DJANOGLY CITY ACADEMY

Special Educational Needs and Disability Policy

2025-2026

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Vision

In accordance with the SEN Code of Practice (June 2014), our vision at Djanogly City Academy is to recognise everyone is a scholar and everyone is committed to ensuring that all scholars have the opportunity to graduate: Achievement: No Excuses, Everyone Graduates.

"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 him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age,
- or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools…."

We believe that all children regardless of need should have access to the same curriculum and opportunities and be enabled to achieve their full potential. We ensure that scholars with SEN are given the tools and adaptations they require to do this.

Aims and Objectives

- All lessons will be planned to ensure that all scholars will be able to achieve the objective, planning will be tailored to the needs of the scholars in the classroom including those with SEND
- All staff will be equipped to plan lessons for all scholars including those with individual needs through a varied package of CPD
- We will identify young people with Special Educational Needs and Disabilities (SEND) as early as possible to support their learning. Parents will be notified and kept informed of the interventions and support offered.
- Parents/carers of children with SEND will be given opportunities to discuss their child's provision and their progress in order to support their child's academic development
- Scholar voice will be used to shape provision and to monitor the effectiveness of interventions, scholar's with SEND will have the opportunity to share their thoughts and feelings
- Additional support and resources will be used where necessary to enable all young people including those with SEND to achieve to the best of their ability.
- Children with SEND will be offered full access to a broad, balanced and relevant curriculum tailored to meet their individual needs.
- All children will actively participate in their learning process through learning conversations and regular feedback. Children with SEND will be supported in these conversations
- We will promote effective partnership and involve outside agencies in meeting the needs of our children
- To reduce barriers to progress
- To provide equal opportunities for all scholars

Identification and Assessment of SEN

Djanogly City Academy recognises it has a statutory duty to identify vulnerable children and children with SEND. Children are identified as early as possible through staff referral, parental concern and information shared. This is then followed up by observation, assessment and dialogue with staff and parents.

Scholars are offered places at Djanogly City Academy according to our admissions policy and we are keen to welcome all, including those with special educational needs. The academy is well equipped to support scholars and individual plans will be put in place where necessary.

Once scholars have been offered a place at Djanogly City Academy, initial information is shared from the primary school. Scholars with SEND or an EHCP are offered additional transition from the SEND team where required, to support them in moving to a new school and to help us to gather information and plan interventions. All year 7s are then assessed using cognitive ability tests to identify any with further barriers to their learning.

Scholar progress will be tracked and further testing used where necessary. We track progress for scholars with SEND using Edukey. By identifying need and tracking progress we ensure that scholars make progress, building on their prior learning.

The four areas of SEN are:

- Cognition and learning
- Communication and interaction
- Sensory and physical
- Social, emotional and mental health

Where necessary, in school referrals will be made to a behaviour manager, school nurse, family support worker, teaching assistant.

Graduated Response

When a concern is raised about a child, a discussion is held amongst relevant staff and parents/carers. Support will be put in place to monitor the child's progress.

If there continues to be concerns after appropriate support from school and home, then this should be communicated with the Achievement Lead and the SENDCo. The SENDCo or Achievement Lead then discusses with parents/carers and relevant staff what action needs to be taken.

There is a graduated response (Waves) to intervention, depending on the level of need.

The waves of intervention:

Wave 1

All children receive quality first inclusive teaching. Teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It may also take the form of a scholar requiring support with wider development or social needs in order to make a successful transition to adult life.

Where progress continues to be slower than expected teaching staff, working with the SENCO will assess whether the child has SEN. Informal evidence will be gathered including the views of the scholar and their parent but intervention will be offered in a timely fashion to secure better progress where required.

Wave 2 (SEN Support)

The scholar will be added to the Schools Special Educational Needs and Disability (SEND) Register. They may receive small group interventions and/or in class TA support. Strategies to support the child at home will be discussed.

The school is committed to an inclusive practice and removing barriers to learning. We will use the Assess, Plan, Do, Review cycle to ensure that scholars are making progress and that any interventions are having the required.

Wave 3

At this point a child will receive a more intensive and individualised approach. In consultation with parents/carers, school will access support from appropriate external agencies/provision. An Individual Education Plan will then be written for the child to communicate their profile to staff, advise on strategy and highlight strengths and weaknesses.

In complex cases where there has been an extensive graduated response. Again the Assess, Plan, Do, Review cycle will be used to ensure the scholar is making progress. An Education and Health Care Plan (EHC) may be applied for.

Agencies involved might include the Autism team, Behaviour Support Team, Inclusive Education Service, Child and Adolescent Mental Health, Community Educational Psychologist or Kooth.

Provision

The four areas of need are:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

All teachers are teachers of all children and lessons will be tailored to the needs of the individuals in each class. The SENCo is responsible for co-ordinating the schools' provision for children with SEND and ensuring that training is offered to staff where appropriate and necessary. The strategic overview of SEND provision is shared with the Senior Leadership Team and the Governing Body.

The SEND Co-ordinator is Miss Anna M Nesbitt (SEND Co-ordinator Maternity Cover is Jim Dunning), and the SEND link governor is Mr A Stephenson.

Full details of our SEND offer in APPENDIX 1

Effectiveness of SEN Provision

SEND provision is monitored through assessment data, intervention evaluations, teacher and teaching assistant observations, child interviews and meetings with parents and other agencies. Scholar progress is tracked using Edukey.

We use the Assess, Plan, Do, Review cycle to monitor and evaluate progress:

Assess: Scholars are assessed four times a year using the teaching cycle assessments in their subject areas. This may be accompanied by reading assessments and spelling assessments. These will be shared with parents.

Plan: Using the assessment data and the observations of staff relating to social and emotional development, staff will then plan what further adaptations are required in the classroom. They will also consider any other interventions required. This will be done alongside parents.

Do: All plans will be recorded on Edukey and the scholar Individual Profile adapted and shared with staff. All interventions will be designed to support the scholar in reaching their targets and will be monitored.

Review: progress will be reviewed regularly and shared with parents. Should progress not be made then further investigation and assessment will be carried out.

External referrals may be made including:

- Educational Psychologist
- Speech and Language therapist
- Sensory team (hearing and sight)
- BEMHS
- CAMHS
- KOOTH
- Learning support team
- Autism team
- Behaviour Support team
- Physiotherapist

- Occupational therapist

Evaluation evidence is monitored by SLT and governors.

Social and Emotional Well-Being

We recognise that young people with SEND may also need pastoral, social or medical support. Please see our School Offer (appendix 1).

We recognise that young people with SEND may demonstrate unwanted behaviour and/or have issues with attendance. Generally, this will be managed within the school Behaviour and Attendance Polices. In more complex cases, these children may have an Individual Handling Policy and risk assessment which has been discussed and agreed with parents/carers and appropriate outside agencies

We recognise the need to keep all children safe as outlined in our Safeguarding Policy. We also understand that nationally children with SEND are at a higher risk of harm and so work closely with outside agencies to ensure their safety. We are also aware that they are at a greater risk of bullying and this is recognised in our anti-bullying policy. We offer support for children who struggle with social interaction.

Children who are Looked After and have Special Educational Needs are supported by the SEND team and the teacher for Looked After Children.

Training in SEND

Training for SEND is part of our CPD cycle. Our CPD program is designed to support staff in recognising the needs of each individual child and plan accordingly. Staff receive training weekly. Support staff are provided with specific training to equip them to support scholars with their individual needs. We provide specific training to meet individual staff need and/or to meet individual children's needs.

Examples of training specifically for special educational needs are:

- Supporting children with hearing impairments
- British Sign Language
- Understanding autism
- Adaptation
- Literacy strategies
- Attachment training
- Trauma informed practice
- Use of Teaching assistants
- Individual training for staff – scholars/class

Involvement of Parents

Parents will be invited in to school to plan provision and to review the provision in place. This is done through our SEND parents' evenings which take place 3 times a year. In these meetings parents of children with SEND

will have the opportunity to meet staff to discuss progress and the effectiveness of any interventions in place. Clear records will be kept of these meetings and of the actions recorded.

Parents with children who are in receipt of an EHCP or top up funding may be asked to attend school half-termly to review their child's progress or attend their statutory annual review.

Should parents wish to contact the SENDCO, then they can call the school to speak to Miss Nesbitt (SEND Co-ordinator Maternity Cover is Jim Dunning), or Miss Williams (Assistant SENCO).

A.Nesbitt@djanogly,notts.sch.uk (Maternity Cover: J.Dunning@djanogly.notts.sch.uk)

E.Williams@djanogly.notts.sch.uk

Involvement of Young People

Student voice is an important element of review meetings. Wherever appropriate young people will attend meetings and their views will be considered as part of the meeting. Child voice is a priority at Djanogly City Academy and we use the feedback to influence interventions offered.

Transition

At Djanogly City Academy we consider a successful transition the cornerstone of a successful education for incoming scholars especially those with SEND. We work closely with feeder schools and with parents to provide appropriate transition that is bespoke to each child who has additional needs. Our educational psychologist works alongside both us and the primary school to support transition for children with very significant additional needs.

All scholars who require it are given an additional package of transition and a keyworker who they can develop a relationship with before they start.

When children move onto the next phase of their learning, or to another site, they are supported again with additional transition visits. In year 11 all scholars are offered careers support and more specialist support is given to scholars with SEND to ensure that they follow the most appropriate pathways according to their aspirations and abilities.

Accessibility

Please see Disability and Accessibility Plan.

Local Offer

We follow all guidelines as set out in the Nottingham City Local offer. Please see their website for more details.

nottshelpyourself.org.uk

Complaints Procedure

We operate an open-door policy and always encourage parents/carers to approach us with any concerns they may have at their earliest convenience. We will always listen and seek to reassure and resolve any issues. Parents seeking a more formal route to resolve outstanding issues should refer to our Complaints Policy.

Date revised: This policy was last reviewed and revised in September 2025

Review date: September 2026