

Special Educational Needs & Disability Procedure & Policy

St Chad's Academies Trust



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Special Educational Needs and Disability Policy

DOCUMENT INFORMATION

| Trust Document Information | | | |
|-----------------------------|---|-----------------|---------------------------|
| Document Title | Special Educational Needs and Disability Policy | | |
| Owner | Rosemary Myers | | |
| Status | Approved | Version | 1 |
| Effective From | 10.3.16 | Approved on | 10.3.16 |
| Review Date | 1.9.17 | | |
| Last Updated | 4.11.15 | Last updated by | Rosemary Myers & QLC SEND |
| Purpose | To establish procedures for identifying and supporting pupils with SEND | | |
| This Policy Links to | <ul style="list-style-type: none"> ✓ Accessibility Plan ✓ Anti-Bullying Policy ✓ Local Offer for SEND ✓ Medicines Policy ✓ Safeguarding Policy ✓ Support for pupils on SEND ✓ Supporting Pupils with Medical Conditions Policy | | |

Each Local Governing Body will ensure this policy is reviewed annually.

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Special Educational Needs and Disability Policy

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

The SEND policy reflects the principles of the 2014 Code of Practice.

The SEND policy is written in line with the requirements of:

- Part 3 of the Pupils and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments Regulations) Clause 49; 2014.
- The SEN Information report regulations 2014
- Teachers standards 2012

Definition of Special Educational Needs (SEN) as taken from Section 20 of the Pupils and Families Act 2014.

A pupil or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A pupil of compulsory academy age or a young person has a learning difficulty or disability if they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age, or

(b) have 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 academy's or mainstream post-16 institutions.

A pupil under compulsory academy age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

POLICY

The aim of the SEND policy is to establish procedures for identifying and supporting pupils with SEND. The Trust has high expectations for all its learners and aims to provide every pupil with equal opportunities to access a broad and balanced education. This includes the Early Years, Foundation Stage and National Curriculum in line with the Special Needs Code of Practice (COP). Underpinned by ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.

Aims

- To identify at the earliest opportunity all pupils who need special consideration to support their physical, sensory, social, emotional, mental, communication or cognitive development
- Specifically to identify pupils with literacy and numeracy difficulties
- To ensure that these pupils are given appropriate support to allow every pupil full access to the Early Years Foundation Stage Curriculum and National Curriculum in a positive framework
- To ensure that these pupils are fully included in all activities of the academy in order to promote the highest levels of achievement
- To involve parents, pupils and others in developing a partnership of support, enabling them to have full confidence in the strategy as adopted by the academy
- To create an environment that meets the Special Educational Needs of each pupil and to ensure learning objectives are achieved
- To enable all pupils to have full access to a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for Special Educational Needs
- To demonstrate that meeting the needs of pupils' learning and/or behaviour is part of high quality mainstream education
- To give every pupil the entitlement to a sense of achievement

Roles and Responsibilities

All members of the academy community work towards the Trust's aims by:

- Using the academy procedures for identifying, assessing and making provision for pupils with Special Educational Needs
- Sharing a commitment to inclusion and a partnership approach to provision

The Role of the Principal, SENDCO and Governing Body

The Trust in co-operation with the Local Governing Body and the Principal determines and monitors the academy's policy and approach to the provision for pupils with Special Educational Needs and Disability, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the academy's work. The Trust will have regard to:

- ✓ Part 3 of the Pupils and Families Act 2014.
- ✓ SEN Code of Practice September 2014.
- ✓ The Equality Act 2010
- ✓ The Special Educational Needs and Disability Regulations 2014
- ✓ The Special Educational Needs (personal budgets and direct payments regulations) Clause 49; 2014.
- ✓ The SEN Information report regulations 2014.
- ✓ Teachers standards 2012

The Principal has strategic responsibility for overseeing the provision for pupils with SEND and keeping the governing body fully informed.

The Principal and the governors should make recommendations for approval by the Trust on the determination of funding and staffing for SEND. The Principal informs the governing body of how the funding allocated to support Special Educational Needs and Disability has been employed.

The Principal will work with the SENDCO and SEND governor with whom regular meetings are scheduled.

Objectives:

- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best.
- To identify and assess pupils with SEND as early as possible by gathering information from parents and other agencies. To identify, assess, monitor and support pupils who will need extra resources and/or teaching help as early as possible
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To promote self-worth and enthusiasm by encouraging independent learning and inclusion in all academy activities at all age levels
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that that there is careful monitoring and assessment of pupils throughout their time at the academy.
- To work with parents to gain a better understanding of their pupil and involve them in all stages of their child's education. To ensure that the views of the pupil, parents and carers are sought and taken into account so that where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEND.
- To make reasonable adjustments for disabled pupils to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.

- To ensure that support agencies are used effectively.
- To ensure that SEND is reflected in academy policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

These objectives will be aimed to be met by:

- planning for any pupil who may at some time in their education have Special Educational Needs and Disability.
- identifying the roles and responsibilities of academy staff and external agencies in providing for pupils' Special Educational Needs and Disability.
- making clear the expectations of all partners in the process.
- regularly reviewing the policy and practical arrangements to achieve best value.
- ensuring clubs, trips and activities offered to pupils are available to pupils with special educational needs and disability. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.
- early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, National Literacy and Numeracy descriptors, performance against 'P' level descriptions and National Curriculum levels and standardised screening and assessment, discussions with parents and information gathered from outside agencies.
- working to ensure that the academy's approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of pupils. This is managed through teacher appraisals against the teaching standards, lesson observations and whole academy monitoring.
- ensuring all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEND.
- following the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. The academy also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.
- regularly planning and reviewing of Individual Education Plans for all pupils with SEND, involving both parents and pupils as much as possible.
- ensuring that advice from outside agencies is sought and incorporated into IEPs.
- focusing on outcomes not difficulties. Positive reinforcement to encourage pupils' achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all pupils to feel valued for their efforts.
- monitoring the provision and progress of pupils with existing SEN statements and Education Health Care Plans (EHCP).
- ensuring that SEND is featured in the Academy Development Plan, reflecting the training needs of all staff.

- ensuring that the academy has high expectations of pupils, set suitable and challenging targets with regular monitoring meetings including SLT and appropriate staff, e.g. Phase leader, SENDCo, Class teacher.

Where **Additionally Resourced Provision** (ARP) is in place:

- ensuring that class teachers of pupils from the ARP work closely with the staff in charge of the Additionally Resourced Provision to provide an inclusive curriculum
- listening to and valuing parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the pupil.
- supporting social, emotional and mental health through the provision of nurture groups and social skill groups.

ARRANGEMENTS FOR FULL ACCESS TO A BROAD AND BALANCED CURRICULUM

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (*Code of Practice 2014*)

All pupils are entitled to full and equitable access to the National Curriculum and high quality teaching where:

- all efforts are made to overcome individual pupils' barriers to learning
- all classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- a range of teaching styles are used including auditory, visual and kinaesthetic
- the successes and achievements of all pupils are celebrated through the academy's reward system
- all pupils are encouraged and enabled to have full participation in the life of the academy and to know their contributions are valued
- a range of different organisational settings are planned to provide class, group, paired and individual work
- when pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

IDENTIFICATION, ASSESSMENT AND RESPONSE

Identifying

The school's system for observing and assessing the progress of individual pupils will provide information about areas where a pupil is not progressing satisfactorily. The key test of the need for action is evidence that current rates of progress are inadequate. **The SEN Code of Practice (2014)** describes **adequate progress** as:

- is similar to that of pupils of the same age who had the same starting point
- matches or improves on the pupil's previous rate of progress which allows the attainment gap to close between the pupil and pupils of the same age

Assessing Needs

If a pupil does not make adequate progress compared to peers, their starting point or previous attainment this should raise concerns that they had learning difficulties.

The academy must identify if a pupil is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the pupil's learning characteristics, the learning environment, the tasks set and the teaching style. The academy must look at a pupil's emotional needs, social skills and behaviour in different situations. There must be regular whole class formal assessments and individual assessments if requested by the class teacher.



Following formal assessments, tracking progress meetings are held to review the progress of every pupil in the academy. Data is analysed and tracking meetings are held that include all appropriate staff including each class or nursery teacher, the Principal and the member of staff responsible for data analysis



Parents are consulted to gain their insight into their child's progress. If after consultation with parents it is decided that a pupil has underlying needs then they will be put on the SEND register and an Individual Education Plan written to identify how the needs are to be addressed and outcomes identified.

High quality teaching, differentiated for individual pupils,
is the first step in responding to pupils who have or may have SEND.

Graduated Response

Pupils will have needs and requirements that may fall into at least one of the four areas defined by the SEN Code of Practice September 2014.

- ✓ Communication and interaction.
- ✓ Cognition and learning
- ✓ Social, emotional and mental health.
- ✓ Sensory and/or physical

Many pupils will have inter-related needs; these broad categories give an overview of the range of needs.

The graduated response is a **four part cycle of assessment** (ASSESS, PLAN, DO, REVIEW) which is recorded on the pupil's Individual Education Plan and provision map. This process will happen regularly in line with the assessment and monitoring policy.

Assess

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the academy's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, Inclusion Manager and parent(s) to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the pupil's Individual Education Plan (IEP) with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

The strategies employed to enable the pupil to progress will be recorded within an **Individual Education Plan (IEP)**.

The IEP will include information about:

- short term targets set for the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to, or different from the differentiated curriculum and will focus on 3 or 4 individual targets that match the pupil's needs. Class Teachers will write the IEP's in consultation with parents and, where appropriate, the SENDCO.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

To track pupil's long term progress and level intervention they will be included on the SEND register by the Inclusion Manager/SENDSCO.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis.

They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil's response to the support can help identify their particular need.

The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff and summarised on the IEP in preparation for the termly progress review.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the pupil is working at levels substantially below those of their peers. Advice is incorporated into the pupil's individual planning and targets.

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.

Code of Practice 2014

The **majority** of pupils and young people with SEND will have their needs met **within** the academy – effectively at 'academy level'.

This cycle of assess/plan/do/review will continue if the pupil is deemed by all to be making progress **with** this additional and different intervention and their needs can be met within the academy's SEND budget. The academy will continue to identify the pupil as having special educational needs.

If the pupil is able to maintain good progress **without** the additional and different resources they will not be identified with special educational needs and be removed from the SEND register. However the special educational provision required to meet some pupils' needs cannot reasonably be provided from within the normal academy resources. Where this is the case, we will gather all the information in the format required by the LA to request an assessment of **education, health and care** needs.

Referral for an Education, Health and Care Plan

If a pupil has significant long term difficulties they may undergo a Statutory Assessment process by the Local Authority which is usually requested by the academy but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals.

A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the academy SEND budget.

MANAGING PUPILS ON THE SEND REGISTER.

Arrangements and Responsibilities for Co-ordinating and Monitoring the Graduated Response

The contact details of the **named staff** responsible for SEND

MUST

appear on the academy's **website**

General Monitoring

The Inclusion Manager must update the information about pupils on SEND register each term through monitoring the IEP paperwork. Class Teachers and appropriate senior staff must meet with the Inclusion Manager to discuss pupils on the Register.

The academy's SEND Register must be sent to the Trust annually along with a sample of SEND files for a moderation audit. This ensures that there is a consistent standard of recording and reviewing IEPs in academies, and that the conditions of graduated support for SEND are consistent.

The SENDCO/Inclusion Manager, appropriate senior staff and class teachers are responsible for the timetabling and directed work load of the additional staff.

The Class Teacher

The Class Teacher is responsible and accountable for progress and development of all pupils in their class. This includes:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENDCO/Inclusion Manager.
- Planning and delivering differentiated interventions for all pupils with identified SEND. These should be additional to or different from those provided as part of the academy's usual differentiated curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their pupil's progress.
- Regular monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEND documentation in accordance with the COP and liaising with the SENDCO/Inclusion Manager, parents and pupils.
- Collaborating with the SENDCO/Inclusion Manager to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with learning support assistants, teaching assistants and nursery nurses to ensure quality provision for pupils with SEND focussed on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

Learning Support Assistants (LSA) Teaching Assistants (TA) and Nursery Nurses

Learning Support Assistants (LSA) Teaching Assistants (TA) and Nursery Nurses are responsible for the following:

- collecting evidence of progress through observations both formal and informal
- alerting the class teacher to concerns which have been observed through close working with the pupils
- tracking progress towards outcomes set by a class teacher for specific SEND pupils
- providing effective feedback to the teacher on interventions
- collaborating with the SENDCO/Inclusion Manager to match classroom provision to the specific needs of the pupil
- contributing to progress reviews or annual reviews

The SENDCO/Inclusion Manager

In line with the recommendations in the SEN Code of Practice 2014, the **SENDCO** will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-academy SEND register
- identify through provision mapping those in receipt of additional SEND support from the Academy's budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care Plans
- co-ordinating provision for pupils with special educational needs
- liaising with and advising teachers to identify pupil's needs; arranging any in-academy specific assessments or monitoring to help identify the barrier to learning
- managing and supporting other classroom staff working with vulnerable learners
- overseeing the records on all pupils with Special Educational Needs and Disabilities
- liaising with and advising all staff on the graduated approach
- liaising with parents of pupils with SEND, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- overseeing and supporting staff in identifying key needs and outcomes to be recorded on IEPs
- regular review of progress against expected outcomes as identified on IEPs by the class teacher; ensuring learning objectives are revised and reviewed
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need or Education Health Care Plan
- to implement a programme of six monthly reviews for Early Year pupils with statements or Education Health Care Plans
- working with LA SEND team to ensure that the rolling programme of translating Statements into Education Health Care Plans is successful
- carrying out referral procedures to Local Authority to request High Needs funding Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant long term support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners
- working with Early Years staff and LA Early Year support team to ensure successful transition into academy/nursery or from other EYs settings for pupils with identified SEND or disability.
- ensuring interventions for SEND pupils are effective and evidence base
- evaluating regularly the impact and effectiveness of additional interventions for SEND pupils.
- arranging specific SEND resources
- being the key point of contact with external agencies especially the LA
- liaising closely with a range of outside agencies to support SEND/vulnerable learners in consultation with parents
- attending SENDCO network meetings and training as appropriate, including those organised by the Trust

- liaising with the academy named governor, keeping governors informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disabilities (nationally, locally and within academy)
- working with the Senior Leadership team to ensure SEND information is shared with staff and SEND is included in academy development
- reviewing the SEND policy annually and ensuring up to date information is on the website.

Appropriate Phase/Senior Staff

The appropriate phase/senior staff will:

- liaise with the Inclusion Manager to timetable and direct the work of support staff
- work in their phase.
- identify vulnerable learners in their phase who are not on SEND register to ensure they are making adequate progress.
- monitor the outcomes of additional support for vulnerable learners.
- work with the Inclusion Manager to ensure provision maps are kept up to date.
- attend regular monitoring and tracking meetings.
- attend Annual Reviews when a pupil is moving into their phase, or as deemed necessary by the Inclusion manager.
- support teachers in their phase with parent meetings when requested.
- ensure that any special arrangements are in place for SEND pupils when taking formal end of KS1 and KS2 tests.

Members of the Senior Management Team

Members of the Senior Management Team will:

- ensure effective day to day management of the SEND Policy and the Disability Equality Duty Scheme and Accessibility Plan
- allocate and monitor appropriate resources for SEND from the delegated budget and statement funding together with the SENDCO/Inclusion Manager
- ensure the effective use of the COP (Code of Practice) especially through professional development and appropriate time allocations
- ensure staff are delivering high quality teaching differentiated for individual pupils through the teacher appraisal process using the teaching standards
- monitor teachers' planning and pupil achievement each term and ensuring action points are followed through
- report to Governors on COP procedures and SEND resourcing and Disability Equality Duty Scheme

The Governing Body

The Governing Body is responsible for:

- ensuring that the best possible provision is made for all pupils with SEND
- monitoring the quality of SEND Provision, ensuring information about the implementation of the policy for SEND is published on the academy website and is updated annually
- ensuring the integration of pupils with SEND in the academy community
- ensuring that the budget for SEND is allocated appropriately
- electing a designated SEN Governor to liaise with the SENDCO
- attending should a complaint be brought to the SEN and Disabilities Tribunal

Admission Arrangements

Pupils identified with SEND have the same rights of admission as all other prospective pupils. Pupils with Statements or Education Health Care Plans are admitted following policy and ensuring that the academy can meet their needs under the new Code of Practice.

Transitions

Early Years staff make contact with other Early Year providers in the term before the pupil enters nursery or reception. Home visits or pre-school setting visits may be made for exchange of information. Additional visits are made for pupils with identified SEND. Close links exist with the Primary Academies from which pupils transfer in September each year. Close links exist with the secondary academies to which pupils transfer in September each year.

Additionally Resourced Provision (ARP)

Where ARP arrangements apply:

- The pupils are integrated into the main academy through being permanently linked to a mainstream class as well as their ARP class.
- ARP pupils have personalised programmes of learning and timetables dictated by ongoing internal and external assessment of their specific needs.
- Pupils in the ARP have equal opportunity with all pupils to participate fully in the life of the academy including extra-curricular activities and academy trips.
- The ARP is resourced with specialist games, apparatus and learning equipment which can be used to support any pupil.
- The ARP classes are included in the whole academy tracking and monitoring process.

The ARP SEND teacher is responsible for:

- planning and implementation of the differentiated curriculum for all pupils in the ARP
- planning an individual timetable for each pupil and monitor each pupils progress both in the ARP class and when attending a mainstream class
- supporting class teachers with planning for the ARP pupils when they are working in a mainstream classroom
- keeping summative and formative assessments on each pupil

- using PIVATs or other mechanism to track small step progress of each pupil
- collecting the views of the pupils whenever possible
- ensuring the pupils' emotional and social needs are supported
- preparing paperwork for Annual Reviews and planning reviews
- communicating with parents, especially parents who live some distance from the academy
- creating a learning environment which enhances the progress of pupils e.g. with Speech language and Communication Needs
- organise the ARP learning support assistants' time efficiently
- liaise with external therapists to ensure programmes complement other aspects of learning
- ensuring that activities are completed as described on the pupil's therapy package.
- liaising with outside agencies
- working with other academies to ensure successful transitions in and out of the ARP
- attending any training as appropriate, including those organising by the Trust

The Inclusion Manager

The Inclusion Manager is responsible for:

- the monitoring and inclusion of pupils in the ARP
- attending the monthly admission panel for ARP
- liaising with SEN team concerning the ARP
- ensuring that the ARP has a profile within the academy

SUPPORTING PUPILS AND FAMILIES

The academy must ensure that the **Local Offer** is
communicated to parents/carers

Contacts and Meetings

In addition to informal contacts, there are regular, planned meetings with parents in the Autumn, Spring and Summer term to set up and review progress documented on IEPs. Pupils and parents are both involved in the target setting and review process. When setting outcomes and progress areas where parents/carers can support this process will be identified on the IEP. Day to day contact with parents is via the communication book or home diary. Parents may phone or call to make an appointment to see staff when necessary. Written reports are issued at the end of each academic year in July. For pupils with Statements or Education Health Care Plans, the annual review is held around the date of issue and a representative from the LA SEN Team is invited to attend. For Early Years pupils with a Statement or Education Health Care Plan there are 6 monthly reviews. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year. Pupils in Early Years may require family meetings with Early Years Inclusion Team these may take place in the EYs setting or at home. Following consultation parents may be invited to meetings with professional specialists in the academy or as a result of a referral in a clinic setting.

Support and Advice

The academy will inform parents of relevant LA support services.

Parent and Pupil Views

One of the key principles of the 2014 Code of Practice is that it puts pupils, young people and their families at the heart of the legislation. At the Trust academies, parents' opinions and aspirations for their pupils will be taken seriously. In the four part cycle of assess- plan – do - review parents will have an opportunity to be part of the planning process for both short and long term outcomes. Pupils in Phase 3 have an opportunity to be part of their own target setting process. For formal annual/ interim reviews pupils contribute their voice in a style and format most suited to their age and aptitude. When applying for an EHC plan, part of the formal application is for families to outline their short and long term aspirations for their pupil. The Inclusion Manager will discuss this process with them before an application is completed and support can be arranged if required. SEND team collect samples of SEND pupils' opinions through 1:1 meetings with a sample of pupils.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS OR A DISABILITY

The Trust recognises that pupils with medical conditions should be properly supported so they have full access to education, including academy trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the Trust will comply with its duties under the Equality Act 2010. Some pupils may also have SEN and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; the Trust follows the 2014 SEN Code of Practice for these pupils. Facilities for pupils with medical conditions, disability and SEN must be described on the academy website.

TRAINING AND RESOURCES

In-service Training for staff in relation to SEND

Training needs for the staff for SEND are identified via appraisal reviews and the Academy Development Plan. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. There is regular staff training to inform and update staff about the new Code of Practice and other legislation with regard to SEND.

Links with Support Services for SEN and Disabilities

Parental consent is always sought before the academy requests involvement of any outside agency.

Evaluation of SEND by the Governing Body

The Principal and Inclusion Manager keep the Governing Body informed about all SEND matters. SEND appears as an item on the agenda at Governing Body meetings at least once per year and at the Finance Sub Committee. Governors have been involved in training for SEND and there is a named Governor responsible for SEND. The SENDCO and SEND Governor have regular meetings.

STORING AND MANAGING INFORMATION

The following information needs to be adhered to:

- Information is stored in line with policies on Management of Information and Freedom of Information.
- All staff are aware of sharing information on a 'need to know' basis.
- Class teachers have the most recent and relevant documents stored in their classrooms.
- More sensitive information is stored in locked filing cabinets in the inclusion manager office or in the principal's room.
- The medical officer and inclusion manager store Common and Shared Assessment forms (CASA) in locked filing cabinets.
- Medical care plans are available for relevant pupils in their classroom and in the academy office in case of emergency.