



MAGNUS
CHURCH OF ENGLAND
ACADEMY

SEN Policy and Information Report

Date policy last reviewed: March 2024

Date of next review: March 2025

Signed by:

Anna Martin: Principal Date: November 2025

Martin O'Connell : Chair of governors Date: November 2025

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

Core Values

Determination

Have the courage to work hard and keep going with a relentless drive to achieve excellence.

"Run in such a way that you may win" 1 Corinthians verse 24. Integrity

Have the strength of character to choose honesty and truth always and be accountable for our actions.

"We are taking pains to do what is right not only in the eyes of the Lord but also in the eyes of the man" 2 Corinthians 8 v21.

Ambition

Have the belief and drive to succeed, placing no limits on what can be achieved.

"I can do all things through Christ who strengthens me" Phillips 4 verse 13.

Humility

Recognise and respect the value of everyone and celebrate success together. *"Be completely humble and gentle; be patient, bearing with one another in love" Ephesians 4 verse 2.*

Compassion

Comfort those in need, support those in pain and offer grace to all in our community.

"Be like minded, be sympathetic, love one another, be compassionate and humble" 1 Peter 3 verse 8

Vision

Develop people of good character who achieve excellence and make a positive contribution to their communities.

Our mission is to ensure that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives
- all are included and work hard to fulfil their potential regardless of background or starting point
- student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework.

Students with SEN will experience an inclusive environment, learn alongside their peers in the classroom, working with qualified teachers.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is 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. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr M MacGregor

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual students with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Be the point of contact for external agencies, especially the local authority (LA) and its support services;
- 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;
- Ensure the school keeps the records of all students with SEN up to date.

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability. **4.4**

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision; Ensuring they follow this SEN policy.

4.5 Assistant SENCO

The Assistant SENCO is Miss A Mellers.

- Miss Mellers provides support to the SENCO by:
 - Acting as the first point of contact for parents with SEND enquiries;
 - Maintaining the diary;
 - Preparing draft documents for agencies.
 - Recording all correspondence.
 - Amending LSA support day to day.
 - Maintaining records.
 - Supervising the Hub provision.
 - Representing the SENCO at reviews and meetings.

4.6 Learning Support Assistants

- Provide keyworker support to identified students;
- Provide support in lessons;

- Supervise students during social times;
- Deliver interventions;
- Support students in afterschool provisions; Record and monitor student progress.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- 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.

5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;

- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a student will receive SEN support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents; • The student's own views;
- Assessments conducted within the SEN department; Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff, who work with the student, will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. This will include:

- Learning plans;
- Exam access arrangement information;
- Risk assessments;
- SEN files in paper and / or digital formats.

Please refer to the GDPR policy for additional guidance.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions matched to the student's needs:

- Learning plans to provide teachers with guidance;
- Small group intervention; • One to one intervention;
- Learning Support Assistants assist teachers in class when students are appropriately funded.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.;
- Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, etc.;
- The SENCo will make applications for examination Access Arrangements if students meet the JCQA criteria.

5.8 Additional support for learning

We assess each student individually and provide access to additional support if needed:

- Opportunities to meet Learning Support Assistants before school and during social times to discuss wellbeing;
- Learning Support Assistants in lessons if the student receives local authority funding;
- Access to the SEN Hub for support if a need is identified;
- Adaptations in line with an EHCP;
- Adaptations in line with an Individual Health Care Plan; Collaboration with the Local Authority and their agencies; Homework support in the library after school

We work with outside agencies / services to provide support for students with SEN. Including but not limited to:

- NHS;
- Nottinghamshire County Council; o Cognition and Learning Team o Communication and Interaction Team o Social Emotional Health
- Newark and Tuxford SEND Family;
- PDSS (Physical Disability Support Service);
- CAMHS (Child and Adolescent Mental Health Service);

- Social Care;
- HRET.

5.9 Expertise and training of staff

Our SENCO is experienced in this role and has worked in other authorities.

We have a team of Learning Support Assistants, who are trained to deliver SEN provision.

We also recruit trainee and / or Apprentice Learning Support Assistance as part of our commitment to learning.

Learning Support Assistants receive weekly training to ensure that they continue to develop their skills. Topics include:

- Using assessment to measure attainment and progress;
- Delivering interventions;
- Maximising Impact;
- Developing independence and resilience.

5.10 Securing equipment and facilities

- All students with SEND have access to Element 1 and 2 of the academy's budget which equates to £6,000. Some students with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Academies.
- For those with the most complex needs, additional funding is retained by the local authority. The SENCO will refer individual applications to a multiagency panel via the family SENCO, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.
- The decision to allocate additional academy resources is made by the SENCO based upon a number of factors regarding the student's progress and needs whether they are academic or social and emotional. A holistic approach is taken using a provision map and the student's entitlements to additional funding such as student premium. All students with SEND are encouraged to use inclusive technology that is in place in the academy to support where literacy levels are below expectations.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Evaluating the effectiveness of teaching and learning as outlined in our Teaching and Learning policy. This includes an explicit focus on Quality First teaching.
- Subject teachers review students' individual progress towards their academic goals each term;

- Most of our SEN students will have a review three times each academic year. Two of these reviews will be with a member of the SEN Team, the SENCo will be available at parents even if or the third review, some students will be reviewed more frequently;
- Assessing students at the start and end of any interventions, if possible;
- Using student questionnaires;
- Monitoring by the SENCO;
- Using provision maps to measure progress;
- Holding annual reviews for students with EHC plans;
- The use of examination data to benchmark performance.

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

The Vice Principal (with responsibility for inclusion) oversees the academy's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the academy.

The academy curriculum is regularly reviewed by the Vice Principal together with the SENCO to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The academy will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and the Newark SBAP.

The academy run a comprehensive range of programmes delivered on a flexible basis to support students, groups to aid social inclusion including extracurricular clubs which students with SEN are actively encouraged to attend. The academy works closely with the family SENCO who works in collaboration with all local academies including the specialist provision. All students are able to access all extra-curricular clubs. The demographics of these groups are monitored to ensure they are inclusive and accessible.

Examples of programmes include:

- Dyslexia Gold;
- Switch On Reading;
- Social Stories;
- Zones of regulation;
- Anxiety management; □
- Elklan Vocabulary; Lego Therapy; Social Music. □

Additional support available during the school day:

- A.M. Meet and greet;
- Quiet garden access;
- Special seating arrangements for Act of Worship;
- Homework support.

Support for students with a very high level of need:

- Access to the SEN Hub;
- Bespoke support to meet the objectives of an EHCP.

Our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

- All students are encouraged to go on our residential trip(s).
- All students are encouraged to take part in sports days, themed days, offsite activities.
- A risk assessment will be conducted when necessary to ensure students remain safe.

Admissions for students with SEND

- Please refer to the admissions policy for specific guidance.
- The academies accessibility plan is available on the school's web site o The plan outlines how the physical environment has improved over time to enable disabled students to take better advantage of the education.
 - o Improving the availability of accessible information to disabled students
- Students with an EHCP will need to apply through the local authority consultation process. We recommend visiting the school before naming us on a plan

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council;
- Students with SEN are also encouraged to be part of clubs to promote teamwork/building friendships;
- Students with SEN have access to a quiet garden during social times which is supervised by staff who provide support if needed;
- Students with SEN are encouraged to attend all social events including Family Dining and Active Worship;
- The SEN department offers social skill interventions;
- We have a zero-tolerance approach to bullying, as outlined in our Anti-Bullying Policy.

5.14 Working with other agencies

The academy works with a wide range of outside agencies to meet student's needs.

- When working with local authority agencies:

- The academy will follow their procedures to obtain agency support; ○ The academy will work with the local authority agencies to agree how to deliver recommended support strategies.
- When working with the NHS:
 - The academy will follow their procedures to obtain agency support; ○ The academy will work with the local authority agencies to agree how to deliver recommended support strategies.

5.15 Complaints about SEN provision

- If you are unhappy about SEN provision in our school, contact should be made to the SENCo in the first instance to see if these can be resolved.
- If the issue is not resolved, then the complaint can be addressed in line with our Complaints policy.

5.17 Contact details for raising concerns

Our first point of contact for new students and new concerns.

Miss A Mellers, Assistant SENCo: amellers@magnusacademy.co.uk

For established cases:

Mr M MacGregor, SENCo: mmacgregor@magnusacademy.co.uk

5.18 The local authority local offer

Our contribution to the local offer is outlined above.

Our local authority's local offer is published here:

<https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send> Educational Needs and Disabilities (SEND) | Nottinghamshire County Council

6. Monitoring arrangements

This policy and information report will be reviewed by Mr M MacGregor **every year**.

It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

- Accessibility plan
- Behaviour policy
- Supporting students with medical conditions policy.