

Special Educational Needs and Disabilities (SEND) Policy

Signed:

Chair: S. Gribbin

CEO: R. Swindells

Date: 3rd July 2025

Review date: July 2027

Statement of intent

This policy applies to Collective Vision Trust and all schools within it.

Collective Vision Trust believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the schools will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with relevant external agencies, including the LA, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with all other Trust and School Policies.

2. Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.

Special Educational Needs and Disabilities Policy

- Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
- A SEN information report about the implementation of the school's policy for pupils with SEND.

3. Roles and responsibilities

The Trust Board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The Executive Headteacher / Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the Executive Headteacher / Headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the Trust Board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO will be responsible for:

- Collaborating with the Trust Board and Executive Headteacher / Headteacher to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the Executive Headteacher / Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the Trust's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant school leaders up to date with any changes in behaviour, academic developments and causes of concern.

4. Identifying SEND

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

When staff spot any concerns in these areas information is passed to the SENCO.

5. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.

- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The Executive Headteacher / Headteacher and Trust Board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the Trust's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The school will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will also ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

6. SEND support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be 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.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Special Educational Needs and Disabilities Policy

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing 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 for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early years pupils with SEND (Primary Schools)

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The primary school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

They will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to the school for children with SEND.

- Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the ‘assess, plan, do, review’ cycle.

8. Admissions

The school will ensure it meets its duties set under the DfE’s ‘School Admissions Code’ by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the ‘School Admissions Code’ for the admission of children without an EHC plan.
- Ensuring the school’s oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

9. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

10. Involving pupils and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child’s progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The relevant member of staff, supported by the SENCO, will meet with the parents regularly throughout the year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil’s strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.

- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

11. Funding for SEND support

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

12. EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

13. Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.

Special Educational Needs and Disabilities Policy

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the school will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

14. Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

EYFS and primary schools will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

Secondary schools will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.
- Ensure pupils from Year 8 until Year 13 are provided with independent careers guidance.

The school's Careers Policy details how the school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with pupils with SEND to ensure they are prepared for the workplace.

15. Managing complaints

The school will publish the Trust Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

EYFS provision - Parents will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

16. Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Plan.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

17. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.

Special Educational Needs and Disabilities Policy

- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

18. Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be agreed by the Trust Board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years.

19. Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

20. Local offer

The Trust Board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.

Special Educational Needs and Disabilities Policy

- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up to date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up to date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

Appendix 1

School Contacts

Chesterton Community Sports College:

SENCO: Deryth Machin

Deputy SENCO: Laura Till

Churchfields Primary School:

SENCO & Inclusion Lead: Clare Pattison, Deputy Headteacher

Headteacher: Diane Beardsmore

Assistant SENCO: Michelle Tucker

Crackley Bank Primary School:

SENCO: Lisa Taylor, Head of School

Executive Headteacher: Sara Stevenson

Chesterton Primary School:

SENCO: Yasmin Rettinger

Headteacher: Helen Swindells

Bursley Academy:

SENCO: Amy Green, Deputy Headteacher

SENCO (Assistant): Rachel Finney

Goldstone Federation:

SENCO: Rachael Williams, Executive Headteacher

Management of Hinstock Nursery SEND: Gemma Watkins

Management of Cheswardine Nursery SEND: Leanne Allman

Woore Primary and Nursery School:

SENCO: Eve Battrick

Headteacher: Michelle Ward

Appendix 2

School Procedures

Chesterton Community Sports College:

Identification and Assessment

We accept the principle that a pupil's needs should be identified and met as early as possible. The school adopts the levels of intervention as described in the SEN Code of Practice.

We adopt the following procedures for identification and assessment:

- the analysis of data
- teacher concern forms
- following up parental concerns
- tracking pupil progress
- information from other services
- pupil progress meetings

School Register

Schools should arrange the **additional and different provision required** to enable children to make **adequate** progress. This is the key indicator to determine the graduated response. A checklist of support will be devised through provision mapping. These will be monitored by the SENCo.

The subject teachers make appropriate arrangements for adapting the curriculum and providing additional support for the child as identified by their SEN targets.

If there is **inadequate** progress at Wave 1 provision, the subject teachers, in conjunction with the SENCo, will assess the child's difficulties using a range of assessments. A more detailed Assess, Plan, Do, Review will usually be devised. The APDR may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups. This will involve the support and advice of outside agencies such as Pupil Support Services, Educational Psychology and Health Services.

Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies is particularly important in order that the needs of the majority of pupils with SEN are met effectively.

The PDARs are discussed with the pupils and then sent home for parents to review. They are managed on the school's electronic registration system.

At both of these stages, the following additional support may be provided:

- in-class support for small groups with an additional teacher or Learning Support Assistant
- small group withdrawal
- individual class support or individual withdrawal
- further adaptation of resources

For pupils with a statement provision will be in line with the recommendations on the statement.

Monitoring and Evaluation of SEN Provision

The effectiveness of our provision for pupils with special educational needs is carried out in the following ways:

- Classroom observations
- Work sampling
- Scrutiny of planning
- Informal feedback from staff
- Pupil interview
- Pupil tracking
- Pupil review meetings
- Monitoring of targets
- Attendance records
- Pupil Passport reviews.

Churchfields Primary School:

Identifying SEN

We recognise the importance of identifying pupils who might have SEN as soon as possible. We:

- assess each pupil's current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be provided immediately
- consult with parents about their view of their child's progress to ensure that all our pupils reach their potential.
- make half-termly teacher assessments that are discussed as part of our pupil progress meetings - these enable us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them.
- 'Less than expected progress' includes where progress is significantly slower than that of other children starting from the same point, and it is less than their previous rate of progress
- the attainment gap is not closing between the child and his/her peers (the gap may even be widening).

Our Graduated Approach

As soon as we have concerns about a child's progress, we begin to apply our graduated approach. This includes:

Quality first teaching

At this stage we focus on high-quality teaching targeted at the pupil's area of weakness. Discussion in our pupil progress meetings will lead to suggested strategies and approaches that might be used.

We monitor the quality of teaching in our school carefully to ensure that all pupils' needs are met. Teachers receive regular professional development in SEN to enable them to identify and support pupils who might be encountering problems.

Teachers are responsible through quality first teaching for the progress and development of pupils in their class.

Targeted support

If a pupil continues to be a cause for concern and the issues raised at progress meetings are not resolved, then a specific referral is made to the SENCO / Inclusion lead.

There will be a meeting between the SENCO / Inclusion lead and class teacher to identify what this support might include. Examples are:

- support in focus groups within the classroom by an experienced teacher or teaching assistant
- an intervention programme that targets particular skills such as literacy or numeracy.

Additional targets and desired outcomes will be set, and the pupil's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process. This is recorded on an IEP.

At this point we liaise with parents about the additional support being provided and ask for their views on why the pupil is not making expected progress. Additional advice might be requested from an external person such as the school nurse.

Where a pupil's behaviour is giving us concern, we will consider carefully if there are other underlying difficulties that might be the cause. We will consider any other barriers to learning that the pupil might be experiencing such as: difficulties with communication, mental health issues, housing, family or other domestic circumstances or any particular incident or series of events such as bullying or bereavement.

Where it is decided that the pupil has SEN, we record this in the school records to ensure that the parent is informed and make arrangements for SEN support.

Tracking Progress

Throughout the pupil's time in our setting, we continue to ensure that close monitoring of their progress takes place through:

- careful half termly tracking discussion during progress meetings of individual pupil performance
- senior leadership team meetings when provision mapping takes place.

Pupil progress is monitored through the use of formative and summative assessments. All children feel valued, have individual targets and are clear about what they need to do next to make the progress expected of them. During the tracking of pupil progress, we check that pupils

- are making the level of progress expected
- are being set challenging targets
- are further supported where progress is limited
- have any barriers to learning identified and addressed.

In order to do this the SENCO

- keeps accurate records of the levels pupils are attaining
- is involved in discussions with teachers
- maps the provision and support available for pupils within targeted support and SEN support categories tracks the progress of individual pupils over the year.

Crackley Bank Primary School:

Crackley Bank is committed to quality first teaching for all pupils. Class teachers monitor all pupils in order to identify pupils that are not making the expected progress as early as possible.

Quality First Teaching

Teachers are responsible through quality first teaching for the progress and development of children in their class, we focus on quality first teaching targeted at the children's area of weakness.

Discussion in our pupil progress meetings will lead to suggested strategies and approaches that might be used. Support staff in school, work very closely with the class teachers and any concerns about the pupils are discussed.

Any concerns which are raised regarding a pupil will always be shared with parents/carers and they are involved in all decision making. We hold three formal parent's meetings a year where parents are invited into school to meet the class teacher (plus three parent's evenings), but we also operate an open-door policy where parents can make an appointment

at any time to see a member of staff. Parents are encouraged to always come into school to discuss their children and ask any questions or raise any concerns which they may have.

We monitor the quality of teaching in our school carefully to ensure that all pupils' needs are met. Teachers receive regular support in SEND to enable them to identify and support pupils who might be encountering problems.

Intervention support

If a pupil's progress continued to be a cause for concern, a discussion will be had with the SENCO in relation to additional intervention support to be put into place.

At this point we liaise with parents about the additional support being provided and ask for their views and input.

Additional targets and outcomes will be agreed, and the child's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process.

The child will have an individual support plan with targets, interventions, sessions etc and evidence would be recorded in their plan.

The child would receive interventions, have their progress monitored and parental meetings held as if the child was on the SEND list. Progress is monitored closely and if no improvements/progress is made then a further meeting with parents, teachers and SENCO will be held to discuss the next steps and the possibility of the child going onto the SEND list.

SEND Intervention support

If a pupil's progress continued to be a cause for concern and the issues raised at progress meetings are not resolved, then a discussion is had with the SENCO and parents to discuss the next steps.

At the meeting between the SENCO and class teacher identification is made to identify what support might include. Examples are:

- one to one support
- support in focus groups within the classroom by an experienced teacher or teaching assistant
- an intervention programme that targets particular skills such as literacy, numeracy, handwriting etc.

Additional targets and desired outcomes will be set, and the pupil's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process. This is recorded on an individual support plan and shared with parent's and child to allow their input into the support plan.

Where a pupil's behaviour is causing concern, we will consider carefully if there are other underlying difficulties that might be the cause. We will consider any other barriers to learning that the pupil might be experiencing such as: attachment, trauma, communication difficulties, mental health issues, housing, family or other domestic circumstances or any particular incident or series of events such as bullying or bereavement.

Where it is decided that the pupil has SEND, parents will be informed that their children will be put onto the SEND list (K) and will have an individual support plan with specific targets to address their needs, these will reflect the interventions that their child will be receiving.

Where it is determined that a pupil does have a special educational need, parents will be formally advised of this, and the pupil's details will be added to the SEND list as requiring 'SEND Support'. An individual support plan will be written for the child which will be reviewed and discussed with parents / carers at least once each term.

The class teacher will hold details of all SEND records for individual pupils.

All staff can access:

- The SEND Policy.
- A copy of the register for pupils with special educational needs.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, and copies of their Individual Support Plans, one-page profiles, care plans and Education Health Care Plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Chesterton Primary School:

Our Graduated Approach

As soon as we have concerns about a child's progress, we begin to apply our graduated approach. This includes:

Quality First Teaching

At this stage we focus on high-quality teaching targeted at the pupil's area of weakness. Discussion in our pupil progress meetings will lead to suggested strategies and approaches that might be used.

We monitor the quality of teaching in our school carefully to ensure that all pupils' needs are met. Teachers receive regular professional development in SEND to enable them to identify and support pupils who might be encountering problems.

Teachers are responsible through quality first teaching for the progress and development of pupils in their class.

Targeted support

If a pupil continues to be a cause for concern and the issues raised at progress meetings are not resolved, then a specific referral is made to the SENCO / Inclusion lead.

There will be a meeting between the SENCO and class teacher to identify what this support might include. Examples are:

- support in focus groups within the classroom by an experienced teacher or teaching assistant.
- an intervention programme that targets particular skills.

Additional targets and desired outcomes will be set, and the pupil's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process. This is recorded on a personal support pack.

At this point we liaise with parents about the additional support being provided and ask for their views on why the pupil is not making expected progress. Additional advice might be requested from an external person.

Where a pupil's behaviour is giving us concern, we will consider carefully if there are other underlying difficulties that might be the cause. We will consider any other barriers to learning that the pupil might be experiencing such as: difficulties with communication, mental health issues, housing, family or other domestic circumstances or any particular incident or series of events such as bullying or bereavement.

Where it is decided that the pupil has SEND, we record this in the school records to ensure that the parent is informed and make arrangements for SEND support.

Tracking Progress

Throughout the pupil's time in our setting, we continue to ensure that close monitoring of their progress takes place through:

- careful tracking including discussions during progress meetings of individual pupil performance
- senior leadership team meetings when provision mapping takes place.

Pupil progress is monitored through the use of formative and summative assessments. All children feel valued, have individual targets and are clear about what they need to do next to make the progress expected of them. During the tracking of pupil progress, we check that pupils

- are making the level of progress expected
- are being set challenging targets
- are further supported where progress is limited
- have any barriers to learning identified and addressed.

In order to do this the SENCO

- keeps accurate records of the level pupils are attaining
- is involved in discussions with teachers
- maps the provision and support available for pupils within targeted support and SEND
- support categories track the progress of individual pupils over the year.

Bursley Academy:

SEND Stage Procedures:

We maintain a school register for all pupils placed within the SEND Stage Procedure. The Register is updated termly to show changes in pupil placement.

The length of time spent by individual pupils within the different stages will vary greatly.

We aim to review progress termly. The length of time spent at each stage will be influenced by the recorded outcomes of these reviews. Parents' views will be sought, and they will be fully informed. The pupils' views will be sought where possible.

'Monitoring List'

A teacher, parent, the SENCO or other professional, such as a health or social care worker, expresses concerns that a pupil is showing signs of having a special educational need. Parents are sensitively informed of the teachers/ other professionals concerns.

The class teacher gathers information about the pupil's difficulties, and strengths. The information will be used to inform future planning; if concerns continue then a Pupil Learning Plan may need to be written.

Information is gathered from the parents and the pupil, and their views ascertained.

Strategies are undertaken by school staff within the normal curriculum framework to give the pupil access to the curriculum. This may include differentiation of classroom work, implementation of the school's behavioural policy or additional in class support.

Staff reviews the pupil's response to these strategies and decide, termly whether to:

- Remain on Monitoring List
- Be placed on the SEND Register

Provision:

Most pupils will have their needs met through quality first teaching/ adaptive teaching. Pupil's progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching. The effectiveness of this will be monitored and reviewed as part of the schools on-going cycle of assessment for learning.

When a pupil has been identified as requiring a provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the SEND register under one of the four SEND categories.

At this point, parents/carers will be informed and will be invited to discuss the additional support required and how best they can assist their child with their home-school learning.

The provision required for each pupil will be specific to that pupils needs and where possible will seek and follow advice from additional professionals, such as Occupational Therapists, Physiotherapists, Paediatricians and Specialist Teachers. Where several professional agencies are involved an Early Help Assessment (EHA) may be advised to ensure a cohesive approach is taken towards monitoring and meeting a pupils' needs. A referral to the SEND & Inclusion Hub will be made for further recommendations and support; this may lead to an Enhanced, Assess, Plan, Do, Review (EADPR).

Planning and reviewing Pupil Learning Plans

The strategies that will be employed for pupils identified as having Special Educational Needs will be recorded in a Pupil Learning Plan, reflecting provision that is additional to, or different from, normal differentiated provision. Contents of the Plan will include:

- 2/3 short term targets for the child
- Teaching strategies to be used
- Additional provision to be put in place
- When the plan is to be evaluated and reviewed, with space for the outcomes of the targets.

The Learning Plan will be communicated to all staff that supports the child's learning, as well as parents, the child and other professionals. Plans will be kept under review but will be formally reviewed three times a year following consultation with the child, parents and staff. New targets will be identified with strategies for achieving them.

The Plans are intended to be working documents. A copy will be held by those implementing the Plan e.g. teachers, parents as well as in the SEND filing system.

Assessment

Alongside the many practical ways of identifying specific difficulties in the classroom, there are also formal tests. The purpose of such assessments will be to give a clearer view of the pupil's strengths and weaknesses and how to ensure that teaching can utilise those strengths and address the weaknesses. It is important to stress however, that any assessments should only be used as part of on-going assessment and interventions to build up a picture over time.

We currently have a range of assessment materials in school:

- Neale Analysis – gives a reading accuracy age, comprehension age and reading rate
- PhAB (Phonological Assessment Battery) – which includes five tests of phonological processing
- BPVS (British Picture Vocabulary Series) – which looks at a child's understanding of vocabulary
- WellComm – Language and Communication Screener
- Yarc (Reading accuracy and comprehension for younger years)

- Numicon Breaking Barriers
- Numicon Intervention Programme

Pre-Key Stage Standards and Assessment at Bursley Academy

The Pre-Key Stage Standards are a statutory framework that should be used at the end of KS1 and KS2 for pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

Goldstone Federation:

Identification and Assessment

- We are committed to the early identification and intervention of children who may have SEN.
- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.
- If further assessment is required, we use tracking grids and provision mapping to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.
- The children have a continuum of needs, and we monitor them through individual provision mapping between the Headteacher and the teacher, this then moves on to a 'concern' list for the SENCO to monitor, then to School Support when other agencies may be contacted to give specialist advice. Graduated Support Pathway Funding maybe applied for to help with providing specialist and specific provision to meet needs identified by outside agencies. Finally, an EHCP may be applied through from the LA although a graduated response may be requested first to access resources to support specific needs within an allocated time. Both these responses are LA led and have to have a case prepared for an LA panel to assess.
- School Support- If a teacher identifies a child who may have SEND it may be necessary to devise cycles of Assess, Plan, Do and Review (APDR). (In Cheswardine these are known widely as Individual education plans or IEPs). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO, child and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each term (or sooner if required).
- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether an EHCP (Education, Health and Care Plan) planning assessment may be necessary. We use the Code of Practice to help make any such decisions. If the child's needs are considered to be severe and complex, an EHCP will be issued by the LA in accordance with guidance set out on statutory duties in the SEND Code of Practice.
- The EHCP would provide further funding to support the SEND child. If this is not agreed by the LA it is advisable for the school to apply for a graduated support plan which will provide set funding for a defined period of time if agreed by a panel in the LA.

A School-based Response to SEND

All action starts with **QUALITY FIRST TEACHING** and all teachers are responsible for SEND children across the school.

Action	Who is involved?	What is involved?	Next steps
Adaptation following Concerns	The class teacher responsible for the pupils.	The teacher plans for the activities to be given the pupils at the appropriate level of need for success and progress to be achieved. Quality First Teaching Dyslexia concerns, for example, can usually be	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, an individual education plan is considered. Children may be on a concern list prior to a PDR / IEP being written so their progress is more closely monitored in

Special Educational Needs and Disabilities Policy

		supported through QFT and should be accessible and immediately implemented.	Pupil Progress Meetings between the HT and teacher.
School Support	The teacher responsible for the child informs the SENCO of the concern and with advice obtained, writes a PDR /IEP in consultation with the parents/carers and the pupil.	The PDR/IEP is implemented in the class. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. The PDR/IEP is reviewed regularly (at least once a term)	Most pupils should make progress with the additional help but if the targets and strategies implemented in the PDR /IEP mean that adequate progress is not made, advice is requested from outside agencies. Advice from external agencies are added to the PDR /IEP and further cycles of plan, do and review are implemented.
EHCP / Graduated Response.	The SENCO monitoring the PDR/IEP assesses the pupil and finds that even though advice has been followed there are still serious concerns about the SEN pupil. An EP report will be requested, and advice taken on requesting an EHCP or graduated response.	The PDR/IEP is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. The PDR/IEP is reviewed regularly (at least once a term). Reports are collated by the SENCO and sent off for the panel to consider.	The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for an EHCP. If refused, then the graduated response may be applied for, or this route would be applied for first.

Woore Primary and Nursery School:

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, if appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

When teachers identify an area where a pupil is not making the expected progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. It will also be decided if the child needs to begin the Graduated Approach Cycle if they are working on individual outcomes and receiving special provision in the classroom. Where necessary they will be added to our monitoring register (if receiving

Wave 2 provision) or in consultation with parents / carers they will be added to the SEND register (if receiving Wave 3 provision). We will consider consulting an external specialist and services for additional support.

Less than expected progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Levels of support

Wave 1 – High Quality Teaching

This support is inclusive teaching in an inclusive learning environment, accessible to all pupils. These approaches are designed to remove barriers to learning for particular pupils, without singling them out for additional support.

Wave 2 – Additional group support or interventions

This support is additional group interventions such as Talkboost or Little Wandle Catch up sessions where we are aiming for the children to catch up and be able to work at age-related expectations. Children will be placed on the Graduated Support pathway and will be added to our Monitoring register.

Wave 3 – Highly personalised interventions, external agency support, school-based SEND support.

These pupils have needs that have not been met through the Graduated Support Pathway and are working at least two years behind age-related expectations. They may have a diagnosis of SEND such as ASD or ADHD and will receive highly personalised support such as 1:1 interventions or precision teaching.

There may be involvement from external agencies such as Speech and Language or Occupational Therapy. These children are added to our SEND register and the provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Wave 4 – Children with an Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA. On the census these pupils will be marked with the code E.