Special Educational Needs & Disabilities (SEND) Policy 2023/2024

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Contents

1. Statement of Intent 4
2. Legal Framework 5
3. Academy Context 6
4. Identifying SEND 6
5. Definitions 7
6. Objectives 8
7. Roles & Responsibilities 9
7.1 The Trust Board 9
7.2 The Local Academy Board (LAB) 9
7.3 The Principal 10
7.4 The SENDCo 11
7.5 The Designated Safeguarding Lead (DSL) 11
7.6 Teachers 12
8. Early Years' Students with SEND (Primary Only) 12
9. Students with Specific Circumstances 13
9.1 Looked After Children (LAC) 13
9.2 English as an Additional Language (EAL) 13
10. Admissions 13
11. Involving Students & Families in Decision Making 14
12. Joint Commissioning, Planning & Delivery 14
13. Funding 15
14. Local Offer 15
15. Graduated Approach 16
16. Assessment 16
17. Training 17
18. Promoting Mental Health & Wellbeing 17
19. EHC Plans 18
20. Reviewing EHC Plans 19
21. Safeguarding 19
22. Transferring Between Different Phases of Education 20
23. SEND Tribunal 20
24. Supporting Successful Preparation for Adulthood 21
25. Data & Record Keeping 22

26. Confidentiality 22
27. Publishing Information 23
28. Monitoring & Review 23

1. Statement of Intent

South Pennine Academies values all students and celebrates diversity of experience, interest and achievement. All students need to experience praise, recognition and success, and students with SEND have equal entitlement to this.

This policy outlines the framework for the academy to meet its duty, obligation and Principal equality values to provide a high-quality education to all of its students, including students with SEND, and to do everything it can to meet the needs of students with SEND. Through successful implementation of this policy, the academy aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between students with SEND and students without SEND.

The academy will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of students and their parents in decision-making
- The early identification of students' 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 students with SEND
- Greater choice and control for students 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 student 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

2. Legal Framework

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

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015 Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' DfE (2015) 'Supporting students at Academy with medical conditions'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in Academies
- DfE (2021) 'Academy Admissions Code'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled students'

This policy operates in conjunction with the following academy policies:

- Admissions Policy
- Student Equality, Equity, Diversity and Inclusion Policy
- Student Confidentiality Policy
- Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Students with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

3. Academy Context –

At our academy we focus on the holistic development of the child. Through our vision and values, we aim to create a nurturing academy community, where children excel in their achievements and are inspired to continue learning in the future to achieve their upmost potential. We work hard to ensure all children receive the appropriate education they are entitled to; tailoring to individual needs, promoting high standards and equipping them with the skills needed to be the best that they can be. When children are identified as having SEND, adjustments will be made to ensure they are supported in the classroom alongside their peers. We work in accordance with the Code of Practice which states that every teacher is responsible and accountable for all students in their class wherever or with whoever the child/young person is working. (Code of Practice 6:36)

As an academy community, we are committed to child centred inclusive practice, and as such, we work with both children and their families in both our academy settings.

4. Identifying SEND

The academy has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the students. With the support of the SLT, classroom teachers will conduct regular progress assessments for all students, with the aim of identifying students who are making less than expected progress. 'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline Progress does not match or better the student's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

5. Definitions

For this policy, a student is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age. 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.

The academy reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs
- Communication and interaction Students with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The academy recognises that:

- Students with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives. The SENDCO will work with students, parents, and language and communication experts where necessary to ensure students with SLCN reach their potential. Cognition and learning Students with learning difficulties may require support – the academy will offer one-to-one learning support where necessary.

The academy understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the student. Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Social, emotional and mental health (SEMH) difficulties Students may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The academy recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the academy will implement a Social, Emotional and Mental Health (SEMH) Policy to support students with these difficulties. The academy will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of students with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other students. Sensory or

physical needs Impairments that prevent or hinder students from using the academy facilities, such as vision impairment (VI), do not necessarily have SEND.

The academy will ensure staff understand that:
- Some conditions can be age-related and can fluctuate over time.
- A student with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:
- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The academy recognises, however, that students who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met.

6. Objectives

Every academy is required to identify and address the SEND of the students that they support. Through the implementation of this policy, the academy will:
- Use their best endeavours to make sure that students with SEND get the support they need to access the academy's broad and balanced curriculum.
- Ensure that students with SEND engage in the activities of the academy alongside students who do not have SEND.
- Ensure there is high-quality provision to meet the needs of students with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards students 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 students.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCO.
- Inform parents when they are making special educational provision for their child. Review, prepare and publish important information about the academy 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 students with SEND.
    - Information about the admission arrangements for students with SEND and the steps taken to prevent them being treated less favourably than others.
    - A SEND information report about the implementation of the academy's policy for students with SEND.

7. Roles & Responsibilities

7.1 The Trust Board

The Trust Board will be responsible for:

- Ensuring there is a policy and associated procedures in place.
- Have regard for the requirements of the SEND Code of Practice 2014.
- Be fully informed about SEND issues, by the Director of Education, so that they can play a part in the Trust self-evaluation and strategic planning process.
- Set up appropriate staffing and funding arrangements and oversee the Trust's work for students with SEND.
- Preparing the arrangements for the admission of students with SEND and the facilities provided to enable access to the academy for students with disabilities.
- Ensure that the quality of SEND provision is regularly monitored.
- Identify a Trustee to be the person responsible for SEND and for this person to link with the Director of Education.

7.2 The Local Academy Board (LAB)

The Local Academy Board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the academy.
- Ensuring the academy meets its duties in relation to supporting students with SEND.
- Ensuring that there is a qualified teacher designated as SENDCO for the academy.
- Ensuring that the academy has a designated teacher for LAC, where appropriate.
- Ensuring that leaders communicate with students with SEND and their parents when reviewing policies that affect them.
- Ensuring that effective provision is in place for all students with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a student's SEND.
- Ensuring that reasonable adjustments are made for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability. Taking necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Student Equality, Equity, Diversity and Inclusion Policy.
- Regularly monitoring the academy's policies and procedures, to review their impact on students with SEND, including on their mental health and wellbeing.
- Reviewing progress towards identified targets and actions in the Accessibility Plan, showing how the academy intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for students with disabilities on the academy's website.
- Publishing annual information about the arrangements for the admission of students with SEND, the steps taken to prevent students being treated less favourably than others, the facilities provided to assist students with SEND, and the academy's Accessibility Plan on the academy's website.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a student with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support students at an academy with medical conditions, in line with the academy's Supporting Students with Medical Conditions Policy.
- Appointing an individual governor or sub-committee to oversee the academy's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.

- Ensuring that the academy's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

7.3 The Principal

The Principal will be responsible for:

- Ensure the academy holds ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively.
- Ensure the academy works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of students, providing support and adaptation where appropriate.
- Ensure the academy fulfils its statutory duties with regard to the SEND code of practice.
- Ensuring that those who are teaching or working with students with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review students' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENDCO has sufficient time and resources to carry out their functions. Providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the Local Academy Board in appointing a designated teacher for LAC, who will work closely with the SENDCO to ensure that the needs of the students are fully understood by relevant academy staff.
- Regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of the academy's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable students.
- Ensuring teachers have an established understanding of different types of SEND. Ensuring that procedures and policies for the day-to-day running of the academy do not directly or indirectly discriminate against students with SEND.
- Ensuring that students with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including students with SEND in all opportunities available to other students.
- Ensuring that the approach to the curriculum includes how it is made accessible for students with SEND.
- Consulting health and social care professionals, students, and parents to ensure the needs of students with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a student, adhering to the Trust Confidentiality and Trust Student Confidentiality Policy at all times.
- Identifying any patterns in the identification of SEND within the academy and comparing these with national data.
- Reporting to the Local Academy Board on the impact of SEND policies and procedures, including on students' mental health and wellbeing.
- Ensuring that the SENDCO is provided with training, with an emphasis on mental health, on an annual basis.

7.4 The SENDCo

The SENDCo will be responsible for:

- Collaborating with the Local Academy Board and Principal, as part of the SLT, to determine the strategic development of the SEND policy and provision in the academy.
- Working with the relevant governors and the Principal to ensure that the academy meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual students with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the academy's delegated budget and other resources to meet students' needs effectively.
- Liaising with the parents of students with SEND.
- Liaising with early years providers, other academies, 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 students and their parents are informed about the options, and a smooth transition is planned. Drawing up a one-page profile of a student with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- 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.
- Ensuring, as far as possible, that students with SEND take part in activities run by the academy, together with those who do not have SEND.
- Ensuring that the academy keeps the records of all students with SEND up-to-date, in line with the academy's Data Protection Policy.
- Informing the parents of students with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the Principal, identifying any patterns in the identification of SEND within the academy and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a student's particular strengths and weaknesses, and advising on effective implementation of support.

7.5 The Designated Safeguarding Lead (DSL)

The DSL will be responsible for:

- Liaising with the Principal to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding students with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding students with SEND.

- Liaising with the SENDCo where appropriate regarding safeguarding concerns for a student with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of students with SEND, including where families may be facing challenging circumstances.
- Working with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that students with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on student's attendance, engagement and achievements.
- Recognising the additional risks that students with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support students with SEND to stay safe online.

7.6 Teachers

Teachers will be responsible for:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the students themselves.
- Setting high expectations for every student 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 student achieving.
- Ensuring every student with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the students in their class. Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENDCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Principal.

8. Early Years Students with SEND (Primary Only)

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 academy will ensure all staff who work with young children are alert to emerging difficulties and respond early. The academy will also ensure staff listen and understand when parents express concerns about their child's development.

The academy will listen to any concerns raised by students themselves. The academy will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the academy offers alongside children who do not have SEND.
- The SENDCo is responsible for coordinating SEND provision.
- Parents are informed when the academy makes special educational provision for their child.
- A report is prepared and sent to parents that includes the following:
    - The implementation of our SEND Policy

- Our arrangements for the admission of children with SEND
- The steps being taken to prevent children with SEND from being treated less favourably than others
- The facilities provided to enable access to the academy for children with SEND
- The academy's Accessibility Plan, showing how it plans to improve access over time Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle

9. Students with Specific Circumstances

9.1 Looked After Children (LAC)

LAC students at the academy who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. The academy recognises that students that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan. The academy has a designated member of staff for coordinating the support for LAC. Where that role is carried out by a person other than the SENDCo, designated teachers will work closely with the SENDCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant academy staff.

9.2 English as an Additional Language (EAL)

The academy will give particular care to the identification and assessment of the SEND of students whose first language is not English. The academy will consider the student within the context of their home, culture and community. Where there is uncertainty about an individual student, the academy will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist. The academy appreciates having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND. The academy will look carefully at all aspects of a student'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.

10. Admissions

The academy will ensure it meets its duties set under the DfE's 'Academy 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.
- Not refusing admission for a child that has named the academy in their EHC plan.
- 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 academy 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 academy uniform and trips do not discourage parents of students with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'Academy Admissions Code' for the admission of children without an EHC plan.

- Ensuring the academy'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 students with SEND are outlined in the Admissions Policy and will be published on the academy website.

11. Involving Students & Families in Decision Making

The academy 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 student is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress.

The class teacher, supported by the SENDCo, will meet with the parents three times each year. Parents of students with SEND will be encouraged to share their knowledge of their child; the Principal and SENDCo will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when the academy provides their child with SEND support.

Decisions on whether the academy will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the student involved. Decisions about education will not unnecessarily disrupt a student's education or any health treatment underway.

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

- Focus on the student as an individual, not allowing their SEND to become a label.
- Be easy for students and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the student's strengths and capabilities.
- Enable the student, 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 student with an EHC plan, the school will involve the parents and the student in discussions surrounding how the academy can best implement the plan's provisions to help the student thrive in their education, and will discern the expected impact of the provision on the student's progress. Where necessary, the academy will facilitate support from an advocate to ensure the parent's views are heard and acknowledged

12. Joint Commissioning, Planning & Delivery

The academy is committed to ensuring that students with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

The academy will work closely with local education, health and social care services to ensure students get the right support. The academy 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 academy will draw on the wide range of local data sets about the likely educational needs of students with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people 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 students with SEND.
- An analysis of local challenges or sources of health inequalities.

The Trust's Data Protection Policy will be adhered to at all times.

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

- Improved educational progress and outcomes for students with SEND.
- Increasing the identification of students with SEND prior to academy entry. Where students 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.

13. Funding

The academy will allocate the appropriate amount of core per-student funding and notional SEND budget outlined in the Local Offer for the SEND provision of its students.

Personal budgets are allocated from the LA's high needs funding block; the academy will continue to make SEND provision from its own budgets, even if a student has an EHC plan.

Where additional student needs are identified the academy will use its delegated funding allowance to provide early intervention support for the benefit of students identified with SEND. Where students 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.

14. Local Offer

The academy's Local Academy 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 academy will work with LAs, parents and students in developing and reviewing the Local Offer. The academy will also cooperate with those providing services.

- Accessible: The academy 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 students' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- Comprehensive: The academy will help to ensure that parents and students 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 academy 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 academy will work with the LA to review the Local Offer to ensure that, when parents and students access the Local Offer, the information is up-to-date. The academy will provide the LA with information about their existing SEND provision and capabilities to support students with SEND to aid in the drafting of the Local Offer, where required.

15. Graduated Approach

Once a student with SEND has been identified, the academy will employ a graduated approach to meet the student's needs by:

- Establishing a clear assessment of the student's needs.
- Planning, with the students' parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENDCo.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

16. Assessment

The academy will, in consultation with the student's parents, request a statutory assessment of SEND where the student's needs cannot be met through the resources normally available within the academy.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and student. The academy will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The academy will gather advice from relevant professionals about the student concerned, including 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. In tracking the learning and development of students with SEND, the academy will:

- Base decisions on the insights of the student and their parents.
- Set students challenging targets.
- Track students' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.

- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need. Where possible, students' needs will be defined under the 'Special Educational Needs and Disability Code of practice: 0 to 25 years' broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.
- Where a student continually makes little or no progress, or is working substantially below expected levels, the academy will consult with parents before involving specialists

17. Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCo, as well as external agencies, where appropriate.

Training will cover both the mental and physical needs of students with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENDCo participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training. Training will cover the following:

- Identifying SEND in students
- Liaising with the academy's SENDCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Physical intervention techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for students with varying forms of SEND Reasonable adjustments
- How to help with emotional development

18. Promoting Mental Health & Wellbeing

The academy will implement the Trust's Mental Health and Wellbeing policy. The academy will ensure that there is a focus on promoting students' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a student requires such services. Where appropriate, the academy will support parents in the management and development of their child.

Peer mentoring will be used to encourage and support students experiencing SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-academy intervention is not appropriate, referrals and commissioning will be used instead. The academy will continue to support the student as best it can.

- For students with more complex problems, additional in-academy support will include: Supporting the student's teacher, to help them manage the students behaviour.
- Additional educational one-to-one support for the student.
- One-to-one therapeutic work with the student, delivered by mental health specialists.
- An Individual Healthcare Plan (IHP). All academies must comply with the statutory duty of caring for students with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication. Family support and/or therapy, upon the recommendation of mental health professionals.

The academy will consider whether disruptive behaviour is a manifestation of SEMH needs.

The academy will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

19. EHC Plans

The academy recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a student, some students 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 student, 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 academy 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 student'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 student 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 student's EHC plan. The academy will meet its duty to provide views on a draft EHC plan within 15 days.

The academy will admit any student that names the academy in an EHC plan and will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them.

20. Reviewing EHC Plans

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

The academy 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.
- Seek advice and information about the student 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.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the academy to host the annual review meeting.
- Lead the review of the EHC plan in order to create the greatest confidence amongst students and their parents.
- Seek advice and information about the student 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.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- 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 student's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Clarify to the parents and students that they have the right to appeal the decisions made in regard to the EHC plan.

21. Safeguarding

The academy recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that students 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, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment. The academy recognises that there are additional barriers to recognising abuse and neglect in this group of students.

These barriers include, though are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.
- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Principal and Local Academy Board will ensure that the academy's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving students with SEND, staff will have due regard for the procedures outlined in the academy's Physical Intervention Policy. Care will be taken by all staff, particularly those who work closely with students 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 SENDCO.

22. Transferring Between Different Phases of Education

The academy is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life EHC plans will be reviewed and amended in sufficient time prior to a student moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and amendments will be completed by the 15th February in the calendar year of the transfer at the latest for transfers into or between academies.

The key transfers are as follows:

- Early Years provider to academy/school
- Primary academy to secondary academy/school
- Secondary academy to further education

23. SEND Tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the student's education suffering. In all cases, the academy's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a student, the academy will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

Where necessary, the Principal will make the relevant parties aware of the disagreement resolution service.

Parents are made aware that Ofsted can consider complaints relating to whole academy SEND early years provision, if the problem has not been resolved informally.

The academy 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'. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the academy.

If disagreements are not resolved at a local level, the case will be referred to the DfE. The academy will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the student will cooperate with parents to provide the student with the highest standard of support and education.

24. Supporting Successful Preparation for Adulthood

The academy is aware that being supported towards greater independence and employability can be life-transforming for students with SEND. It recognises the importance of starting early, centering around student aspirations, interests and needs, and will ensure that students 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 only] The academy will:

- Seek to understand the interests, strengths and motivations of students and use this as a basis for planning support around them.
- Support students so that they are included in social groups and develop friendships.
- Ensure that students 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 Only] The academy 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 students from Year 8 until Year 13 are provided with independent careers
- guidance.

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

25. Data & Record Keeping

The academy'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 student'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 students.
- Maintain an accurate and up-to-date register of the provision made for students with SEND.
- Show all the provisions the academy makes which is different or additional to that offered through the academy curriculum on a provision map.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

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

The SEND information report will be prepared by the Local Academy Board, and will be published on the academy 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'.

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

26. Confidentiality

The academy will not disclose any EHC plan without the consent of the student's parents, except for 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.
- 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 academies and LAs.
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Principal (or equivalent position) of the setting at which the student is intending to start their next phase of education.

The academy will adhere to the Trust Confidentiality and Trust Student Confidentiality Policy at all times.

27. Publishing Information

The academy will publish information on the academy website about the implementation of this policy. The Local Academy Board will publish details of the SEND information report on the academy website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

28. Monitoring & Review

The policy is reviewed on an annual basis by SENDCos, Principals and Trust Board in conjunction with the Local Academy Board; any changes made to this policy will be communicated to all members of staff, parents of students with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is Summer 2025.