

# SEND Policy

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Staff	Learners / Students / Adult Learners	Parents / Carers / Guardians	Contractors
✓	✓	✓	
Volunteers	Students on placement	Trustees / LGC / Members	Visitors
✓	✓	✓	
Agency Staff	Other	a	a
✓	✓		

<b>Published Locations</b>				
Trust Website	Academy Website	Aldridge Intranet	Student/Parent planners	On-request
	✓	✓		✓

**Consultation (Complete as appropriate in line with master policy document)**

With	Reason for Consultation	Final Consultation Date	Version No

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VI		24/07/2023	New SEND Policy Template		
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## Key Contact Personnel:

Principal	SENCo	Other staff with responsibility for SEND include
Mrs J Harty	Mrs E Thomas	

Nominated SEND Link Governor	Chair of Governors	Trust Safeguarding Link / Head of Inclusion	Academy Local Authority
Mrs E Taylor	Mr P Holden	Karen Foster	Blackburn with Darwen

## 1. Aims

Our SEND policy and information report aims to:

- Set out how our academy will support and make provision for learners with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

The policy sets out the Aldridge Education Trust vision and principles for learners and young people with special needs and disability (SEND).

Vision: Aldridge Academy Trust is committed to:

Identifying learners with special educational needs and disabilities – knowing who needs provision additional to and different from high quality teaching. Therefore, ensuring that we are providing “Aldridge Advantage” to all, and leaving no one behind

Understanding and communicating learners’ special needs – knowing the nature and extent of learners’ needs and the profile of need at our academies and sharing this with all staff

Making effective provision in class to ensure that “every moment matters” – teachers plan and deliver an adapted curriculum to meet the needs of those they teach

Making effective provision in specialist interventions – interventions target the right learners and accelerate their progress to ensure that the “Standard is excellence”

Developing teachers’ SEND skills, knowledge and understanding using the coaching model, demonstrating how to “Lead by example” – teaching staff are up-to-date and competent to plan and deliver curriculum adaptations for learners with SEND

Making effective provision for students with education, health and care plans (EHCPs) – evidencing clearly that “Our people matter”

Accountability for ensuring “every moment matters” – evaluation of provision to ensure it effectively meets the needs of the learners

## 2. Legislation and Guidance

The policy complies with all statutory requirements, including those relating to the legislation contained in:

- The Equality Act 2010
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014.
- The Trust follows the statutory guidance within the Special Educational Needs and Disability Code of Practice, 0 to 25 years (2014 revised 2015).
- The School Admission Code
- The Public Sector Equality Duty
- The Governance Handbook

This policy also complies with our funding agreement and articles of association.

Copies of the policy are available on request and are published on each academy website.

Admissions: The Trust supports the guidance as set out in the admissions arrangements for all Aldridge academies.

The Accessibility Policy and plan outlines how the Trust will consider any issues which may be barriers to learners’ participation in academy life.

### 3. Definitions

#### Special Educational Needs and Disability (SEND)

A child, young person or adult has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

Learners have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most others of the same age, or
- have a disability which prevents or hinders the learner from making use of educational facilities of a kind generally provided for learners of the same age in mainstream academies or mainstream post-16 institutions
- are under five and fall within the definition of two preceding bullet points above or are likely to do so when of compulsory school age if special educational provision was not made for the learner.

There are other areas which may impact on children's progress and attainment, but are not considered as SEND. For example;

- Poor attendance and punctuality
- Poor physical or mental health and welfare
- Medical conditions such as diabetes, allergies or asthma
- English as an Additional Language (EAL)
- Being in receipt of learner premium
- Being a looked after child / Post looked after child
- Being a child of serving officer
- Behavioural difficulties

#### Special Educational Provision

Educational or training provision that is additional to and / or different from, that made generally for other learners or young people of the same age by mainstream schools.

#### SEND Coordinator (SENCO)

This is a member of the leadership team at the academy who has responsibility for coordinating SEND provision.

### 4. Roles and Responsibilities

#### The Trustees

- Ensure that a SEND Link Trustee has been appointed who will lead on the boards monitoring of support for learners with SEND. Ensure that the Link Trustee works closely with the CEO /CAO to ensure SEND provision is meeting the needs in all settings  
Ensure that the Trust's policies and strategies include specific provisions for students with SEND.  
Ensure that the Trust and its settings comply with all relevant legislation and regulations concerning SEND provision  
Monitor the performance and progress of the academies effectiveness in providing SEND support which meets the needs of all learners

#### The CEO

- Will ensure that all the academies make the necessary special educational provision for learners with SEND  
Will ensure that all settings have a SENCo in post with the appropriate qualifications or working towards them.

#### The CAO

- Ensure academies provide provision that allows every learner with SEND to get the support they need
- Ensure all settings provide access to a broad and balanced curriculum in line with Quality First Teaching expectations



## The SENCO

- Will oversee the day-to-day operation of the Academy's SEND policy.
- Coordinating the provision for learners with SEND.
- Liaising with the relevant designated teacher where a looked after learner has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the settings delegated budget and other resources to meet learners' needs effectively.
- Liaising with parents/carers of learners with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority.
- Liaising with potential next providers of education to ensure a learner and their parents are informed about options and a smooth transition is planned.
- Working with the Principal and Local Governing Committee to ensure that the Academy meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensuring that the Academy keeps the records of all learners with SEND up to date.
- Make sure that learners with SEND engage in the activities of the school alongside learners who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Have a clear approach to identifying and responding to SEND
- Ensure annual reviews of EHCP's take place in line with agreed timescales
- Record accurately and keep up to date the provision made for learners with SEND
- Determine their approach to using their resources to support the progress of learners with SEND

## The SEND member of the Local Governing Committee (SEND Link Governor)

- Will help to raise awareness of SEND issues at governing committee meetings.
- Will ask challenging questions about the academy's SEN provision and strategies
- Will meet with the SENCO termly to monitor the progress of learners with SEN and update the Local Governing Committee on this
- Support the work of the Principal and SENCO in determining the strategic development of the SEND provision in the Academy.
- Reviewing the SEN offer to monitor effectiveness

## The Academy Principal

- Will work with the SENCO and Trust Head of Inclusion to determine the strategic development of the SEND policy and provision in the setting.
- Will work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision and progress of learners with SEND within the setting.
- Ensure that the current SEND Report and policy are available on the Academy's website. Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Provide access to a broad and balanced curriculum
- Ensure the provision for all SEND learners is accurate and meet their needs
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school that is either qualified to the National Education Award for Special Education or is working towards gaining the qualification within 3 years of appointment.
- Ensure the key responsibilities of the SENCO role is set out or specified within the job description, and monitor the effectiveness of how these are carried out

- Allocate sufficient resources to support the progress of learners with SEND

### The Trust Head of Inclusion

- Will provide advice and support to the SENCOs and Principals on all matters of SEND.
- Monitor the quality and effectiveness of SEND provision within each academy and update the relevant Principal, Chief Academic Officer and Chief Executive Officer on this regularly.
- Help to review the Academy's policy and provision for learners with SEND, together with the Board of Trustees.

### The Local Governing Committee

- Have SEND as an area for focus visits.
- Ensure SEND Link Governor is identified
- Ensure the setting has a qualified SENCO as outlined in the SEN Code of Practice
- Review records of visits provided by the SEND Link Governor.
- Review SEN register for compliance annually

### The Class Teacher

- Will be responsible for the progress and development of every learner in their class
- Will work 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
- Will be responsible for understanding the needs of each child they teach and seek advice as needed from the SENCO
- Implement strategies and provision outlined within the child / young person's personal education plan
- Will work with the SENCO to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.
- Follow the settings referral process where SEND concerns have been identified

### Parents or Carers

Parents or carers should inform the academy if they have any concerns about their child's progress or development.

Parents or carers of a learner on the SEND register will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the learner's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner
- Given an annual report on the learner's progress

The academy will take into account the views of the parent or carer in any decisions made about the learner.

### Learners

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the learner:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The learner's views will be taken into account in making decisions that affect them, whenever possible

## 5. SEND Information Report

### SEND provided for

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

#### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have diagnosed disorders such as attachment disorder.

#### Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## 6. Identifying learners with SEND and assessing their needs

We will assess each learner'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 learners 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 learner is recorded as having SEND. 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 learner 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.

### Screening tests and Formal Assessment

Screening tests may be carried out. We recognise that such screenings / assessments should not be regarded as a single event, but as a continuing process. If the outcome of a test or any other circumstances gives us reason to think that a learner may have a special educational need, we will report and consult with parents/carers as necessary and make recommendations. If the test results indicate that a learner may have a special educational need should be assessed without delay, and parents or carers should be asked to agree to the learner being formally assessed by an Educational Psychologist, a Speech and Language Therapist, or another identified specialist.

## 7. Consulting and involving learners and parents/carers

### Communication with parents and carers

Parents and carers, and learners will be consulted on all matters relating to the learner's SEND provision. Parents and carers are also encouraged to participate as fully as possible in supporting their learner's learning needs and request additional meetings with relevant staff to make this possible.

When identifying whether they need special educational provision, an early discussion with the learner and their parent or carer will take place. These conversations will ensure that:

- everyone develops a good understanding of the learner's areas of strength and difficulty
- parents' and carers', and learners' views are considered
- everyone understands the agreed outcomes sought for the learner
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the learner's record, and copies given to their parent/carer. Parents and carers will be formally notified by the Academy when it is decided that a learner will receive SEND support.

### Communication with teachers

We will ensure that teachers are given any necessary information about a learner's learning difficulties/SEND and that teaching practices are appropriate.

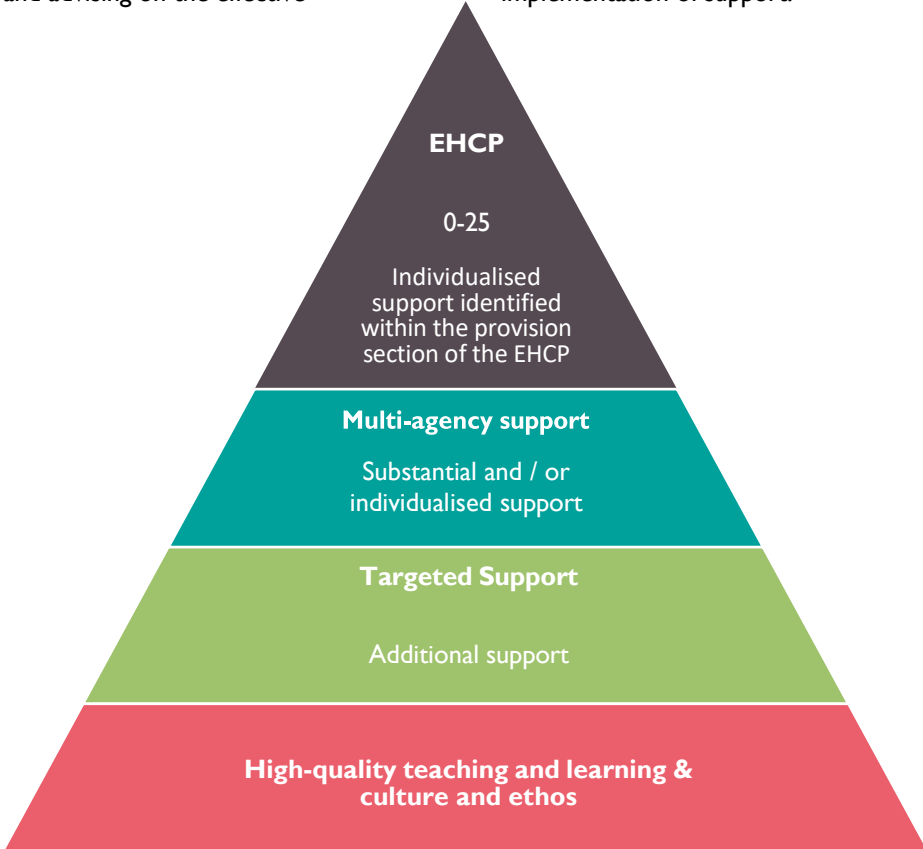
## 8. Provision

If a learner is known to have SEND when they arrive at the Academy the Principal, SENCo, literacy and numeracy coordinators, departmental and pastoral colleagues should:

- Use information from the learner's previous school to provide starting points for the development of an appropriate curriculum for the student.
- Identify and focus attention on the learner's skills and highlight areas for early action to support the learner within the class.
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the learner's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the learner's learning.
- Ensure that appropriate informal opportunities for the learner to show what they know, understand, and can do, are maximised through the pastoral programme.
- Involve the learner in planning and agreeing targets to meet their needs.

## 9. Involve parents and carers in developing and implementing a joint learning approach at home and in school. Assessing and Reviewing Learners progress towards outcomes

The Code recommends a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes. The Academy's approach is explained in the diagram (Fig. 1) and table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach. Teachers are responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff.

<b>Fig. 1: Academy's graduated approach to supporting learners with SEND Stage of provision</b>	<b>Action involved</b>
<b>Assess</b>	In identifying a learner as needing SEND support, the class or subject teacher, working with the SENCO, should carry out a clear analysis of the learner's needs.
<b>Plan</b>	<p>The teacher and SENCO should agree in consultation with the parent and the learner the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review.</p> <p>Individual Education Plans or Learner Passports (as described and managed by individual academies) will be put in place and a clear date for review agreed.</p>
<b>Do</b>	<p>The class or subject teacher will remain responsible for working with the learner. The SENCO will support the main class or subject teacher in the further assessment of the learner's particular strengths and difficulties, in problem solving and advising on the effective implementation of support.</p>  <p>The diagram is a pyramid divided into four horizontal sections. The top section is dark grey and labeled 'EHCP' with '0-25' below it, and 'Individualised support identified within the provision section of the EHCP' in the center. The second section is teal and labeled 'Multi-agency support' with 'Substantial and / or individualised support' below it. The third section is light green and labeled 'Targeted Support' with 'Additional support' below it. The bottom section is red and labeled 'High-quality teaching and learning &amp; culture and ethos'.</p>

Stage of provision	Action involved
<b>Review</b>	<p>The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed in line with the agreed date.</p> <p>The impact and quality of the support and interventions will be evaluated, along with the views of the learner and their parents.</p> <p>The support will be revised in light of the learner's progress and development in consultation with the learner and parents.</p>
<b>Involving specialists</b>	<p>Where a learner continues to make less than expected progress, despite evidence-based support and interventions, the Academy will consider involving specialists after discussing the matter with the learner's parents.</p> <p>If no progress is being made, a request for an Education, Health and Care Needs assessment can be made to the Local Authority by the Principal/parents/ services such as Educational Psychologist/Speech and Language Therapy/Occupational Therapy.</p> <p>LA meets and reviews advice and reports from professionals. EHC assessments will apply to very few learners.</p>
<b>Education, Health and Care Plans (EHCPs)</b>	<p>LA issues EHCPs based on evidence provided by above agencies.</p> <p>Individual Education Plans and reviews of IEPs. Annual review of the EHCP.</p>

## 10. Education Health and Care Assessments and Education Health Care Plans (EHCPs)

### Education Health and Care Assessments (assessment)

The Academy (as well as the parents) can ask the Local Authority to arrange an assessment of the learner. The academy will always consult with parents before exercising this right. If the LA refuses to make an assessment, the parents (but not the Academy) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

### Provision under the Education Health Care Plan

Where a prospective learner has an EHCP, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHCP can be delivered by the Academy. We will cooperate with the LA to ensure that annual reviews of EHCP are carried out as required.

## 11. Record keeping

If the parents and the Academy decide that a learner should receive additional support, apply for an assessment or an Education Health and Care Plan, the Academy will work with the parents and other agencies as appropriate to employ strategies to assist progress.

Academies are required to keep clear records of a learner's SEND, the provision put in place for them and the difference that support will make. This record will include:

- The short-term targets set for or by the learner
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes

Progress will be reviewed at least termly with the class teacher and parents, with support from the SENCo. Where a learner is receiving SEND support, the Academy will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the learner, and the Academy.

The SENCo has responsibility for ensuring that records are properly kept and available as needed.

## 12. SEND register

Learners should be added to the SEND register if they require provision that is **additional to** and **different from** that which is offered to all learners in order to reach the expected standard, because they have SEN or a disability.

This might include learners who:

Have an [EHC](#) plan

Receive internal interventions

Work with an external specialist

Receive 1-to-1 support

The SEND register should be reviewed termly and it should be a dynamic document, which is updated whenever there are changes to a learner's circumstances or a new learner joins the academy. Academies need to inform parents or carers as to why their child is being added to the register, and how this information will be used.

Some learners are likely to stay on the register for the duration of their time at the academy, however, if the interventions that were put in place for a learner have been successful, and the learner is now progressing in line with age-appropriate expectations, they should be removed from the SEND register.

Before you decide to remove a learner from the register, academies should ensure that have evidence to show that the issues that resulted in this learner being added to the SEN register been addressed and that they will now be able to achieve their identified outcomes through 'quality first teaching' alone.

### **13. Supporting learners moving between phases and preparing for adulthood**

Where a learner is moving to another school we will share information with the school the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

Transition forms an important part of SEND provision, particularly when learners move to secondary schools. In preparation for this, the SENCo will meet with the SENCo of the receiving school(s) and share information relating to the learners presenting needs, intervention, involvement with external agencies and any other relevant information. All learners are invited to transition days at their new school and for those with SEND, additional visits/sessions are put in place to make the transition as smooth as possible. Where learners have an EHCP, an annual review is held in the Summer term of their time in Year 5 and LA representation is invited to discuss the most appropriate setting to meet the learner's needs. Once a secondary placement has been confirmed by the LA, the SENDCo will hold another annual review and invite the SENCo of the receiving school to attend alongside external agencies with ongoing involvement. Alongside this, transition works takes place within the Summer term of Y6 to prepare pupils for their move to secondary school and additional work carried out for those with SEND as needed. We also use resources and input from Kooth and the Mental Health Support Team to provide thorough transitional support.

### **14. Our approach to teaching learners with SEND**

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

Learners with SEND are included within all activities/experiences within school, with adaptations and adjustments being made on an individual basis and with input from external agencies where required. Within day-to-day classroom practice, SEND learners will be provided with resources, adaptations, support as is required to allow them the best opportunities for success and progress.

Below is a list of possible interventions which may be put in place:

- Pre-teaching vocabulary
- 1:1 reading support
- Precision Phonics
- Fine Motor development
- Gross Motor development
- Social interactions
- Speech and Language support
- Personalised SALT programmes
- IDL sessions
- Precision teaching

(this list is not exhaustive)

### **15. Adaptations to the curriculum and learning environment**

Our learning environments and curriculum are created so as to be accessible to all. As referenced in our accessibility policy, we will continue to work alongside pupils, families, medical professionals and specialist



staff to ensure all pupils have equal access to learning.

Within day-to-day provision we make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Setting small step targets to ensure access for all
- Using recommended aids, such as laptops, visual timetables, larger font, visual prompts etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 16. Additional support for learning

We are committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessments will provide information about areas where a child is not progressing well. These observations may be supported by formal assessments such as Baseline Assessment or termly data analysis. Teachers will then consult the SENCo to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and adaptation. If subsequent intervention does not lead to expected progress then the teacher will consult the SENCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated, delivered and reviewed by the class teacher whilst the SENCo oversees the graduated response holistically. Where external agencies are involved, the SENCo will be responsible for liaising with those agencies. The SENCo will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCo will update all records of provision and the impact of that provision. The teacher will maintain the personalised plans and keep them updated. The SENCo will also closely monitor the provision and progress for SEND pupils.

**ASSESS** - The teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, they identify the child's current attainment, achievements and learning profile. This may involve advice to the teacher from the SENCo or external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** - Pupils and parents will be involved in the planning process as much as possible. Person centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term.

**DO** - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW** - The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

We work alongside and draw upon the advice of the following agencies to provide support for learners with SEND:

- Educational Psychologist
- Speech and Language Therapist (SALT)
- Occupational Therapist
- Physiotherapist
- Community Paediatrics
- School Nursing team
- Advisory Teachers
- BwD SEND Support Service – SEND SS
- BwD Early Years Team
- Mental Health Support Team – MHST

This list is not exhaustive.

## 17. Expertise and training of staff

Training and development are continuously developing with the knowledge of staff members being impacted through:

- Contact with LA SEND advisory teachers
- Working alongside Educational Psychologists
- In-house training during staff meeting/inset time
- Specific training based on identified needs – whole school, cohort dependent and on an individual basis
- The use of the school's coaching model
- Termly SEND meetings between class teacher and SENDCO

Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teaching Assistant time and resources are allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

## 18. Securing equipment and facilities

Where additional and/or specialist equipment is needed within school, we will liaise with members of the LA including the SEND Support Team's advisory teachers, Occupational Health representatives, Portage and all other agencies involved in a child's care to ensure the most appropriate facilities are available and maintain appropriately.

## 19. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for learners with SEND by:

- Reviewing learners' individual progress towards their goals each term
- Reviewing the impact of interventions after a specified period of time (intervention dependent)
- Using pupil voice questionnaires
- Monitoring by the SENCo
- External audits – as determined by the academy and/or Trust
- Analysing assessment data to monitor progress
- Employing a holistic view of SEND learning and acknowledging that progress for some learners with SEND may not be seen through data analysis
- Holding annual reviews for learners with EHC plans
- Regular monitoring by the Local Governing Committee, Senior Leadership Team and Officers of the Trust.
- Ensuring that all learners have appropriate access and support if necessary to external assessments / examinations

## 20. Enabling learners with SEND to engage in activities available to those in the setting who do not have SEND

- All our extra-curricular activities and academy visits are available to all our learners, including our breakfast and after-school clubs.
- All learners are encouraged to go on our residential trip at the end of KS2 with clear communication to parents that support, adaptations and adjustments will be made in order to meet need whilst ensuring equality of opportunity
- All learners are encouraged to take part in school events such as Christmas/end of year performances, visits, sports day etc. No learner is ever excluded from taking part in these activities because of their special educational need or disability.

The school complies fully with the statutory requirements of the Children and Families Act 2014. The school will use induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, we will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible and act accordingly.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

For additional information about admissions please see our admissions policy and for information regarding accessibility within school, please refer to our accessibility policy. Both documents can be found on our website – [Sudell Primary School](#).

## 21. Support for improving emotional and social development

Pupils have access to nurture sessions, which can take many different forms, in order to support emotional and social development. These sessions are run by a trained ELSA (Emotional Literacy Support Assistant) who has completed training for the role alongside Educational Psychologists and who has follow up training 3 times a year to ensure the most up to date practices, policies and information is shared.

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

- Strong relationships with trusted adults who can support, model and explain social interactions which can be overwhelming for some learners
- Advice and guidance from specialist staff
- Emotional regulation displays and resources in all classroom to encourage learners to be aware of their emotional development and learn successful strategies for dealing with challenging situations.
- Inclusion of emotional and social development, specifically within our PSHE curriculum, but also through topics covered in our wider whole school curriculum.

We have a zero-tolerance approach to bullying.

## 22. Welfare and examinations

### Welfare and safeguarding needs

The setting recognises that learners with Special Educational Needs or learning difficulties may be at risk of being bullied and benefit from extra support to keep them safe. The setting has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. Safeguarding staff are aware of how to identify any additional risks for learners with SEND.

Learners with SEND are more vulnerable. Particularly those with communication and interaction needs.

Adults who work with learners with SEND should be aware of the additional needs they may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. Some learners may be vulnerable because they:

- have additional communication needs
- adults may believe that their behaviour is linked to the special educational need
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

## Examinations

Learners who have been diagnosed with a learning difficulty/SEND may be eligible to apply for Access Arrangements to complete internal examinations and public examinations. Parents are asked to liaise with your learner's class teacher or the SENCo in good time with respect to this. All staff within the setting will liaise with the examinations officer and SENCo to ensure these arrangements are upheld.

## 23. Working with other agencies

We work closely with many external agencies to support SEND learners and their families so that the best possible outcomes can be achieved. This includes referrals to paediatricians, school nursing team, children's social care, advisory teachers, being involved in CAF, CIN and CP support and ensuring that information is shared, as required, in a safe and secure manner. Meetings are attended by members of staff who are actively involved with the learner and, where appropriate, multiple members of staff can be in attendance to ensure all information is shared for joined up thinking by those in attendance.

## 24. Complaints about SEND provision

We need to know immediately if your learner's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally, but parents who have a complaint about SEND provision should refer to the Academy's complaints procedure. Complaints about SEND provision in our academy should be made to the class teacher in the first instance.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 25. Contact details of support services for parents of learners with SEND

Within Blackburn with Darwen, SENDIASS is a support and advice service available to parents. They can provide advice, support and signposting for questions relating to SEND learners.

### [SENDIASS](#)

National charities that offer information and support to families of children with SEND are:

### [IPSEA](#)

[SEND family support](#)

### [NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

[I Can Charity](#)

## 26. Contact details for raising concerns

SENCo – Mrs E Thomas – [office@sudell.blackburn.sch.uk](mailto:office@sudell.blackburn.sch.uk)

Principal – Mrs J Harty

## **27. The local authority local offer**

Our contribution to the local offer is: [Sudell Primary School Local Offer](#)

Our local authority's local offer is published here: [BwD Local Offer](#)

## **28. Monitoring, evaluation, and review**

The Trust will, on at least an annual basis, consider and report to parents on the effectiveness of the Academy's work on behalf of learners with SEND and may wish to consult support services used by the Academy other academies and parents. The Trust will advise the Academy as to whether any amendments to the policy are required.

## **29. Links with other policies and documents**

This policy links to our other policies including:

- Accessibility Plan
- Intimate Care Policy
- Child Protection and Safeguarding Policy
- First Aid and Administering Prescribed Medicines Policy
- Children with Health Needs who cannot attend school
- Equality Policy
- Behaviour Policy
- Admissions Policy
- Local Authority Local Offer
- Exclusions Policy
- Anti-Bullying Policy