



The Northumberland Church of England Academy

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SEN POLICY

1.0 Policy links to Mission, Aims and Values

The Northumberland Church of England Academy is a Christian learning environment at the heart of its community. We promote care and respect, and expect high standards in all aspects of Academy life.

As a Church of England Academy we aim to build a community clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy.

This policy, and its associated procedures and protocols, is based on these key principles.

The Northumberland Church of England Academy seeks to encourage staff and learners to aspire to fullness of life that they may achieve their potential. In order to achieve the best for each child we are fully committed to developing with them our core values of learning, community and leadership. The SEN Policy makes an invaluable contribution to this by:

- Nurturing learners and developing a framework which provides opportunities for everyone to reach their full potential;
- Empowering learners by valuing, recognising and rewarding their learning;
- Empowering learners to become independent and responsible learners whatever their starting point

SECTION A: Policy Framework

2.0 Statutory Framework

Schools including Academies and local authorities have specific duties under education and disability law to ensure that learners' special educational needs are identified, assessed and provided for and that they are not discriminated against because they have special educational needs or a disability.

Local Authorities, schools and other education settings must have regard to The Education Act 1993 (consolidated in Part IV of the 1996 Act) and the subsequent SEN Code of Practice 2001 when exercising their responsibilities towards children with Special Needs. They must also take account of the statutory duties placed on them under the Special Educational Needs and Disability Act 2001.



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The operation of Part IV of the 1996 Act is closely by Ofsted inspectors who scrutinise schools' and Academies' SEN policies and practices.

Part 2 of the Special Educational Needs and Disability Act 2001 amends the Disability Discrimination Act 1995 to prohibit all schools from discriminating against disabled children in their admissions arrangements, in the education and associated services provided by the school for its learners or in relation to exclusions from the school. Schools are required not to treat disabled learners less favourably for a reason relating to their disability and to take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled.

Schools and Academies must also have regard to guidance on the statutory framework for inclusion.

Schools and Academies must:

- do their best to ensure that the necessary provision is made for any learner who has SEN;
- inform the learner's parents that special educational provision is being made for them because they have SEN (e.g they are being supported at School Action of the SEN Code of Practice);
- ensure that, where the 'responsible person' – the Executive Director or the appointed governor – has been informed by a Local Authority that a learner has SEN, those needs are made known to all who are likely to teach them;
- ensure that teachers in the Academy are aware of the importance of identifying, and providing for, those learners who have SEN, including differentiating the curriculum;
- ensure that a learner with SEN joins in the activities of the Academy together with learners who do not have SEN, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the learners with whom they are educated and the efficient use of resources;
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- have a written SEN policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice) and report to parents on it in the Academy prospectus, including the name of the person responsible for coordinating SEN provision; and,



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- have regard to the SEN Code of Practice, which is designed to help schools make effective decisions but does not set out what to do in each individual case.

Definitions

Definitions of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- A. have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
- C. are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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.

Special educational provision means:

- A. for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- B. for children under two, educational provision of any kind.

(Section 312, Education Act 1996)

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

(Section 17 (11), Children Act 1989)

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.



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(Section 1(1), Disability Discrimination Act 1995)

3.0 Purpose

The purpose of this policy is to:

- set the policy framework for all practice related to provision for learners with Special Educational Needs;
- to ensure that all staff understand and appropriately respond to the expectations that are placed upon them with regard to supporting and challenging learners with Special Educational Needs;
- to ensure that governors understand their responsibilities with regard to learners with Special Educational Needs; and,
- to provide parents and learners with information about practice and provision for learners with Special Educational Needs.

In drafting this policy governors recognise that provision for learners with special educational needs is a matter for the whole Academy.

The Academy aims to:

- ensure that all learners have access to the Academy curriculum and that this curriculum is appropriately differentiated to meet individuals;
- ensure that learners' special educational needs are identified as early in their school career as possible;
- ensure that provision is made for meeting learners' SEN and that this is regularly reviewed
- involve learners in planning to meet their SEN;
- ensure that learners are entered on the SEN register according to objective criteria;
- ensure that all parents/carers are informed about their child's SEN and are involved as partners;
- ensure that all staff receive training to help them develop awareness of SEN and effective skills to meet a range of needs.

This policy takes account of the SEN Policies and strategies in operation in Westminster City Council.



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The role of the Governing Body

The Governing Body of The Northumberland Church of England Academy is responsible for ensuring that the needs of all learners are met according to the SEN Policy and for reporting annually to parents/ carers on the implementation of this policy.

The Governing Body is expected to:

- make every effort to secure for any registered learner with special educational needs the provision that is required to respond to the identified learning difficulty;
- ensure that the specific needs of a registered learner with special educational needs are made known to, and are acted, upon by all relevant staff and that a high standard of provision is maintained;
- ensure that all teachers and teaching assistants in the Academy are aware of the importance of identifying, and providing for, those registered learners who have special educational needs;
- ensure that learners with special educational needs are fully involved in the life of the Academy;
- ensure that the governing body fulfils its statutory responsibility to report annually to parents/ carers;
- ensure that this SEN Policy and provision are regularly reviewed and developed;
- consult the local education authorities and the governing bodies of other schools in the area, to the extent that this is necessary for coordinating provision for learners with SEN; and,
- have regard to the Code of Practice while carrying out these duties

The Governing Body will designate a member of the Governing Body who will liaise with the SENCO and the Executive Director to ensure that the Academy and its Governing Body act in accordance with the duties outlined in this policy statement and in the Code of Practice.

The governors will appoint a named Special Educational Needs Coordinator (SENCO) who will assume responsibility for the day-to-day implementation of the SEN policy. They will ensure that the SENCO has the appropriate amount of time and support and the required expertise to effectively fulfil their responsibilities. The governors will also appoint an SEN Director who will lead and manage the SEN Resource Based Provision for learners with complex learning difficulties.



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The Governing Body recognises that the Academy's admissions criteria should not discriminate against learners with SEN and will have due regard to the advice on this issue outlined in both the SEN and Admissions Codes of Practice. The Northumberland Church of England Academy will therefore admit learners already identified as having Special Educational Needs, as well as identifying and providing for learners not previously identified as having SEN. Learners with Special Educational Needs but without statements will be treated as fairly as all other applicants for admission.

The role of the Executive Director

The Executive Director is expected to:

- be the 'responsible person' for SEN;
- work closely with the SENCO and the SEN Director to secure high standards of provision for all learners with SEN;
- liaise with the SENCO and the SEN Director to keep the Governing Body fully informed about all aspects of Special Educational Needs provision within the Academy;
- work with the Local Authority with regard to the admission of learners with SEN to the Academy; and,
- ensure that the Academy has clear and flexible strategies for working with parents/carers, and that these strategies encourage active involvement in their child's education.

Role of the SENCO

The SENCO is expected to work with governors and the Executive Director to determine the strategic development of the policy as it impacts on learners with SEN within the mainstream learning environment of the Academy. The SENCO will:

- coordinate the provision for learners with SEN;
- liaise with and give advice to staff;
- oversee the development and implementation of Individual Education Plans;
- develop a framework and provide support for effective partnership with parents/carers;
- identify and secure appropriate staff development;



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- be a key member of the learners support services team;
- liaise with external agencies, support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies;

Role of the SEN Director

The SEN Director has specific duties with regard to all learners within the SEN Resource Based Provision. S/he is expected to work with governors and the Executive Director to determine the strategic development of this policy as it impacts on learners in this provision and to develop a specific approach to inclusive practice both for these learners and others throughout the Academy. The SEN Director will:

- coordinate the provision for learners with complex learning difficulties within the SEN Resource Based provision;
- liaise with and give advice to staff;
- oversee the development and implementation of Individual Education Plans;
- develop a framework and provide support for effective partnership with parents/carers;
- identify and secure appropriate staff development;
- be a key member of the learners support services team;
- liaise with external agencies, support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies;
- work closely with the senior leadership to develop a proactive approach to inclusion throughout the Academy

Role of subject leaders, Key Stage Leaders and teachers

The Code of Practice clearly acknowledges the importance allocated to the teacher and emphasises that differentiation is an entitlement for all learners and is not an SEN issue. The delivery of the curriculum should take account of learners' needs and this is a matter for individual teachers and subject leaders.

In respect of provision for learners with SEN subject leaders and teachers are expected to:

- be fully aware of the Academy's procedures for the identification and assessment of, and subsequent provision for, SEN learners;
- ensure that the curriculum is appropriate to the needs of learners with SEN;



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- collaborate with the SENCO to decide the action required to assist the learner to progress;
- work with the SENCO to collect all available information on the learner;
- in collaboration with the SENCO and the learner support team, develop IEPs for SEN learners;
- work with SEN learners on a daily basis to deliver IEP targets within differentiated planning;
- develop constructive relationships with parents;
- be involved in the development of the Academy's SEN policy

Role of teaching assistants

Teaching assistants play a vital role in ensuring that the needs of individual learners are met. Teaching assistants are expected to:

- play an active role in the SEN support team;
- support individual learners or groups of learners in class;
- collaborate with teaching staff to ensure appropriate differentiation of the curriculum;
- support the identification and assessment of learners with SEN;
- work with individual learners or groups of learners on specifically tailored programmes to support learning

4.0 Links with other policy areas

This policy relates directly to other key Academy policies, namely: Assessment, Curriculum and Teaching and Learning policies.

In addition to the relevant section in the Academy website information of this policy can be found:

For learners: In the learner planner

For staff: In the staff handbook in the section on teaching and learning

For parents: In the learner planner, the Academy prospectus and induction guidance



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SECTION B: Identification, Assessment and provision

5.0 Allocation of Resources

The Governing Body will ensure that resources are allocated to support appropriate provision for all learners who require it, and to meet the objectives set out in this policy

Details of how resources are allocated to and amongst learners with SEN are included in the Governors' Annual Report to Parents.

6.0 Identification, Assessment and Review

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that learner' needs and requirements fall into four broad areas, namely:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

All teachers and other learning staff are responsible for identifying learners with SEN and, in collaboration with the SENCO, will ensure that those learners requiring different or additional support are identified at an early stage. Assessment is the process by which learners with SEN can be identified.

Specific provision within the SEN Resource Based Provision is outlined in an appendix to this policy.

7.0 Early Identification

Early identification of learners with SEN is a priority. The Academy will use appropriate screening and assessment tools, and ascertain learner progress through:

- Diagnostic testing of all learners before they arrive at the Academy or in the first 2 weeks after they arrive;
- Evidence obtained by teacher observation/ assessment;
- Learner performance in National Curriculum tests as judged against level descriptions;
- Learner progress in relation to objectives in the National Literacy/Numeracy Strategies; and,



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- Use of other standardised screening or assessment tools including information from sending schools, parents and learner portfolios.

8.0 Provision

Before entry to the Academy or immediately on entry to the Academy each child's attainment will be assessed in order to ensure continuity of learning. This will include a rigorous programme of diagnostic testing to ensure that learning programmes are tailored to the specific needs of learners when they start at any age.

For learners in the mainstream environment with identified SEN the Executive Director, SENCO, literacy and numeracy co-ordinators, and subject leaders will:

- Use information and testing to tailor the learner's curriculum and pastoral provision in the first few weeks;
- Identify the learner's skills and note areas that require support;
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning;
- Ensure learners have opportunities to demonstrate knowledge and understanding in subjects and in the Pastoral Programme;
- Involve learners in planning/agreeing their own targets;
- Involve parents in a joint home-Academy learning approach

9.0 The range of provision

While responding to the special educational needs of learners is the responsibility of all staff the Academy recognises that some specialised provision will be required for some learners at some times. This may include:

- additional help and support by subject teachers through a differentiated curriculum;
- short periods of withdrawal to work with a learning support assistant either individually or in a group;
- in-class support for individuals or a small group from a learning support assistant or another teacher; or
- attendance at a specialised unit within the Academy either full or part-time;

10.0 English as an Additional Language

Particular care will be needed with learners whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether



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any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

11.0 Monitoring learner progress

Progress will be the crucial factor in determining the need for additional support. Adequate progress may include any or all of the below.

Progress which:

- narrows the attainment gap between learner and peers;
- prevents the attainment gap widening;
- is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- equals or improves upon the learner's previous rate of progress;
- ensures full curricular access;
- shows an improvement in self-help and social or personal skills and key competencies;
- shows improvements in the learner's behaviour;
- is likely to lead to Further Education, training, and/or employment

Where teachers decide that a learner's learning is unsatisfactory, the subject leader or Key Stage Leader will initiate discussion with the SENCO and other members of the SEN support team. The SEN support team will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the Academy will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The Academy also recognises that parents have a right to request a Statutory Assessment.

12.0 Record Keeping

The Academy will record the steps taken to meet learners' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual Academy records, the learner's profile will include:



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- information from previous school/phases;
- information from parents;
- information on progress and behaviour;
- learner's own perceptions of difficulties;
- information from health/social services;
- information from other agencies such as Connexions Service.

Teaching SEN learners is a whole-Academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in learners' abilities, aptitudes, and interests. Some learners may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting learners' needs. When they are identified as having SEN, the Academy will intervene through School Action and School Action Plus as described below.

13.0 School Action

School Action is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, learners:

- make little or no progress;
- demonstrate difficulty in developing literacy or numeracy skills;
- show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- have sensory/physical problems, and make little progress despite the provision of specialist equipment;
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the Academy decides, after consultation with parents, that a learner requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the learner and have an input in planning future support. Learning teams and subject teachers will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Nature of intervention



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The SENCO in collaboration with subject leaders, Key Stage Leaders and subject and class teachers will decide the action required to help the learner progress. Based on the results of previous assessments, the actions might be:

- deployment of extra staff to work with the learner;
- provision of alternative learning materials/ special equipment;
- group support;
- provision of additional adult time in devising interventions and monitoring their effectiveness;
- staff development/training to undertake more effective strategies;
- access to other support services for advice on strategies, equipment, or staff training.

14.0 School Action Plus

School Action Plus is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a learner at this level will be made by the SENCO after full consultation with subject leaders and subsequently parents at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a learner:

- still makes little or no progress in specific areas over a long period;
- continues to work at National Curriculum levels considerably lower than expected for a child of similar age;
- continues to experience difficulty in developing literacy/numeracy skills;
- has emotional/behavioural problems that often substantially impede their own learning or that of others, and this may be despite having an individualised behavioural management programme;
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to learners' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be



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asked to provide further assessments and advice, and possibly work directly with the learner. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the Academy may well request direct intervention/support from a specialist/teacher.

15.0 Request for statutory assessment

The Academy will request a Statutory Assessment when, despite an individualised programme of sustained intervention within School Action Plus, the learner remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The Academy will have the following information available:

- the action followed with respect to School Action and School Action Plus;
- the learner's IEPs;
- records and outcomes of regular reviews undertaken;
- information on the learner's health and relevant medical history;
- N.C. levels;
- Literacy/Numeracy attainments;
- other relevant assessments from specialists such as support teachers and educational psychologists;
- the views of parents;
- where possible, the views of the learner;
- Social Services/Educational Welfare Service reports;
- any other involvement by professionals.

16.0 Statements of Special Educational Need

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LA considers the learner requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the learner. These are used to develop targets that are:

- matched to the longer-term objectives set in the Statement;
- of shorter duration;



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- established through parental/learner consultation;
- set out in an IEP;
- implemented in the classroom;
- delivered by the subject teacher with appropriate additional support where specified.

17.0 Review of Statements

Statements must be reviewed annually. The LA will inform the Executive Director at the beginning of each school term of the learners requiring reviews. The Executive Director will organise these reviews and invite:

- the learner's parent;
- the learner if appropriate;
- the SENCO
- a representative of the LA
- any other person the LA considers appropriate
- any other person the Executive Director considers appropriate

The aim of the review will be to:

- assess the learner's progress in relation to the IEP targets;
- review the provision made for the learner in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- consider the appropriateness of the existing Statement in relation to the learner's performance during the year, and whether to cease, continue, or amend it;
- set new targets for the coming year.

Year 9 reviews will be significant in preparing for the learner's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the Connexions Service. The Academy recognises that the responsibility for such Transition Plans lies with these specialist services.

With due regard for the time limits set out in the Code, the Executive Director will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.



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The Academy recognises that where a learner with a Statement of SEN continues to attend after compulsory education, i.e. after age 16, the LA may decide to maintain the Statement until age 19.

18.0 Evaluating success

The success of the Academy's SEN Policy and provision will be evaluated through:

- monitoring of classroom practice by senior staff, subject leaders and the SENCO;
- analysis of learners tracking data and test results for individuals, target groups and cohorts;
- value-added data for learners on the SEN Register;
- consideration of each learner's success in meeting IEP targets;
- termly monitoring of procedures and practice by the SEN Governor;
- academy self-evaluation;
- the Governors' Annual Report to Parents;
- review of the Academy Development Plan/SEN Development Plan.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the Academy will consider the views of:

- teachers
- parents
- learners
- external professionals

19.0 Complaints procedure

The Academy's complaints procedure is outlined in the Academy prospectus and in the Complaints Policy. The SEN Code of Practice outlines additional measures that must be set up for preventing and resolving disagreements. These will be explained to parents if required.

20.0 Partnership within and beyond the Academy

Staff development



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A key part of the SENCO's role is to develop awareness of resources and practical teaching procedures for use with SEN learners. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. Learning support assistants' needs in supporting learners will be also receive appropriate and frequent consideration. NQTs and staff new to the Academy will be given training on the SEN policy as part of their induction. The Academy's INSET needs will be included in the Academy Development Plan

Links with other agencies, organisations and support services

The Academy recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN learners.

When it is considered necessary, colleagues from the following support services will be involved with SEN learners:

- educational psychologists
- medical officers
- speech and Language therapists
- physiotherapists
- hearing impairment services
- visual impairment services
- Pupil Referral Service (PRS)
- SEN Support Service (SENSS)
- Educational Service for Physical Disability (ESPD)

In addition, important links are in place with the following organisations:

- Traveller Education
- the Connexions Service
- the LA
- specialist services
- the business community
- Education Welfare Officer



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- Social Services
- other groups or organisations

Partnership with parents

The Academy firmly believes in developing a strong partnership with parents and that this will enable young people with SEN to achieve their potential. The Academy recognises that parents have a unique overview of the learner's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The Academy will make available, to all parents of learners with SEN, details of the parent partnership service available through the LA.

Learner voice

The Academy is of the view that all learners should be involved in making decisions where possible right from the start of their education and that the ways in which learners are encouraged to participate should reflect their evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practise making choices, will be more secure and effective learners.

Monitoring and evaluation

Monitoring activities will focus on the extent to which provision enables learners with special needs access the curriculum and to reach their potential. Therefore, monitoring and evaluation will include quality of provision and impact in relation to:

- Value-added attainment
- Outcomes of teacher assessment
- Achievements in relation to specified needs;
- Skills and competencies development;
- Standards of entry attainment in Y7 to Y12
- Standards of attainment at KS 3/4/5
- Attainment by subject
- Social skills development



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- Self-esteem
- Quality of teaching and learning
- Quality of assessment and marking
- Quality of curriculum provision

Links with other policy areas

This policy relates directly to other key Academy policies, namely: Teaching and learning, Assessment and Curriculum policies.

In addition to the relevant section on the Academy website, information on this policy can be found:

For learners: In the learner planner

For staff: In the staff handbook in the section on teaching and learning and on the staff notice board

For parents: In the learner planner, the Academy prospectus and induction guidance.

The S.E.N. policy and practice will be kept under review on an annual basis.