your child with an appropriate place to do homework and encourage them to complete it at a regular time.
- Support your child with the organisation of their equipment.
- Attend parents' evenings, review meetings and engage with the team around your child.
- Encourage your child to read on a regular basis. If your child finds reading difficult, we can provide ideas about how to work with them, for example paired reading.

20. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

Parents are encouraged to bring any concerns to the attention of the School Office. The school's complaints procedure is outlined in the complaints policy (available from the school office or website)

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 the SENCO who will be able to advise on formal procedures for complaint. Ultimately, the Head Teacher will ensure that all complaints are dealt with effectively and in line with NOVA Trust guidelines.

21. How can I access support for myself and my family?

A good source of information is the Local Authority local offer website:

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer>

Visit our website <https://www.newarkacademy.co.uk/>

Links to useful support can be found under the Learning Support tab.

Contact the SENCO who can support referral to Early Help or raise the case with the Schools and Family support services (Springboard).

22. Who can I contact for further information?

For further information, contact Glenis Willis the SENCO

SENCO@newarkacademy.co.uk

01636 615000