



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Special Educational Needs and Disabilities Policy

The Consortium Academy Trust (TCAT)
An Exempt Charity Limited by Guarantee
Company Number 07665828

Status:	Live
Policy Owner (Position)	Director of Education Services
Statutory / Recommended	Statutory
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Advisory Committee	HT Board
Linked Documents and Policies	<ul style="list-style-type: none">• SEN Code of Practice• Admissions Policy• Equal Opportunities Policy: Learners• Pupil Confidentiality Policy• Data Protection Policy

	<ul style="list-style-type: none">• Records Management Policy• Social, Emotional and Mental Health (SEMH) Policy (Academy)• Supporting Learners with Medical Conditions Policy• Child Protection and Safeguarding Policy• Careers Policy (School)• Exclusion Policy• Behavioural Policy (School)• External Complaints Policy• Accessibility Plan (School)
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**NB – This document can only be considered valid when viewed on The Consortium Academy Trust website. If the copy is printed or downloaded and saved elsewhere the Policy date should be cross referenced to ensure the current document is the correct version. The linked policies can be viewed at www.consortiumtrust.co.uk*

1. Statement of Intent

The Consortium Academy Trust (the “Trust”) recognises the abilities and achievements of all of its learners and in line with our Vision and Values is committed to providing the best possible experience and environment for learning for all. We aim to help learners with SEND to fulfil their potential and to promote their self-confidence, motivation and commitment to ensure we support them to shape a positive future.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Provide positive experiences
- Promote equal opportunities
- Foster good relationships between learners with SEND and learners without SEND

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)

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 pupils at school with medical conditions’
- DfE (2021) ‘Keeping children safe in education 2021’
- DfE (2018) ‘Working Together to Safeguard Children’
- DfE (2018) ‘Mental health and wellbeing provision in schools’
- DfE (2021) ‘School Admissions Code’

3. Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or a young person of compulsory school age has a learning difficulty or disability if he or she –

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Learners must not be regarded as having learning difficulties solely because their language is different from that in which they were taught.

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 2014 SEN Code of Practice suggests that it is helpful to see learners' needs and requirements as falling within 4 main areas (Appendix 1):

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

Many children and young people have difficulties which fit clearly into one of the areas; some have needs that span two or more areas; for others the precise nature of their needs may not be clear from the outset. It is not our intention to fit a learner into a specific category, but to meet the needs of the whole child

4. Definition of special educational provision

For children of 2 or over, educational provision which is additional to, or otherwise different from, the educational provision generally made for children of this age in mainstream schools in this area.

5. Aims

- To follow the SEND Code of Practice (July 2014) and know that there is a continuum of SEND education
- To provide equal opportunities for all learners to be educated alongside their peers, with an emphasis on developing their independence to the full extent of their capabilities
- Early identification and thorough assessment of learners with SEND
- To work in close partnership with parents/carers, learners and external agencies
- To create, maintain and actively support awareness and understanding within the school of the needs of learners with SEND so that staff share the responsibility throughout the curriculum, promoting a 'whole-school' approach
- To support learners' progress through full and equal access to a broad, balanced and relevant curriculum, differentiated to take into account their individual needs and matched to provide appropriate challenge
- To provide all of our learners with an education that enables them to make the best possible progress, so that they become confident individuals living fulfilling lives and make a successful transition into adulthood

6. Roles and responsibilities

The Trust through their Local Governing Boards will:

- Ensure communication takes place with learners with SEND and their parents/carers when reviewing policies that affect them.
- Ensure 'effective' provision is in place for all learners with SEND, whether or not they have an EHC Plan.
- Designate an appropriately qualified member of staff to be the SENDCO with responsibility for coordinating provision for learners with SEND.
- Appoint a designated teacher for LAC
- Ensure that reasonable adjustments are made for learners with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that learners with disabilities are not discriminated against, harassed or victimised, in line with the Equal Opportunities Policy
- Prepare the arrangements for the admission of learners with SEND and the facilities provided to enable access to the school for learners with disabilities.
- Publish annual information setting out the measures and facilities to assist access for learners with disabilities on the school's website. (see Appendix 2 for TCAT Template)
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and learners at an age and cognition appropriate level
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a learner with SEND, in line with their EHC Plan.
- Ensure arrangements are in place to support learners at school with medical conditions, in line with the Trust's Supporting Learners with Medical Conditions Policy.
- Cooperate with the LA in drawing up, reviewing and promoting the Local Offer as appropriate.
- Appointing an individual governor to oversee the school's arrangements for SEND.
- Receiving the SEND information report and publishing it on the website.
- Ensure that the Trust's Safeguarding and Child Protection Policy addresses additional safeguarding challenges that children and young people with SEND may face.

The Headteacher will:

- Ensure that those who are teaching or working with learners with SEND are aware of their needs and have arrangements in place to meet them.
- Ensure that teachers monitor and review learners' progress during the academic year.
- Cooperate 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.
- Ensure that the SENDCO has the position of seniority to be an advocate for SEND children and young people within the school as a member of the SLT
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENDCO to ensure that the needs of the learners are fully understood by relevant staff.
- Regularly and carefully review the quality of education for learners at risk of underachievement
- Ensure that teachers and other staff understand the strategies to identify and support vulnerable learners.
- Ensure teachers have an established understanding of different types of SEND through a coordinated programme of CPDL.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against learners with SEND.

- Ensure that learners with SEND and their parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC Plans.
- Establishing and maintaining a culture of high expectations and including learners with SEND in all opportunities available to other learners.
- Ensure that the approach to the curriculum includes how it is made accessible for learners with SEND.
- Report to the Local Governing Board on the impact of SEND policies and procedures
- Ensure that the SENDCO is provided with training, with an emphasis on mental health
- Prepare the Accessibility Plan, showing how the school intends to progressively improve access over time.

The SENDCO will:

- Work with the Deputy Director of Education Services, Link Governor and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements and the SEN Code of Practice.
- Lead the day-to-day operation and implementation of the SEND Policy.
- Coordinate the specific provision made to support individual learners with SEND, including those with EHC Plans.
- Liaise with the relevant, designated teacher where LAC learners have SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively.
- Liaise with the parents/carers of learners with SEND.
- Liaise with early years providers, other education providers, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Be a key point of contact for external agencies
- Liaise with the potential future providers of education to ensure that learners and their parents/carers are informed about the options, and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals who are providing a supporting role to the family.
- Ensure, as far as possible, that learners with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all learners with SEND up-to-date, in line with the Trust's Data Protection Policy.
- Informing the parents/carers of learners with SEND, who do not have an EHC Plan, that SEND provision is being made.
- Consult health and social care professionals, learners, and parents/carers to ensure the needs of learners with medical conditions are effectively supported.
- Keep parents/carers and relevant staff up-to-date with any changes or concerns involving a learner, considering the school's Pupil Confidentiality Policy.
- Identify any patterns in the identification of SEND within the school and comparing these with national data.
- Participate in training and CPDL opportunities, some of which emphasise mental health to a greater extent.
- Provide training to relevant class teachers and other staff involved in the delivery of learning or other aspects of support for learners with SEND.
- Support teachers in the further assessment of a learner's particular strengths and weaknesses, and advising on effective implementation of support.

- *Where there is an Enhanced Resource Provision based at the school ensure that the staff have appropriate skills to meet the needs of learners and fulfil the requirements of the high level funding commitment*

Further details of named persons with specific duties under SEND may be found on each school's website within the SEND Report.

The DSL will:

- Liaise with the Headteacher and SENDCO to inform them of any issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations regarding learners with SEND.
- Liaise with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding learners with SEND.
- Liaise with the SENDCO where appropriate regarding safeguarding concerns for a learner with SEND.
- Promote supportive engagement with parents/carers in safeguarding and promote the welfare of learners with SEND, including where families may be facing challenging circumstances.
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievements.
- Recognise the additional risks that learners with SEND face online, from online bullying, grooming and radicalisation, and ensuring they have the capability to support learners with SEND to stay safe online.

Teachers and other relevant staff will:

- Accept a shared responsibility for all learners with SEND.
- Plan and review support for learners with SEND on a graduated basis, in collaboration with the SENDCO and, where appropriate, the learners themselves.
- Set high expectations for every learner and aim to teach them the full curriculum, whatever their prior attainment.
- Plan learning to address potential areas of difficulty to ensure that there are no barriers to every learner achieving.
- Ensure every learner with SEND is able to study the full national curriculum.
- Be accountable for the progress and development of the learners in their class.
- Be aware of the needs, outcomes sought, and support provided to any learners with SEND they are working with.
- Understand and implement strategies to identify and support vulnerable learners with the support of the SENDCO.
- Actively engage in CPDL opportunities to ensure they are up to date with strategies to support learners with SEND

7. Early years learners with SEND

The school will ensure all staff who work with our youngest children are alert to emerging difficulties and respond early. The school will also ensure staff listen and understand when parents/carers express concerns about their child's development. The school will listen to any concerns raised by children themselves.

The school will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the provision offers alongside children who do not have SEND.
- The SENDCO is responsible for coordinating SEND provision for children in the EYFS.
- Parents/carers are informed when the school makes special educational provision for their child:

We recognise that for parents/carers of young children new to the formal education system, the process of SEND identification and support can be daunting. We will endeavour to communicate with them at all stages and offer a range of opportunity for them to engage in all stages of the process.

8. Children and young people with specific circumstances

LAC

Learners at the school 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 school recognises that learners 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 school 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 or young person being both looked after and having SEND are fully understood by relevant staff.

EAL

The school will give particular care to the identification and assessment of the SEND of learners whose first language is not English.

The school will consider the learner within the context of their home, culture and community.

Where there is uncertainty about an individual learner, the school 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 school appreciates having EAL is not equated to having learning difficulties. At the same time, when learners 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 look carefully at all aspects of a learner'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.

9. Admission Policy

This is determined by The Consortium Academy Trust on an annual basis and is in line with current National Admissions guidance. The Trust strives to be fully inclusive at all times. Learners are not discriminated against on the grounds of their learning difficulties or any other SEND requirements. However, where admission to a school becomes untenable in terms of impact on provision, finance or the learning of others, the Headteacher will make

representation to the appealing body in consultation with the Local Board responsible for the appropriate sector of education. This appeal will include the grounds upon which the Headteacher believes the learners needs cannot be met and any alternative solution required for reasonable adjustment to be made to enable admission.

10. Site Accessibility

All sites within The Consortium Academy Trust are fully accessible to all. There is specialist equipment on each site to meet physical needs, in conjunction with advice and support from the Sensory and Physical Teaching service, Occupational Therapists and Physiotherapists.

11. Graduated Response

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

- Establishing a clear assessment of the learner's needs.
- Planning, with parents/carers 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.

12. Identification and Assessment

The school will, in consultation with the learner's parents/carers and where appropriate the learner, request a statutory assessment of SEND where the learner's needs cannot be met through the resources normally available.

Consideration of whether SEND provision is required, and thus a possible EHC Plan, will start with the desired outcomes and the views of the parents/carers and the learner.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the learner 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.

When determining whether a statutory assessment is required the school will have due regard to all academic, personal and social development evidence available to them including the views of parents/carers and the learner. Where the school does not believe there is sufficient evidence that a statutory assessment should be made this will be communicated to parents/carers without delay.

In tracking the learning and development of learners with SEND, the school will:

- Base decisions on the insights of the learner and their parents/carers.
- Set learners challenging targets.
- Track progress towards these goals.
- Review the impact of 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, learners' 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 learner continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

13. Provision

All learners are fully integrated into the curriculum and so are taught in their mainstream groups/classes where appropriate (See Section 6). Support may be given in the classroom, where personalised tasks and resources are used.

All staff are constantly updated on the individual needs of each learner with SEND and are given up to date advice on effective strategies to be used in delivering education which will aid the progress of all learners. Personalised Quality First Teaching is a requirement of all teaching staff for all learners. The SENDCO and Learning Support departments on all Trust sites will provide advice and guidance on appropriate strategies and resources.

Alongside this, identified groups of learners or individuals with SEND *may* be withdrawn for literacy (reading, comprehension and spelling) and numeracy skills. Learners may be withdrawn in order to deliver this support, either individually or in small groups of learners with similar needs.

Teaching/Learning Assistants may be assigned to a particular year group, teaching group or an individual, as directed by the member of staff with the assigned role of SENDCO. This is clearly detailed within the Learning Support Department's provision map of interventions.

In addition to supporting individuals in line with Education, Health and Care Plans, Teaching/Learning Assistants may also deliver literacy/numeracy/social skill interventions. To avoid overdependence, Teaching/Learning Assistants are not usually assigned to a particular learner, other than where specific training to meet the needs of the learner is required. In line with this, unless specific training is required, learners with an Education, Health and care Plan may be supported by a number of Teaching/Learning Assistants in the course of fulfilling statutory requirements. This will also be detailed within the Provision Map.

All Teaching/Learning Assistants are required to have a minimum of a Level 2 or equivalent qualification in English and Maths. Training specific to the role will be undertaken when necessary.

14. Collaboration

a. External agencies

All schools within the Trust work closely with a range of external agencies to support identification and provision for learners with SEND.

We may liaise with and gain advice and support from the following as necessary:

- Educational Psychologist
- Inclusion Practitioners
- SAPTs – Sensory and Physical teaching Service
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- CAMHs/MIND
- YFS – Youth and Family Support
- PET – Prevention in Education Team
- Health Services
- Northcott Outreach Service

b. Learner Voice

It is vitally important that all children and young people are central to any decisions made about their education and are fully able to exercise their choice and opinions at an age appropriate level.

We strive to help them achieve this by encouraging them to:

- State their views about their education and learning through formal learner voice, provision reviews and annual reviews
- Informal discussions and during intervention sessions
- Identify their own needs and learning styles.
- Participate in reviewing their progress and further target setting.

c. Partnership with parents

A strong working partnership between school and parents is at the heart the Trust's ethos. We feel this is the best way to ensure all learners are supported in the best manner possible in order to fulfil their potential. Parents/Carers have a unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership. Parents of all learners are encouraged to be fully involved with all aspects of their child's education.

This is achieved in a variety of ways:

- Invitations to attend meetings with the Learning Support department
- Parents' Evenings – where class teachers, tutors, and members of the Learning Support department can be seen
- Contact with members of the Learner Services or other appropriate school based staff
- External agency meetings

15. Promoting mental health and wellbeing

The school will implement a Social, Emotional and Mental Health (SEMH) Policy. The school will ensure that there is a focus on promoting learners' resilience, confidence and ability to learn in subjects across the curriculum.

Within this the school will recognise that learners with SEND may require a higher level of support to ensure they develop these skills and can overcome the barriers their special educational need may present. Additional strategies may be required to support positive

social, emotional and mental health for SEND learners. These should be implemented by the SENDCO based on identified need.

16. Education Health and Care Plans (EHC Plan)

The school will fully cooperate with the LA when research about a learner is being conducted. The school will provide the LA with any information or evidence needed. All relevant staff will be involved in contributing information to the LA.

Where the LA provides a learner with an EHC Plan, the school will involve the parents and the learner (age and development appropriate) in discussions about how the school can best implement the plan's provisions to help the learner thrive in their education, and will discern the expected impact of the provision on the learner's progress.

The school will meet its duty to provide views on a draft EHC Plan within 15 days. If the decision is taken not to issue an EHC Plan, the school will consider and implement the recommendations of feedback from the LA regarding how the learner's outcomes can be met through the school's existing provision. Where the school does not believe they can meet the needs of the learner or implement the recommendations they should immediately engage with the LA for support.

If the LA decides not to issue an EHC Plan, the parents/carers of the learner, or the learner themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment by the LA.

All reasonable provisions will be taken by the school to provide a high standard of education.

Staff will be made aware about any potential problems and a procedure will be put into place to deal with certain situations. The school will specify short-term targets sought for a learner in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes in line with the requirements of the EHC Plan.

The school will review each learner'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 learner's needs significantly change, the SENDCO will request a re-assessment of an EHC Plan at least six months after an initial assessment. Thereafter, Headteacher (delegated to the SENDCO) will request the LA to conduct a re-assessment of a learner whenever they feel it is necessary. Following the re-assessment, a final EHC Plan will be issued within 14 weeks from the request being made.

The school will ensure that any EHC Plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a learner's EHC Plan will only be shared with other educational settings if the learner is transferring there, for the setting to develop an individual learning plan. Confirmation of transfer must be sought. The school will take steps to ensure that learners and parents/carers are actively supported in developing and reviewing EHC Plans.

The school will make every effort to ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

17. Reviewing the EHC Plan

The school will:

- Cooperate with the 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.
- Contribute any relevant information and recommendations about the EHC Plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Lead the review of the EHC Plan in order to create the greatest confidence amongst learners and their parents/carers.
- 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/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents/carers and learner that they have the right to appeal the decisions made in regard to the EHC plan.

18. Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that learners 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 school recognises that there are additional barriers to recognising abuse and neglect in this group of learners. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner's condition without further exploration.
- These learners being more prone to peer group isolation or bullying (including prejudice-based bullying) than other learners.
- The potential for learners 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.
- Cognitive ability to assess risk appropriately

The Trust will ensure that the Safeguarding and Child Protection 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 learners with SEND, staff will have due regard for the procedures outlined in the Trust's Positive Handling Policy.

Care will be taken by all staff, particularly those who work closely with learners 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.

19. Resolving Conflict and SEN Tribunal

All disagreements about an EHC Plan will be attempted to be resolved as quickly as possible, without the learner's education suffering.

In all cases, the Trust's Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC Plan is in place.

- Where necessary, the Headteacher will make the relevant parties aware of the disagreement resolution service.
- Parents are 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'.

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

In the case where the tribunal is brought against the LA, the school will provide any requested information to support either party as appropriate but legal advice will be sought through the Trust Director of Business prior to any information being shared.

20. Data and record keeping

In line with the Trust Data Protection Policy the school's records will:

- 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 learners.
- Maintain an accurate and up-to-date register of the provision made for learners with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

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

21. Confidentiality

The school will not disclose any EHC Plan without the consent of the learner's parents/carer, 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 schools and LAs.

- To any person in connection with the learner'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 learner is intending to start their next phase of education.

22. Effective continuum of education (Transition)

Transition may occur at several stages, including:

- Entering Nursery
- Nursery to Reception
- Transition from primary to Secondary
- In-Year transition from another school
- Transition between key stages (or year groups)
- Transition from KS4 to post 16 education

The appointed SENDCo for each site maintains regular contact with all feeder schools and regular meetings take place in which information regarding transition may be shared in order for transition between any school or key stage to be as smooth as possible.

EHC Plans will be reviewed and amended in sufficient time prior to a learner 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 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

For learners moving from secondary school to a post-16 setting or apprenticeship, the review and any amendments to the EHC Plan, including specifying the post-16 provision and naming the setting, must be completed by the 31 March in the calendar year of the transfer.

In preparing learners with SEND for adulthood, the school will ensure that it meets its duty to secure independent, impartial careers guidance for learners in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings with learners and parents/parents from Year 8, including Annual Review Meetings.
- Helping learners and their parents/carers prepare for the change in legal status once a young person is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for learners with SEND.
- Helping learners and parents/carers understand and explore how the support they will receive will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for learners with SEND to make successful transitions.

The school's Careers Policy will include details on how the school will work with learners with SEND to ensure they are prepared for the workplace.

23. Continuing Professional Development and Learning

The Trust is committed to raising the awareness and understanding of staff, parents/carers and learners in order to ensure the difficulties experienced by learners with SEND in mainstream school are addressed. This takes the form of:

- Sharing best practice
- 'In-house' training – staff with particular skills are asked to share their expertise with other staff during training sessions
- The use of formal, external training providers

Areas which will be regularly covered by the training which ensure Trust staff remain highly skilled in supporting learners with SEND may include:

- Identifying SEND in learners
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for learners with varying forms of SEND
- Reasonable adjustments
- How to help with social and emotional development

24. Impact Evaluation

Success of the investment in the Learning Support Programme and the effectiveness of this policy is evaluated in the following ways:

- The extent to which learner progress and achievement is in line with, or exceeds, projections
- The accuracy of the SEND register
- Review evidence that SEND learners are being provided for appropriately during mainstream lessons
- Reviews of curriculum and standards
- Learner Voice
- Parental feedback
- Fixed Term/Permanent exclusions are monitored in respect of SEND learners
- OFSTED Reports

The Monitoring and Evaluation of the effectiveness of our provision for SEND learners may be carried out in the following ways:

- Classroom observations by senior leaders, middle leaders and the SENDCo
- Assessment of progress made by learners within intervention groups.
- Work sampling
- Informal feedback from teaching staff and Teaching/Learning Assistants.
- Learner discussions within intervention groups and individual learner voice.
- Learner progress tracking via data trawls and provision mapping
- Liaison with Pastoral Managers at reviews meetings and informal discussions in response to need.
- Attendance monitoring
- Behaviour monitoring
- Review Meetings with External Agencies
- Exam results review

More detailed information of each site provision and personnel within the Trust can be found within their SEND Information Report (Appendix 2), which is on each school's website.

Appendix 1

Communication and interaction

Learners 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.

We recognise that:

- Learners with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every learner 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 learners, parents, and language and communication experts where necessary to ensure learners with SLCN reach their potential.

Cognition and learning

Learners with learning difficulties may require support – the school will offer one-to-one learning support where necessary.

The school 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 learner.

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

Learners 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 school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support learners with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of learners with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other learners.

Sensory or physical needs

Impairments that prevent or hinder learners from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A learner with a disability is covered by the definition of SEND if they require special educational provision.



<Insert School Name>

Special Educational Needs and Disabilities Annual Information Report

Our whole school approach meets the requirements of the Trust SEND Policy and is in line with our vision and values

<School Vision and Values Statement to be inserted here>

<Provide a brief summary of your approach including high quality teaching, curriculum, graduated response elements for example>

Catering for different kinds of SEND

<it is good practice to refer to the bands outlined in the SEN Code of Practice – for each area briefly outline the types of SEND you provide for>

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health Needs

Sensory and/or physical needs

Key Staff and Expertise

Name of Staff Member	Area of Expertise	Level of Qualification

Key Senior Staff

Name of Staff Member	Post	Contact Details
	SENDCO	
	Designated Safeguarding Lead	
	Designated Teacher	

Securing and deploying expertise

<outline in brief how you secure specialist support (internally and externally) and deploy staff within the school to support learners with SEND>

Equipment and Facilities

<Outline in brief how you secure and use specialist equipment and facilities to support SEND learners>

Identifying and Assessing learners with SEND

The Trust SEND Policy provides specific expectations of the level of detail required for identifying and assessing learners with SEND. In our school we use the following strategies to ensure that information is robust prior to decision making around SEND need

<include the data and methodologies used to identify and assess SEND need within your setting – for example Boxall profile, CAT testing etc>

Consulting with learners and parents/carers

<summarise the explicit ways that the view of these two groups are collected both informally and formally for your setting>

Involving Key Stakeholders

<outline the key agencies your setting works with – inc LAs, Health and Social Care teams, other specialist and voluntary groups – this can give specific ref to organisations that support learners>

Transition Support

<gives specifics about how your setting supports transition at all points for learners with SEND>

Teaching and Learning Approach

<give the details about how provision is made for the teaching of learners with SEND in your setting, including how assessment is made against progress targets, any adaptations to curriculum or learning environments that are made. Include any additional support that is provided for learners with SEND>

Inclusivity

<outline any specific strategies used to ensure that SEND learners can actively engage alongside their non-SEND peers in learning activities, including those off site>

Supporting emotional and social development

<Outline how your setting supports and improves the emotional and social development of learners with SEND. This should include extra pastoral support arrangements for listening to the views of learners with SEND and measures to prevent bullying, with reference to your school's anti-bullying policy>

Online Safety

< Outline how your setting recognises and provides support for the additional risks that learners with SEND face online, e.g. through online bullying, grooming and radicalisation. You should also detail the procedures you have in place that prove you have the capability to support learners with SEND to stay safe online.>

Sexual Violence and Harassment

<Outline how your setting recognises the additional risks that learners with SEND face in terms of sexual violence and harassment, including between learners in school, and the procedures in place to address these risks>

Evaluating Effectiveness

<Outline how your setting evaluates the effectiveness of the provision in place to support learners with SEND>

Handling Complaints

We value the trusting relationships we have in our school with all parents however, the relationship with have with parents of SEND learners is unique. We would anticipate that through open communication and frequent dialogue we can address concerns and dissatisfaction informally and swiftly to ensure that the learner is not at detriment.

However, should this not be the case we will resolve complaints through the Trust Complaints Policy available through our school *<insert web address>* and Trust website www.consortiumtrust.co.uk.

Local Offer

< Detail the arrangements of your school's contribution to the Local Offer and information on where the LA's Local Offer is published. Provide links where possible>

Named Contacts

<You should provide details of named contacts, both in the school and externally, whom parents and learners can contact if they have any concerns, e.g. the SENCO, the DSL, and the LA's mediation advisor.>

Name	Post	Contact Details