



Academy Policy

SEND Policy & Information Report - DRAFT

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LGB Cluster ratification	TIEB	
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1. Introduction

- 1.1 Unity Academy is committed to providing full and appropriate support to pupils with Special Education Needs and Disabilities (SEND). We operate a 'whole pupil; whole school' approach for our pupils and adopt inclusive practices with a focus on raising aspirations and improving pupils' outcomes, regardless of barriers and challenges they may face. All pupils at Unity Academy currently receive their education off-site from a range of education providers. Unity Academy will only arrange placements for pupils at registered schools, independent schools and Nottingham County Council approved providers. All providers have either a SENCo or a named SEND member of staff who is the contact point with the SENCo at Unity Academy.
- 1.2 We work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils.

2. Legislation and guidance

- 2.1 This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
 - a) [Part 3 of the Children and Families Act 2014](#), sets out schools' responsibilities for pupils with SEN and disabilities.
 - b) [The Special Educational Needs and Disability Regulations 2014](#), set out schools' responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
 - c) The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
 - d) The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
 - e) The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.
 - f) The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.
 - g) This policy also complies with our funding agreement and articles of association.

3. Inclusion and equal opportunities

3.1 At Unity Academy we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

3.2 We will achieve this by making reasonable adjustments to teaching, the curriculum, and the academy environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definition of SEND

4.1 A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

4.2 They have a learning difficulty or disability if they have:

- a) A significantly greater difficulty in learning than the majority of the others of the same age, or
- b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- c) Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.3 The four areas of need:

Area of Need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">a) Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia.b) Moderate learning difficulties.c) Severe learning difficulties.d) Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning

	difficulties as well as a physical disability or sensory impairment.
Social, emotional, and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> a) Mental health difficulties such as anxiety, depression, or an eating disorder b) Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. c) Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> a) A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment. b) A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles & responsibilities

5.1 The SENCo

5.1.1 The SENCo is Michele Picker

5.1.2 They will:

- a) Work with the principal and the providers to determine the strategic development of the SEN policy and provision in each of the settings.
- b) Oversee the day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- c) Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- d) Advise on the graduated approach to providing SEND support.

- e) Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- f) Be the point of contact for external agencies, especially the local authority and its support services.
- g) Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- h) Ensure the Academy keeps the records of all pupils with SEND up to date.

5.2 The Trust Interim Executive Board (TIEB)

5.2.1 The TIEB will ensure the duties set out in this policy are carried out effectively by the academy.

5.3 The SEND link governor/trustee

5.3.1 The SEND governor/trustee will:

- a) Help to raise awareness of SEND issues at governing board/trustee meetings.
- b) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.
- c) Work with the principal and SENCo to determine the strategic development of the SEND policy and provision in the academy.

5.4 The principal

5.4.1 The principal will:

- a) Work with the SENCo and SEND governor/trustee to determine the strategic development of the SEND policy and provision within the academy.
- b) Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- c) Have an overview of the needs of the current cohort of pupils on the SEN register.
- d) With the SENCo, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's CPD plan.

5.5 All staff

5.5.1 Staff are responsible for:

- a) The progress and development of every pupil in their class.
- b) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.
- c) Working with the SENCo to review each pupil's progress and development and decide on any changes to provision and support.
- d) Ensuring they follow this SEND policy.

6. SEND Information Report

6.1 Please see appendix 1.

7. Complaints

7.1 All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

8. Contact details of support services for parents of pupils with SEND

8.1 Please click [here](#) for information about Nottingham City's local offer.

9. Monitoring arrangements

9.1 This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

10. Linked policies

10.1 Safeguarding & Child Protection Policy

10.2 Relationships & Positive Behaviour Policy

10.3 Concerns & Complaints Policy

10.4 Disciplinary Procedure Policy

10.5 Whistleblowing Policy

10.6 Providers have their own individual policies in place that are reviewed in the annual quality assurance process.

Appendix 1: SEND Information Report

<p>What kind of special educational needs are catered for in your academy?</p>	<p>Our academy currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech, and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia, • Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy • Moderate/severe/profound and multiple learning difficulties
<p>Which policies identify children and young people with SEND?</p>	<p>The emphasis at Unity Academy is on the early identification of learning difficulties, thus permitting prompt assessment and appropriate provision. Each provision has a named member of staff who is responsible for SEND (SENCO trained in the majority of providers) and is the link to the SENCO at Unity Academy.</p> <p>The SENCO considers:</p> <ul style="list-style-type: none"> • Pre-transfer information from commissioning schools, including about pupils with EHCPs. • Concerns expressed by teachers, support staff and staff across the school. • Parental and pupil voice • Cognitive Ability Tests on entry and potential for Access arrangements identified as part of the exams process. <p>Additionally, teachers and specialist practitioners make regular assessments of progress for all pupils. From this, the academy is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of pupils, for example those who are in Care and/ or eligible for the Pupil Premium.</p> <p>When deciding whether to make special educational provision, the alternative provision provider will complete an initial concerns form. A meeting will be arranged between the SENCO, specialist practitioners to consider all the information gathered from within the academy.</p> <p>Parents/carers will be notified by a telephone call/letter of the meeting, where the following will be discussed:</p> <ul style="list-style-type: none"> • the pupil’s areas of strengths and difficulties • any parent/carer concerns • plan any additional support your child may receive • discuss with you, any referrals to professionals, to support your child’s learning. <p>We aim to work with the pupils and parents/carers through this process.</p>

How are their needs assessed?

At Unity Academy we endeavour to ensure each pupil with SEND gets the support they need. Following completion of baseline assessments (CATS, NGRT, PTs, emotional development baseline) on entry to the academy the results will be analysed by the SENCO and leaders as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision. Leaders use the pupil profile to determine the appropriate provision that will meet the pupils needs.

Leaders use this information to plan specific support and interventions and place the pupil on the correct assessment pathway. The pathways are as follows:

Pathway 1- Pupils receive intense support and interventions to re-engage them in education. SEND may not been identified before attending. Observations are carried out to ensure the most suitable approach and adaptations are made.

Pathway 2- Pupils engage with the curriculum but require extra support and interventions. SEND may already be identified and appropriate support in place.

Pathway 3- Pupils are engaged and focused with the potential option to return to mainstream school. They require intervention around the excluding behaviour and may also require some academic intervention.

Pupils may move through the pathways depending upon several factors including engagement, progress in interventions and self-regulation strategies. Pupils may move onwards to either mainstream school or a specialist setting.

We work with external agencies including Speech and Language Therapists, Communication Autism Team, Educational Psychologist to support in seeking further assessments or diagnosis with evidence from academy. The AP Taskforce team also provide intensive targeted support.

Teachers are responsible for the progress and development of pupils in their class, including the support given by Teaching Assistants or support staff. High quality teaching that is tailored for pupil's needs, is the first way we respond to pupil's who have SEND. Additional intervention and support cannot make-up for a lack of good teaching. To support this, teaching at Unity Academy is regularly reviewed through our quality assurance process. We have a professional development programme to ensure teachers understanding of strategies to support and identify vulnerable pupil's and their knowledge of SEND is up-to-date. When a pupil is identified as having SEND, we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Approach' and ensures that parents and pupil's needs are at the centre of all provision provided.

<p>Who is the academy's SENCO?</p>	<p>Michele Picker M.Picker@denewood.raleightrust.org 0115 9151271</p>
<p>What expertise and training do your staff have?</p> <p>How do you secure additional specialist expertise?</p>	<p>The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. There is an on-going professional development programme throughout the academic year which addresses areas of SEND within the academy for example:</p> <ul style="list-style-type: none"> • modelling and scaffolding the curriculum • behaviour management • de-escalation techniques • intervention • Thrive wellbeing approach • Safeguarding • using specialist medical equipment • Trauma informed practice • Identification of SEND <p>There is also a trained safeguarding officer on site to ensure that pupils are effectively protected from harm. The safeguarding officer ensures all other staff are aware of their duty of care to keep children safe.</p> <p>Knowledge, skills, and practice is shared with Unity Academy, however if there is a training requirement, we have close links with external agencies such as the Autism team and Learning Support team. These agencies deliver appropriate training and support us ongoing. On admission, providers are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom. Providers are advised specific strategies and interventions which best allow them to support the pupils in their provision for example:</p> <ul style="list-style-type: none"> • modelling and scaffolding the curriculum • behaviour management • de-escalation techniques • intervention • safeguarding • using specialist medical equipment • trauma-informed practice
<p>What should I do if I think my child has SEN?</p>	<p>Parents and carers are contacted on a frequent basis by the provider and/or the Unity leaders to inform them of their progress. If you were to have a query or question regarding the provision offered to your child and suspect that your child has unmet needs, in the first instance, we would encourage you to contact the alternative provision directly. Should you wish to discuss your concerns further, you could contact the SENCO at Unity Academy or one of the Senior Leadership Team (SLT). We will arrange to meet with you to discuss your concerns and plan how we provide further support for your child.</p>

<p>How will the academy know if my child needs SEN support?</p> <p>How are their needs assessed?</p>	<p>At Unity Academy we endeavour to ensure each pupil with SEND gets the support they need. Teachers are responsible for the progress and development of pupils in their class, including the support given by Teaching Assistants or support staff. High quality teaching that is tailored to meet the pupils needs; is the first way we respond to pupil's who have SEND.</p> <p>Following completion of baseline assessments on entry to the academy the results will be analysed by the SENCO as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision.</p> <p>The academy reviews the pupils progress on a termly base to ensure they are on track. Providers will liaise with the academy if they feel there are any barriers to learning and will work with the SENCO to identify if the pupils need SEN support. Leaders capture the pupil voice during every visit which is an important part of accessing their needs. The providers and the academy will conduct further assessments throughout the year to monitor progress, both academically and emotionally.</p>
<p>How do you assess and review children and young people's progress towards outcomes?</p> <p>What opportunities are there to work with parents and pupils as part of this assessment and review?</p>	<p>At Unity Academy, we assess and review children and young people's progress by the following:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their targets each term • Reviewing the impact of interventions after a predetermined number of weeks • Monitoring by the SENCO/SEN link in the provisions • Using provision maps to measure progress • Holding annual reviews for pupils of SEND or EHC plans <p>We are committed to working in partnership with parents and carers to meet the needs of the pupils in our provision. All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the academy.</p> <p>Parents and carers are contacted on a frequent basis by the provider and/or the Unity leaders to inform them of their progress. If you were to have a query or question regarding the provision offered to your child with SEND, in the first instance, we would encourage you to contact the alternative provision directly. Should you wish to discuss your child further, you could contact the SENCO at Unity Academy or one of the Senior Leadership Team (SLT).</p>
<p>How do you consult with parents of children with SEND and involve them in their child's education?</p>	<p>At Unity Academy, we are committed to working in partnership with parents and carers to meet the needs of the pupils in our provision. Parents and carers are contacted on a frequent basis by the provider and/or the Unity SENCO to inform them of their progress.</p>

	<p>All Parents will receive a report from the providers. Many providers offer parents an opportunity to see real time daily updates through Class DoJos and staff leave comments on behaviour, attendance, welfare information and attainment throughout the day. Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the provider and SENCO. We consider that the parents/carers' views are a vital part of the annual review and therefore request parental/carer attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How do you consult with children and young people and ensure they are actively involved in their education?</p>	<p>At Unity Academy, we consult with children and young people to ensure they are actively involved in their education by carrying out the following:</p> <ul style="list-style-type: none"> • Pupil voice – Conducted to find out what the pupils enjoy and how\if we can make changes. • Pupil collaboration with regards to EHCP reviews • Discuss what's working well and what can be better. • Regularly review pupils' progress with the pupil's and issue targets.
<p>How will the academy adapt its teaching for my child?</p> <p>What interventions are available at your academy to support my child?</p>	<p>Teachers are responsible and accountable for the progress and development of all the pupils in their class. The teachers have the highest possible expectations for your child and all pupils in their group. Baseline data is used to ensure pupils are placed on a suitable education and assessment pathway.</p> <p>High quality teaching is our essential in responding to pupils who have SEND. Staff will scaffold the curriculum accordingly for individual pupils. All pupils with an EHCP have a SEN profile to inform all subject teachers of the specific learning challenges so that they can differentiate their work accordingly and have an awareness of effective strategies to support teaching and learning and their individual needs. The profile also includes their targets.</p> <p>We will also provide the following interventions:</p> <ul style="list-style-type: none"> • Teachers adapt planning to support the needs of pupils with SEND. • Teachers use a variety of teaching styles and cater for different learning styles to allow pupils with SEND to access the curriculum. • Teachers and support staff in the classroom work together to give targeted support according to your child's needs. • Your child is fully involved in learning in class. • Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn. <p>Interventions. Pupils are identified for Intervention through data and discussion within pupil focus meetings. This could be for behaviour, social and emotional, cognition and learning, reading, communication and Interaction or personal development needs. These may be delivered by a specialist in this area or a qualified practitioner\counsellor.</p> <p>Targeted support: Where appropriate, pupils may receive additional support from our Taskforce including youth offending, CGL or Counselling.</p>

<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<p>Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:</p> <ul style="list-style-type: none"> • Pathway changes • Sitting at the front of the classroom • Adaptations to sensory needs • The temperature of the classroom • Using enlarged resources • Use of ICT • Leaving lessons early • Use of colour overlays • Having someone scribe your work • Brain breaks/ THRIVE activities <p>There are many more that may be put in place depending on the individual pupils needs.</p> <p>You may also be asked to give permission for your child to be referred to a specialist professional, e.g., Educational Psychologist. This will help the academy and you to understand your child's needs better and so support them more effectively.</p> <p>The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in the academy.</p> <p>At Unity Academy we want to ensure there are no barriers for the children with SEND and ensure that all SEND children enjoy the same activities as other children in the academy.</p> <p>We aim for all children to be included on school trips and visits. All children are encouraged to go on residential trip(s). We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.</p> <p>No child is ever excluded from taking part in these activities because of their SEND or disability.</p> <p>The children have access to extra-curricular activities, and they are differentiated to meet the individual child's needs. The academies offer a range of activities such as:</p> <ul style="list-style-type: none"> • Cooking • ICT • Forest schooling <p>The school's aim is that all children follow a broad and balanced curriculum. This means that our primary aim is always that children access a full range of lessons. For children with SEND, we will make reasonable adjustments to the curriculum or learning environment as required. These changes will only be made in consultation with the school's senior leadership team, SENCO, parents, and the child themselves. The Academy will liaise with external agencies for advice and support if specialist equipment is required to meet the needs of any child. The academy will ensure there is a clear plan in</p>
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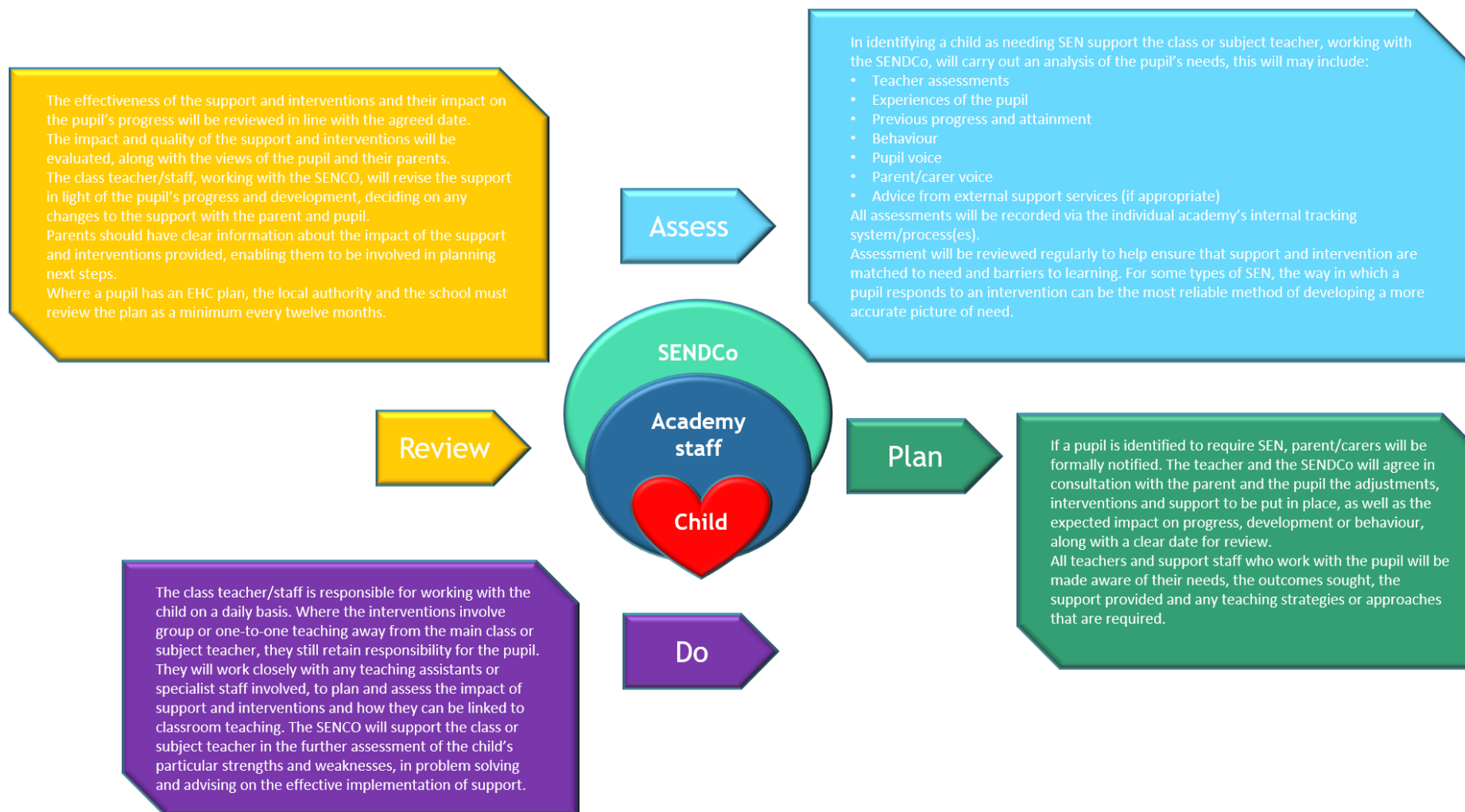
	<p>place for the admission arrangements for all young people with SEND or disabilities. This will include a multi-agency approach if required to ensure a smooth transition.</p> <ul style="list-style-type: none"> • Pupils will often be assigned a mentor. This will ensure the pupils have support available on a day-to-day basis. • time out space when required. • Taskforce Team which includes a counsellor provide for emotional well-being. • The accessibility of the site will be incorporated into the transition plan to ensure the provision can meet the needs of the pupils. <p>There is a designated member of staff that is responsible for all pupils that have medical needs. The academy will ensure all staff have access to the medical register and are fully aware of the child's medical needs. The individual health care plans are stored centrally and are reviewed throughout the year in collaboration with agencies and parents/carers. Each provider has policies in place to respond to emergencies.</p> <p>Parents/carers need to contact the SENCO if medication is recommended by health professionals to be taken during the school day. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staffs are able to manage medical situations. Due to the nature of the different settings, the SENCO will need to liaise with the provider to discuss the medication plan.</p> <p>The Academy Accessibility Plan outlines further details. Leaders will ensure that the provisions have suitable arrangements in place to meet the needs of disabled pupils.</p>
<p>How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>The academy evaluates its own effectiveness, and this is monitored through a variety of processes including:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their targets each term • Quality assurance processes that include lesson observations, looking at books and talking to the pupils. • Reviewing the impact of interventions after a predetermined number of weeks • Monitoring by the SENCO • Using assessment trackers to measure progress. • Holding annual reviews for pupils with SEND or EHCPs. <p>The Principal reports on all aspects of the academy to the governors (TIEB). The governance conduct visits to review the provision on site. The academy's effectiveness in the annual review process for EHC plans and SEND plans are monitored by the SENCO and the tutors.</p>
<p>How will the academy resources be secured for my child?</p>	<p>We ensure that all learners with Special Educational Needs have their needs met to the best of the academy's ability with the funds available. The providers have staff who provide support in the learning and pastoral areas. The nature of the settings allows the staff to pupil ratio to be small. Leaders are strategic in how we approach support and work with the providers to ensure the appropriate</p>

	<p>resources, equipment and support is in place for the pupils. We focus on the needs of our pupils with an EHCP to ensure we can best meet the statutory requirements. Following the waves of support makes us more efficient in allocating our resources to match children’s needs. We also ensure that all staff are trained in certain areas of need so that the level of support provided at wave 1 meets the pupils needs.</p>
<p>How do you support children and young people who move between phases of education?</p>	<p>The academy recognises that transitions can be difficult for pupils with SEND and their families and so take steps to ensure any transition is as smooth as possible.</p> <p>If your child is moving to another setting/alternative provision</p> <ul style="list-style-type: none"> • We will contact the school’s SENCO/SEN link and ensure they know about any special arrangements and support that needs to be made for your child • All records about your child are passed on as soon as possible. <p>When moving classes</p> <ul style="list-style-type: none"> • Information will be passed on to the new teachers. All relevant information will be shared. • Access arrangements for examinations are organised jointly by the SENCO and Examinations Officer, Mr Sisson. Pupils must always have a history of need and any special arrangements must reflect the pupil’s normal way of working. The document ‘Access Arrangements and Reasonable Adjustment- General and Vocational Qualifications’ (JCQ), sets out procedure and guidelines for applying for special arrangements. Not all pupils with SEND will qualify for access arrangements. We will work with the alternative providers and the pupils to ensure exams and assessments are completed in the appropriate setting to meet the pupils needs. <p>All pupils receive careers guidance sessions which are built into the curriculum time with more focused advice in KS4. This will involve:</p> <ul style="list-style-type: none"> • Work with Futures to offer 1:1 independent advice sessions, from a qualified Careers Advisor • Mock interviews • Careers events from external providers • Work experience opportunities • Support with drafting CVs • Support with application forms for post-16 provisions • Support with visiting post-16 provisions
<p>How do you help children and young people prepare for adulthood?</p>	<p>Here at Unity Academy, we help prepare children and young people for adulthood by educating them on real world skills taught through PSHE, cooking, ICT, and social skills.</p> <p>Pupils also could try out work related learning such as music production.</p>

	<p>Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training, and work for people of all ages, https://nationalcareers.service.gov.uk/.</p> <p>Parents may also wish to examine options identified in the local offer, published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.</p> <p>Where a pupil has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living, and participation in society.</p>
<p>How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?</p>	<p>We provide a wide range of curriculum experiences and opportunities for all pupil’s to participate in such as Hockey, DJ skills, Boxing, and community projects. No pupil is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>All staff running trips must complete risk assessments including specific details of how to support learners with SEND. All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care Plan will be supported to ensure access and participation and appropriate reasonable adjustments made. All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance. Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.</p>
<p>How do you support the well-being of children and young people?</p>	<p>We have many strategies and interventions embedded within our everyday practice to assist pupils to become aware of how they are feeling and how their choices impact on the emotional well-being of others. We have trained Thrive practitioners who can provide advice and support when required.</p> <p>The Taskforce team includes a qualified counsellor for one-to-one support. Providers receive an emotional development baseline on entry to plan appropriate interventions.</p> <p>The school Nurse is available for drop-in sessions, or we can refer the pupil directly.</p> <p>The Trust delivers Mental Health First Aid Training (MHFA England) to provisions and to the Unity Staff to ensure they have the skills to support the pupils with mental health difficulties.</p>

<p>How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?</p>	<p>At Unity Academy when a pupil continues to make less than expected progress, despite support and interventions that are matched to their area of need, we will consider involving specialists or external agencies. Whenever we think specialists should be involved, we seek parents' permission first. Following a meeting or an assessment with a specialist we will share what was discussed and/or agreed with the parents and teachers of the pupil. If we feel a pupil needs more specialist help, we can work with the agencies such as:</p> <ul style="list-style-type: none"> • Mental Health Support Team (Nottingham) • Education Psychologist • Taskforce • Learning Support Team • The Autism Team – Nottingham • Speech & Language Therapist • Youth Offending Support • CGL • Counselling – Base One (Nottingham)
<p>What support is in place for looked-after and previously looked-after children with SEN?</p>	<p>Pupils who are looked after (LAC) are regularly monitored via a pupil education meetings (PEP). This meeting occurs once a term and includes the designated teacher, social worker, care home, tutor and the pupil. The meetings are a review of current attainment, attendance, pupils' view, carers view and next steps in terms of education. PEP meetings have an allocated budget that can be used to fund resources and services that engage the pupil with learning and support progress.</p> <p>The designated LAC teacher is Michele Picker</p>
<p>What should I do if I have a complaint about my child's SEN support?</p>	<p>Parents and carers are contacted on a frequent basis by the provider and/or the Unity SENCO to inform them of their progress. If you were to have a query or question regarding the provision offered to your child with SEND, in the first instance, we would encourage you to contact the alternative provision directly. Should you wish to discuss your concerns further, you could contact the SENCO at Unity Academy or one of the Senior Leadership Team (SLT). If you are still not satisfied with how your concern has been dealt with then our Principal will investigate.</p> <p>If you have concerns about your child that have not being addressed by the SENCO, you should contact the Principal in line with our complaints policy. A copy of the policy can be found on the academy website.</p>
<p>What support is available for families?</p>	<p>We support our pupil's families by offering drop-in coffee morning sessions once a term. These sessions are supported by Educational Psychologists, Behaviour specialists, Speech and Language Therapists and Thrive Practitioners. The sessions focus on various topics including wellbeing, communication and supporting reading at home.</p> <p>You can also access the available support on offer for SEND via the Local Offer for Nottingham City</p>

Appendix 2: Graduated Approach



Appendix 3: Whole-Academy Provision Map

Category of need	Wave 1: Universal Offer (Quality First Teaching)	Wave 2: Targeted intervention offer	Wave 3: Specialist (External) intervention offer
Social, Emotional, Mental Health and Behavioural	<p>Wave 1 SEMH provision aims to create a nurturing and inclusive school environment that supports the emotional well-being of all students, reducing the likelihood of more significant challenges arising in the future.</p> <ul style="list-style-type: none"> • Inclusive environment • Small classes with a high staff ratio • High quality teaching • Positive behaviour support • Access to support staff • Regular check-ins • Positive classroom environment • Peer support • Effective communication • Access to resources • Promoting resilience • Regular review and evaluation • SEMH Profiling • Pen Pictures • Pupil Logs • Family involvement and support • Sensory rooms and facilities 	<p>Wave 2 SEMH provision aims to provide a more targeted and intense support to pupils with specific SEMH needs, addressing their challenges and helping them develop the skills and strategies necessary for academic and emotional success.</p> <ul style="list-style-type: none"> • SEMH Profiling + • Personalised SEMH plans • Pupil on a page • Small group interventions • Regular progress monitoring • Personalised strategies • Regular reviews of targets 	<p>Wave 3 SEMH provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique needs of pupils with severe SEMH challenges and ensure their safety, well-being and progress.</p> <ul style="list-style-type: none"> • Specialist assessment and referral • Access to external specialists • Intensive 1:1 support or small group work support • Multi-Agency collaboration • Transition planning. • Regular progress monitoring • AP Taskforce (C) • Behaviour Specialist Sessions • Regular review of targets

<p>Cognition and learning</p>	<p>Wave 1 Cognition and Learning provision aims to create an inclusive and support environment where high-quality teaching practices benefit all pupils, regardless of their learning profiles or abilities. Here are key elements to expect in Wave 1:</p> <ul style="list-style-type: none"> • Inclusive classroom environment • High-quality teaching • Adapted curriculum. • Small classes with a high staff ratio • Dyslexia screening • Identification and assessment 	<p>Wave 2 Cognition and Learning provision aims to provide targeted support to pupils with specific learning difficulties, helping them build foundational skills and achieve academic success. Here are key elements to expect in Wave 2:</p> <ul style="list-style-type: none"> • TA allocation. • Academic intervention groups • Adapted resources. • Adapted curriculum. • 	<p>Wave 3 Cognition and Learning provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique needs of pupils with severe learning difficulties and ensure their progress and development. Here are key elements to expect in Wave 3:</p> <ul style="list-style-type: none"> • Specialist assessment and referral • Collaboration with external specialists
	<ul style="list-style-type: none"> • Varied instructional strategies, including visual and auditory strategies to cater to diverse learning preferences. • Quality feedback • Regular assessment and monitoring • Accessible learning resources • Collaborative planning • Parental engagement • Professional development • Regular review and adaptation • Regular team meetings 	<ul style="list-style-type: none"> • Additional instructional time • Progress meetings • Collaboration with parents • Regular review meetings • Positive reinforcement strategies 	<ul style="list-style-type: none"> • Small-group interventions • Adapted curriculum. • Adapted materials • High staff-to-pupil ratios • Collaboration with parents and families • Regular review and progress monitoring • Transition planning. • Multi-Agency collaboration • Progress meetings

	<p>all pupils, regardless of their sensory or physical abilities.</p> <ul style="list-style-type: none"> • Inclusive classroom environment • High-quality teaching practices • Adaptive materials and technology • Accessible physical facilities • Regular assessment and monitoring • Adaptive seating • Family engagement • Regular review and adaption • Professional development 	<p>independence required to fully participate in the educational experience.</p> <ul style="list-style-type: none"> • Identification and assessment • Small-group interventions • Physical therapy services • Occupational therapy services • Sensory-friendly learning environment • Accessible physical facilities • Collaboration with parents and families • Regular progress meeting • Communication and mobility support • Positive behaviour support • Professional development for staff • Regular review meetings 	<p>unique and severe sensory and physical needs of pupils, with the goal of enhancing their independence and overall quality of life.</p> <ul style="list-style-type: none"> • Specialist assessment and referral • Collaboration with external specialists • Accessibility physical facilities • High staff-to-pupil ratios • Collaboration with parents and families • Regular progress monitoring • Transition planning • • •
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Speech, Language, Communication & Interaction	<p>Wave 1 for speech, language, communication and interaction provision aims to create an inclusive and supportive learning environment where high-quality teaching practices benefit all pupils, regardless of their communication abilities or needs. Here are key elements to expect in Wave 1:</p> <ul style="list-style-type: none"> • Inclusive classroom environment • High-quality teaching • Speech and language development • Visual and communication aids • Adapted instruction. • Positive communication environment • Supportive classroom strategies • Regular assessment and monitoring • Teacher collaboration • Parental engagement • Professional development • Regular review and adaptation 	<p>Wave 2 speech, language, communication and interaction provision aims to provide targeted support for pupils with specific communication difficulties, helping them improve their communication skills and participate more fully in classroom and social interactions.</p> <ul style="list-style-type: none"> • Identification and assessment • Small group interventions • Speech and language therapy • Social communication interventions • Visual support for communication • Regular progress monitoring • Collaboration with parents and families • Specialist training for staff • Regular review meetings • Communication and Interaction TA 	<p>Wave 3 speech, language, communication and interaction provision is designed for the most complex and high-level of need cases, providing highly specialised support to address the unique and severe speech, language, communication and interaction needs of pupils, with the goal of helping them develop effective communication skills and engage fully in their educational experience.</p> <ul style="list-style-type: none"> • Specialist assessment and referral • Collaboration with external specialists and agencies • Intensive and regular speech and language therapy • Regular progress monitoring • Collaboration with parents and families • Professional development for staff • High staff-to-pupil ratios
Sensory & Physical	<p>Wave 1 sensory and physical needs provision aims to create an inclusive and supportive learning environment where high-quality teaching practices and accessible facilities benefit</p>	<p>Wave 2 sensory and physical needs provision aims to provide targeted support to pupils with specific sensory and physical needs, helping them develop the skills and</p>	<ul style="list-style-type: none"> • Wave 3 sensory and physical needs provision is reserved for the most complex and challenging cases, providing highly specialised support to address the

	<p>all pupils, regardless of their sensory or physical abilities.</p> <ul style="list-style-type: none"> • Inclusive classroom environment • High-quality teaching practices • Adaptive materials and technology • Accessible physical facilities • Regular assessment and monitoring • Adaptive seating • Family engagement • Regular review and adaption • Professional development 	<p>independence required to fully participate in the educational experience.</p> <ul style="list-style-type: none"> • Identification and assessment • Small-group interventions • Physical therapy services • Occupational therapy services • Sensory-friendly learning environment • Accessible physical facilities • Collaboration with parents and families • Regular progress meeting • Communication and mobility support • Positive behaviour support • Professional development for staff • Regular review meetings 	<p>unique and severe sensory and physical needs of pupils, with the goal of enhancing their independence and overall quality of life.</p> <ul style="list-style-type: none"> • Specialist assessment and referral • Collaboration with external specialists • Accessibility physical facilities • High staff-to-pupil ratios • Collaboration with parents and families • Regular progress monitoring • Transition planning • • •
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