SEND Policy
(Trust Overview)

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This policy is prescribed by Inspire Learning Partnership and is statutory. All references to 'the Trust', includes all Trust schools and subsidiary organisations. It represents an overview of the Individualised SEND Policy Statements for each school within the Trust.

Section one: Compliance

This policy complies with the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- The Equality Act 2010 and the Equality Act (Disability Regulations) 2010 and gives due attention to paragraph 3 of section 10.SEND Code of Practice 0 – 25 (2015)
- Schools SEND Information Report Regulations (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013, updated July 2014.
- Teachers Standards 2012
- Special Educational Needs and Disability (SEND) Regulations 2014
- The Engagement Model July 2020
- The Children and Families Act 2014

The EYFS Statutory Framework Throughout the document the term "parents" is used to refer to carers and parents.

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This policy has been written by the Inspire Learning Partnership SEND Inclusion Team, with oversight from the Director of Primary Education.

Section Two: Vision, Mission, Aims, Objectives and Consistency of Practice across the Trust

Our Vision:

Inclusion and equity for all children to learn, achieve and celebrate together through a holistic approach to both learning and pastoral support which ultimately leads to personal achievement and preparation for adulthood.

Our Mission:

- To be innovative, flexible and responsive in providing targeted personalised provision to empower all children to aim high and achieve their best in all aspects of learning and self-development.
- To offer an inspiring, broad and balanced curriculum with high quality inclusive teaching which: fosters respect in collaboration and communication, builds self-confident, independent learners who enjoy school and the relationships they build.
- To provide accessible information that educates and empowers families, by raising awareness of different forms of intervention or therapy and creating a learning community whereby entitlement, opportunity and challenge are championed and children have a voice in the support offered.
- To remain at the forefront of SEND development, locally, regionally and nationally by offering outstanding SEND training, support and professional partnerships.

Aims and Objectives

Our policy aims to enable all children who may have short term or long term special educational needs and/or disabilities (SEND), to fully develop their interests and aptitudes and to be successfully prepared for adulthood by making appropriate provision in a caring, safe environment.

We aim to teach children:

- To be **innovative**, creative and take measured risks in their learning and interactions with others;
- To be **nurturing** towards themselves and others by providing a safe place to show self-respect and care for others;
- To be **successful** in effectively maintaining motivation and a desire to learn;
- To be **passionate** in celebration of their individual differences promoting a positive self-image and sense of their own worth;
- To display **integrity** when interacting with others in the school community and to themselves in showing the school values;
- To take **responsibility** for making informed and healthy choices and for effectively communicating their feelings and needs with others;
- To show **excellence** in maximising their potential in social and academic areas and celebrating these.

We aim to ensure that all schools in the Trust:

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- Work within the guidance provided by the Children and Families Act 2014, the SEND Regulations 2014, the SEND Code of Practice 0-25 years (2015) and any subsequent statutory amendments
- Offer all children a broad, balanced and relevant education with the greatest possible access to the full curriculum, including extra-curricular and off-site activities, so that they can be successful academically as well as socially and emotionally;
- Maximise outcomes for children with SEND and their families;
- Where appropriate, support pupil involvement in decisions about their education and provision in a manner appropriate to their age, understanding and communication needs
- Work closely with parents and promote a strong home/school partnership, fully involving children, parents and staff in the identification, assessment and delivery of SEND;

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- Develop effective working partnerships with external agencies and other educational settings to secure close co-operation between all concerned and a multi-disciplinary approach to the resolution of pertinent issues;
- Recognise that there will be children with special educational needs and/or disability across the school and therefore all teachers are teachers of children with special educational needs;
- Meet the needs of all children who are diagnosed as having SEND by offering continuous and appropriate forms of educational provision through the most efficient use of all available resources;
- Provide training, support and advice to all staff working with children with special educational needs and/or disabilities.

Inclusion Objectives:

- To provide realistic yet challenging learning opportunities that support and develop each child.
- To provide carefully planned opportunities to broaden each child's learning experiences.
- To develop self-esteem, pride and sense of achievement, leading to a positive culture of success for all.
- To develop independence in thinking and learning.
- To work closely with parents concerning their children's needs through regular meetings and feedback.
- To provide opportunities for speaking, listening and co-operating with others.
- To foster a culture of aspiration for all children for now and the future
- To promote a culture of support for the wellbeing of all

Specific SEND Objectives:

- To identify and assess children with individual needs as early as possible in accordance with the Code of Practice, 2015 and the Engagement Model 2020.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To provide a Special Educational Needs Coordinator (SENDCo) and learning support team who will assist and advise children and teachers in our schools and promote inclusion.

Consistency of Practice

Consistency of Practice across the Inspire Learning Partnership for Children with SEND			
Ethos Values	**Learners**	**Teaching Team**	**Learner Community**
Innovation	Learners are creative and take risks in their learning.	The teaching team are creative and reflective, adapting their practice to meet all needs.	Resources are responsive and creatively applied.
Nurture	Learners feel safe and supported in all areas of development.	The teaching team supports individual needs through an environment that promotes high expectations, empathy and collaboration.	There is high quality and recognised signposting to supporting agencies.
Success	Learners feel motivated and have a desire to learn.	The teaching team acknowledges the success of individuals sharing with them in recognising progress.	Individual successes are celebrated and shared with parents and professionals.
Passion	Learners believe they can achieve.	The teaching team champions a desire to make learning meaningful for all.	The community around the child feel valued, have belief in and are

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			actively involved in the child's learning.
Integrity	Learners feel they are a part of the wider school community, and they are valued within this.	The teaching team is fully inclusive, non-judgemental and empathetic.	Trusting relationships are established and encourage open dialogue.
Responsibility	Learners have ownership over their targets and next steps.	The teaching team evidences accountability in securing good progress for all children.	There is a shared commitment to advancing the development of the child.
Excellence	Learners celebrate and take pride in their achievements.	The teaching team effects a measurable impact on learning outcomes.	There is a collaborative strategy in striving for excellence.

Section Three (Identifying SEND and Assessment)

Definition of Special Educational Needs and/or Disability (SEND)

Some pupils may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these pupils 'catch up'. All schools within the Inspire Learning Partnership seek to address any individual need as early as possible. A child is identified as having SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to those of the same age. (Code of Practice 2015: 6.15

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)." (Code of Practice, updated January 2015)

Pre-school children may be identified as having an individual need by the Foundation Stage/Nursery Leader, SENDCo or Headteacher prior to first attending school or within the first term of their schooling.

This early identification of a child's needs is the key to unlocking their potential. We adopt a graduated approach to ensure that children who do not develop age-appropriate knowledge and skills, or who fall behind their peers are identified as early as possible. This is in order to:

- Form the baseline for setting and reviewing the progress against individual targets;

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- Identify children whose development is significantly behind that of their peers. Such children are prioritised for targeted and/or specialist assessment and/or intervention as set out in section 5 below. Each intervention is reviewed frequently, based on progress against intervention-specific measures;
- Determine which children in Year 1 are at risk of not achieving in the Year 1 National Phonics Assessment so that they can receive the necessary targeted or specialist input to help them catch up;
- Start the process of support early when concerns appear. Where learning needs appear complex, we may also seek input from specialists such as educational psychologists or speech and language therapists if required;
- Identify where a child is working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) or key stage 2 (KS2).

All children's assessments and reviews are made through routine observations and teachers' judgements of the outcomes of the child's work and other factors such as attendance and emotional well-being. Where a child is working below the standard of the national curriculum assessments and not engaged in subject-specific study, the Engagement Model of Assessment is applied.

Teachers adapt work to support a child's needs and arrange additional intervention. If following this support, they continue to make significantly slower progress than other children or work at a stage well below the expected standard for their age, then their needs will be further reviewed. Slower progress or lower attainment does not automatically mean that a child has SEND and some children may be diagnosed as having a special educational need for a brief moment in time.

There may be many factors influencing a child's progress that are not SEND e.g:

- Attendance and punctuality.
- Health and welfare (including ACEs).
- English as an additional language (EAL).
- Being in receipt of Pupil Premium Grant.
- Being a child of serviceman/woman.

It may be decided, following discussion with the parents, and in consultation with the SENDCo, that a child has Special Educational Needs/Disabilities (SEND) and will then begin learning with SEND support. To ensure this is accurately targeted, we apply the four broad categories of need as set out in the SEN Code of Practice 0 – 25 (2014).

Communication and Interaction

- Children and young people with speech, language and communication needs (SLCN) struggle to communicate effectively with others. This may be because they have difficulty saying what they want, understanding what is being said to them or they struggle with the 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 in their lives.

  Children with Autism Spectrum Condition, , are likely to have particular difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

- Support for learning difficulties may be required when children access learning at a significantly slower pace compared with others, or do not make expected progress from their starting points. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and Specific Learning Difficulties (SpLD), which include: dyslexia (word) and dyspraxia (movement).

Social, emotional and mental health difficulties

- Children 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

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health issues such as attachment disorder, anxiety or depression or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder. In some settings, our Thrive© approach and Nurture provisions support children who may experience these difficulties.

Sensory and/or physical needs.

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided eg: a child with vision impairment (VI) or hearing impairment (HI) or physical difficulty (PD).

Section Four: A Graduated Approach to SEND Support

All children benefit from high quality teaching by their class teacher, and work is carefully planned by them to support every child to be actively involved and learning. It is our aim that all children learn within their class for the majority of the day, including when on educational visits and with due regard of their needs.

We have a graduated approach to supporting children's learning needs which has been developed by each academy within the Trust and all of these stages are actioned through the assess, plan, do and review cycle.

We provide additional support when we consider it necessary to seek specialist advice and/or regular long-term support from a recognised professional or outside agency. This may include assessment and / or support from for example:

- Educational Psychology Service (EPS)
- A speech and language therapist
- Teacher Advisory Service
- Outreach services

Further support provided by the Health Service (NHS Trust) but delivered in school can include:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy
- Mental Health in Schools Team/Wellbeing Team

Education, Health and Care (EHC) Assessment

If a child continues to work at a stage significantly below their cohort, or continues to need a significantly high level of support to make progress (over and above that which can be provided in 'Ordinarily Available Provision')then a request for assessment, leading to a possible Education, Health and Care Plan (EHCP) can be made by the school or by parents to the appropriate local authority. The decision to award an EHCP lies with the local authority. If successful, the child will then be supported at Stage 5 of the graduated approach. Each school maintains a description of its Ordinarily Available Provision which forms part of its graduated response to SEND and is published or made available to parents on request

Section 5: Criteria for Exiting the SEND Profile

If a child who has benefited from school support continues to make good progress, they can be removed from Stage Four and continued progress will then be carefully monitored at Stage Three.

We are required by law to keep a record of those children who have been identified as having special educational needs and disabilities, and the provision we make for them. When the pupil has made appropriate progress and therefore no longer requires intensive additional provision or support, in consultation with parents the entry will be deleted from the SEN/D register and provision map.

Section 6: Supporting Children and Families

We provide support for parents/carers of children with SEN and/or disabilities through regular contact, information sharing and reports.
Specific support is provided at key transition points. At the end of reception, parents/carers may talk to class teachers and the SENDCo about transition plans for starting Key Stage 1. Similarly, at the end of Key Stage 2, parents/carers may approach the SENDCo for support relating to Secondary School options. In order to further manage effective transitions, we prepare and support children who join or transfer from the Trust schools, Nursery or pre-schools or other settings at any point during the school year.

Additional support to families is also available through the local authority and local offer. Reference to various useful policies and support agencies are provided within the individual school SEND Policy, annual Information Report and on school websites.

Parental Involvement
We believe that a close working relationship with parents/carers/families is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- Continuing social and academic progress of children with SEND;
- Personal and academic targets are set and met effectively
- That it is a truly child-centred approach
- That the voice of the child is kept at the fore front of any planning and provision
- That there is an acknowledgement that the parent/carer is the child's primary carer and holds vast amount of knowledge on their child and their needs

We involve parents/carers in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- Discussions with the class teacher;
- Parents evenings;
- Discussions with the SENDCo or other professionals;
- Target setting and monitoring of provision; through the Early Help and TAF process;
- EHC Plan reviews

The Trust recognises the strong relationship between attendance, inclusion and outcomes for pupils with SEND and will monitor attendance patterns to identify and respond to potential barriers to engagement.

Admission Arrangements

Admission policies for all schools can be found on their respective websites and references all children with due respect to their abilities/disabilities.

Access Arrangements

If a child has an Education Health Care Plan, Individual Plan or Medical Health Care Plan, reasonable adjustments will be carefully planned so that they can access appropriate curriculum, enrichment activities and any necessary assessments alongside their class.

Transition Arrangements

We support all children in making successful transitions to new settings but recognise that children with SEND may need additional support.

Section 7: Supporting Children at School with Medical Conditions

Some children with SEND may also have medical needs. We recognise that children with medical conditions should be properly supported so that they have full access to education, including educational off-site visits and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Where children with medical conditions also have special educational needs, the school will comply with the SEND Code of Practice 0 – 25 (2015).

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For children with ongoing severe medical or personal care needs, an Individual Healthcare Plan is written in consultation with parents and if necessary, the school nurse or other relevant health care professional.

However, if a life-threatening medical need is diagnosed during the time that a child is at the school, parents must inform The School Office, as soon as this is known. A Medical Care Plan will then be completed before the child can be appropriately and safely cared for in school. Parents will provide prescribed, in-date medicines for use in school.

Each school will work closely with parents to ensure that children are provided with essential medicines such as inhalers and all staff update their training regularly. Other needs may require different or specific medical training. Children, with the permission of parents, can also be provided with training to help them understand the different needs of their friends.

Medical Policy, Asthma, Allergy Safety and Administering medicines
The management of the above is detailed in separate policies which can be found on the Trust website.

Section 8: Monitoring and Evaluation of SEND

The progress of all children towards their attainment targets are monitored at data entry points during the year. It is expected that children with SEN and/or disabilities will make good progress in response to high quality, well adapted teaching. Where this is not the case, we rapidly respond to the child's needs as set out in section 5.

Section 9: Training and Resources

Funding

Funding to meet the needs of children with SEND is typically met within the school budget. In addition, for pupils with the most significant needs, there may sometimes be top up funding available via an Education Health Care Plan. Decisions around the allocation of EHCPs and the associated funding is made by the relevant Local Authority.

Staff Training

We make every effort to ensure that staff are suitably trained and that we have adequate resources available to meet the needs of all children, including those with SEN and/or disabilities.

In addition to the programme of Continued Professional Development (CPD), all teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo.

All teachers are teachers of children with SEND. The quality of teaching for these children and the progress made by them is a core part of the school's professional development for all teaching and support staff. All teachers, teaching assistants and Emotional Literacy Support Assistants (ELSAs) actively participate in a comprehensive programme of continuing professional development. In addition, specialist advice is provided to support the development of their knowledge of specific disabilities or difficulties, as necessary.

The SENDCo regularly attends SENDCo network meetings in order to keep up to date with local, Trust and national updates in SEND.

The Trust will ensure that SENDCos meet the qualification requirements set out in the SEND Regulations and complete the mandatory National Professional Qualification for SEN Coordination (NPQ SENCO) within the required statutory timescales

Section 10: Roles and Responsibilities

The Trust Board retains overall accountability for ensuring the Trust meets its statutory duties in relation to SEND. Operational responsibility is delegated through the Chief Executive Officer and Executive Team to Headteachers and SENDCos. Local Academy Committees provide local oversight and assurance regarding

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the effectiveness of SEND provision within their academy in accordance with the Trust's Governance Charter and Scheme of Delegation.

Trust Board Responsibilities

The Trust Board is responsible for ensuring that effective arrangements are in place across the Trust to meet statutory duties relating to SEND. The Board receives assurance regarding the quality, effectiveness and compliance of SEND provision through reporting from the Executive Team and the Education Performance & Standards Committee.

Executive Team Responsibilities

The Executive Team has responsibility for the strategic leadership, implementation and monitoring of SEND provision across the Trust. The Executive Team will:

- Ensure compliance with statutory SEND responsibilities across all academies.
- Develop, implement and monitor the Trust's SEND strategy and improvement priorities.
- Provide professional leadership and challenge to academy leaders regarding SEND outcomes.
- Monitor Trust-wide SEND performance, attendance, inclusion and exclusion data.
- Ensure appropriate deployment of resources to support pupils with SEND.
- Commission and oversee Trust-wide SEND support, training and professional development.
- Report regularly to the Education Performance & Standards Committee and Trust Board on SEND performance, risks and areas for improvement.
- Ensure appropriate systems are in place to secure the delivery of provision specified within Education, Health and Care Plans (EHCPs).

Local Academy Committee SEND Champion (Link Role)

The Local Academy Committee SEND Champion provides focused local assurance regarding the school's arrangements for SEND and inclusion. In accordance with the Trust's Governance Charter and Scheme of Delegation, the role is to provide scrutiny, challenge, triangulation and assurance rather than undertake operational management.

The SEND Champion's responsibilities include:

- Being the lead member of the Local Academy Committee for SEND, with an understanding of the SEND Code of Practice and the Children and Families Act 2014, and championing an inclusive culture and equality of opportunity for all pupils.
- Seeking assurance that the school meets its statutory duties in relation to SEND and promotes a consistently effective and inclusive culture.
- Meeting termly with the SENDCo and other relevant staff, as appropriate, to receive assurance regarding the effectiveness of SEND provision, pupil outcomes and emerging priorities.
- Seeking assurance that SEND resources are deployed effectively and are supporting positive outcomes for pupils with SEND.
- Reporting to the Local Academy Committee on SEND matters to support local scrutiny, challenge and assurance. SEND link visit notes and updates on improvement priorities should be shared with the Committee as appropriate.
- Escalating concerns or identified risks relating to SEND provision through the appropriate governance and executive channels and seeking assurance that appropriate action is being taken.
- Seeking assurance that localised Trust SEND, accessibility and equality policies are implemented effectively within the academy.
- Seeking assurance that staff training and professional development arrangements support statutory compliance and meet the needs of pupils with SEND.

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- Understanding the academy's systems for identifying pupils with SEND and evaluating their progress, attainment, attendance and wider outcomes.
- Seeking assurance that the Local Academy Committee receives relevant SEND information, including attainment, progress, attendance and inclusion data, enabling effective scrutiny of trends, strengths and areas for development. [
- Seeking assurance regarding the impact of SEND provision, interventions and additional support on pupil outcomes and inclusion.
- Seeking assurance that effective arrangements are in place to involve pupils and their parents/carers in planning, reviewing and evaluating SEND support.
- Seeking assurance that the school's SEND Information Report is reviewed annually and published on the school website in accordance with statutory requirements.

The Headteacher

The Headteacher is accountable for the implementation of this policy within their academy and for ensuring that pupils with SEND receive appropriate support, provision and access to the curriculum in line with statutory requirements.

They will:

- Communicate, monitor and champion high-quality teaching
- Work with the SENDCo on strategic provision in the school
- Have overall responsibility for the provision and progress of learners with SEND
- Articulate clearly SEND need and provision during any inspection preliminary conversations
- Ensure the SEN Information Report is completed in the summer term (annually) to be agreed by the Academy Council, with publication by September

In cases where a child has an EHCP, the local authority (LA) has the legal duty to ensure the provision outlined in the EHCP is secured. This includes making sure the child receives the special educational provision (Section F), as well as health and care provisions. While schools often deliver the provision, the LA is ultimately responsible if the school cannot or will not provide it.

The Special Needs Co-ordinator (SENDCo)/Trust SENDCo

The SENDCo has responsibility for the management of the SEND policy and is appropriately experienced and qualified. See separate job description for full details of the scope of the role and person specification.

- The SENDCo has day-to-day responsibility for the operation of the SEN and disabilities policy and co-ordinating provision made for students with SEN and disabilities.
- The SENDCo provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEN and disabilities, and works closely with children, parents and other professionals to ensure those with a SEND diagnosis receive appropriate support.
- The SENDCo plays an important role with the Headteacher in determining the strategic development of the SEN and disabilities policy and provision within the school in order to raise the achievements of those diagnosed as SEND.

In compliance with the Special Educational Needs and Disability Regulations 2014, the SENDCo is also responsible for the following:

- Informing a parent/carer of the child that they may require a diagnosis of SEND as soon as is reasonably practicable.

In relation to each of the registered children who have special educational needs where appropriate:

- Identifying the child's special educational neds, and co-ordinating the making of special educational provision which meets those needs;
- Applying the Engagement Model as an assessment tool in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study;

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- Monitoring the effectiveness of any special educational provision made;
- Securing relevant services for the child where necessary;
- Ensuring the records of the child's special educational needs and the special educational provision made are maintained and kept up to date;
- Liaising with and providing information about the provision to a parent/carer of the child on a regular basis;
- Ensuring that, where the child transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
- Promoting the child's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Selecting, supervising and training learning support assistants who work with children with special educational needs;
- Advising teachers at the school about differentiated teaching methods appropriate for individual children with special educational needs;
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of children with special educational needs;
- Preparing and reviewing the information required by law to be published in relation to special educational needs provision;
- Work to support individual children with identified learning or emotional difficulty or disability, visual, physical or auditory difficulty or disability, who have been referred by the class teacher, parent or outside agency;
- Liaise with specialist outside agencies, Family Engagement Worker and the Local Authority to support children's needs;
- Make referrals to outside agencies in order to secure appropriate SEND support for children;
- Signpost parents and families to relevant outside agencies/services
- Maintain the files of children identified as needing School Support;
- Maintain the Special Educational Needs and Disability Register and Provision Map.

Teachers

We believe that every teacher is a teacher of SEND. Quality First Teaching is vital and always expected. Teachers are responsible for adapting the learning and setting targets to support progress in addition to liaising with support staff when extra provision is needed for a child.

Teachers will:

- Promote and uphold the school's SEND policy in order to fully include all children in high level provision;
- Recognise children's needs;
- Plan effectively to ensure a personalised and adapted curriculum is accessible and promotes progress;
- Report on and evaluate the progress of children with identified concerns or SEND to SLT, and SENDCo, using The Graduated Approach;
- Set appropriate SMART targets;
- Complete plans to a high standard and share with parents and LSAs in a timely fashion;
- Liaise with parents regarding concerns;
- Support LSAs to ensure interventions are completed as planned;
- Support the SENDCo to review the impact of interventions;
- Prepare a plans for children requiring 1:1 support and liaise with supporting adults;
- Attend Learning Reviews and SEND review meetings, as requested;
- Liaise with external agencies and implement agreed strategies;
- Participate in training regarding SEND and the management of medical needs.

The Learning Support Assistants and ELSAs:

Support children who have individual needs under the direction of the class teacher and SENDCo.

Support may include:

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- Working with identified children on their targets under the direction of the class teacher, outside agency and SENDCo either in small groups or individually.
- Using a speech and language programme, under direction of the SENDCo and Speech Therapist.
- Using an Occupational Therapist's programme, under the direction of the SENDCo and Occupational Therapist.
- Preparation of materials to support a child/group of children.
- Supervision/support of medical or personal need as identified.
- Supporting children at playtimes and lunchtimes.

Designated teacher for looked after and previously looked-after children

The Headteacher will appoint an appropriate person to this role in each academy. Guidance on their role and responsibilities can be found here.

Designated safeguarding lead (DSL)

There is a designated safeguarding lead and at least one deputy, in each school. Please see the child protection and safeguarding policy for more information on their role, alongside Annex B of Keeping Children Safe in Education.

Section 11: Storing and Managing Information

All documents and information are stored in compliance with guidance presented in the Data Protection Policy and Data Retention Policy, available on the Trust website. Daily records regarding individual SEND children will be treated as highly confidential and will be stored in locked filing cabinets or within secure online records such as CPOMS, SharePoint, Arbor and Insight.

Section 12: Reviewing the Policy

The Headteacher and SENDCo, pay due regard to the views expressed by children, parents and specialist providers and those who have been consulted or have contributed to SEND provision during the year; they will review the policy annually, publishing an updated version on the school website.

Section 13: Accessibility

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled children.

Physical access and access to learning for children with a disability are provided in full and are in line with access provided to able-bodied peers.

Our accessibility plans can be viewed on individual school websites.

Section 14: Dealing with Complaints

Any concerns that parents have around the provision made for a child, should be discussed in the first instance with the class teacher. If this does not satisfy the concern, then parents may ask for an appointment with the SENDCo. We aim to resolve issues as soon as possible to ensure that the needs of the child are promptly addressed. If a resolution is not found, then an appointment with the Headteacher should be sought. If the concern remains, and a parent would like to make a complaint about the school, follow the Trust's Complaints Procedures which can be found on the Trust website or a copy can be made available on request at the identified school office.

Section 15: Bullying

Bullying is not tolerated in any form and is taken very seriously. We aim to address any incidents as they occur. See the individual behaviour policy on identified school websites.

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EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We will do this through regular monitoring and evaluation of our policies. On review we will assess and consult relevant stakeholders on the likely impact of our policies on the promotion of SEND equality, as laid down in the Equality Act (2010).

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