



Northumberland Church of England Academy Trust NCEA Duke's Secondary School

Special Educational Needs and Disability Policy

Policy Preface

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

As a Church of England Academy Trust, we aim to build communities 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 Trust.

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

Version	1.4
Current Date Approved	September 2026
Approved By	Duke's LGB
Date of next review	September 2027
Policy Owner	SENDCO
Statutory Requirement	Yes
Linked to	• SEND Information Report (updated annually) • Equality Policy & Objectives • Accessibility Policy • Admissions Policy • Behaviour for Learning Policy • Health and Safety Policy • Looked After Children Policy • Complaints Policy • Safeguarding Policy Supporting Students with Medical Conditions

Document History		
Version	Date of Review	Summary of key changes
1	October 2021	Rewrite
1.1	Jul 2024	Date changes and new Policy Banner Pg 3 – 1.3, Pg 4 – 4.2, Pg 5 - 4.11 changes to wording
1.3	Sep 2025	Page 2: Replace Assess/plan/do/review cycle
1.4	Sep 2026	Formatting

Special Educational Needs and Disability Policy

Glossary of Terms used

EHCP	Education, Health and Care Plan
LUCID EXACT	A Dyslexia Assessment tool
NGRT	New Group Reading Test, a tool to measure reading age
SEND	Special Educational Needs and Disability
SEND	Special Educational Needs and Disability Coordinator
SMART	Smart, measurable, achievable and realistic targets
LSA	Learning Support Assistant

Aims

- 1.1 Duke's Secondary School aims to embrace the needs of all students and has a whole school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students by responding to their diverse learning needs. We have high expectations of all our students and staff and we believe that it is the entitlement of all to have the opportunity to achieve their full potential.
- 1.2 Duke's Secondary School shall ensure that:
 - the special educational needs of students will be addressed and students will not be labelled or disadvantaged by any policy or procedure operated within the Trust;



- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- It has a Special Educational Needs and Disability Coordinator (SENDCO). The SENDCO will maintain and regularly review the SEN record held in respect of an individual student and coordinate support. However, it will be the responsibility of all staff to support individual students, to implement strategies suggested by the SENDCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEND engage in the activities of the school alongside students who do not have SEND

1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015, with consideration being made to recommended changes as and when these occur

2 Definitions

2.1 Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A child or young person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

3 Roles & Responsibilities

3.1 The implementation of this policy will be monitored by the Trustees and remain under constant review by the Principal.

- The Trust will appoint a governor with responsibility for SEND. The SEND Governor will raise SEND issues at governing board meetings; monitor the quality and effectiveness of SEND provision within the school and work with designated senior leaders to develop the SEND policy and provision.

- The Principal will work with the Director of SEND, SENDCO's and SEND Governor to develop the SEND policy and provision within the school. The Principal has overall responsibility for the provision and progress of learners with SEND.
- The Director of SEND and SENDCO's will coordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Subject teachers are responsible for the progress and development of every student in their class and will work with the SENDCO and LSAs to ensure the internal graduated response is reviewed at panel meetings which take place regularly ensuring this is appropriately implemented to support any student with SEND.

3.2 The school will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parents of SEND students will be able to discuss the needs of their child with their child's tutor, Head of Year or the SENDCO.

4 Identification & Assessment of SEND

4.1 Information about previous special educational needs will usually accompany students upon entry to the school and this will be used by the SENDCO to make sure appropriate provision is continued.

4.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools, in the summer term, before students start at the school. If necessary, a strategy sheet will be drawn up for each student with SEN.

4.3 On entry to Duke's, all students are assessed and the data from these tests is then analysed by the SENDCO and Subject Lead to identify any potential areas of need. Students may then be added to the SEND Register in line with the Code of Practice guidance for SEN. If on entry to the school a student is on the SEND register and it is felt they no longer need to be on, then they may be removed from the SEND register. Parents will be informed of this decision, if it is taken.

4.4 The assessments that may be taken by students upon entry include: NGRT & Cognitive Ability Tests (CATs).

4.5 Ongoing identification of need is also completed alongside the termly academic reports as data is collected and analysed in all subject areas by Subject leads. Any student not making the required progress will be given additional support. If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student, setting clear targets

and providing greater differentiation. If the situation improves, then no further action is needed. If there is no improvement School will follow its graduated approach which is embedded to support students needs at all stages

- 4.6 If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the Head of Year who if appropriate will raise the concern with the SENDCO, Investigations and appropriate assessments may take place (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress then internal support will be implemented in accordance with paragraphs above.
- 4.7 In all cases, where internal support is not effective in supporting the student, a referral to an appropriate external agency will be completed with the parents' permission and information and strategies for support shared with all staff.
- 4.8 If there are no concerns regarding the student's academic progress then the school will ensure appropriate adaptive teaching techniques are used in line with or school model and interventions are put in place if appropriate.
- 4.9 If appropriate contact details for professionals who are able to assess need will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.
- 4.10 All staff teaching students on the SEND Register will be made aware of their individual needs. Subject leads and the SEN team will support teachers when required to develop techniques to implement adaptive teaching methods and to ensure that appropriate resources are available as part of the school's Professional Development Programme.

5 **Reviewing**

- 5.1 All students are set academic targets. Data collated during the school reporting process is analysed and strategies are put in place to support those that are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable and Realistic Targets (SMART) set to ensure that progress is made. These are recorded using Student Learning Programmes and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENDCO may refer the student with parental permission to an appropriate external agency
- 5.2 If a student has an Educational Health Care Plan, an annual review is held in accordance with legal requirements.
- 5.3 If, as a result of appropriate progress, a discussion will be had with the parent/ carer before the student is removed from the SEN Register. The student will continue to be monitored through the school's structured reporting programme by the Subject Leads.