



# SEND Policy

Embrace Multi Academy Trust strives to maintain and improve good provision and outcomes at each of its member schools. Based upon our shared ethos and our values of wisdom, collaboration, respect, integrity, inclusivity, and compassion, we aim to support the learning and development of every person within the trust and our policies are written from this perspective.

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# 1. Aims and Objectives

We are committed to using our best endeavors to provide an appropriate and high-quality education for all pupils at our school which enables them to:

- Achieve their best
- Become confident, independent individuals living fulfilling lives
- Make successful transition to their next phase of education or employment.

We consider every teacher to be a teacher of every pupil, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents, those working in school and specialists have mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to ensure the best outcomes for pupils with SEND.

We aim to provide all pupils, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are included in all aspects of school life and feel equally valued and part of the school community.

## Objectives

1. To establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all pupils can be happy, flourish and feel safe.
2. To respond to learners in ways which take account of their varied needs and life experiences.
3. To identify a pupil's special educational needs at the earliest point and make effective provision.
4. To enable parents to participate as fully as possible in decisions and being provided with information and support necessary to enable this.
5. To support pupils to participate in discussions, express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
6. To work in close partnership with a range of specialists and professionals to enable us to provide effective targeted support.
7. To ensure that teachers fully understand that they are responsible and accountable for the progress and development of all pupils in their class, including where they access support from teaching assistants or specialist staff.
8. To provide targeted support, advice and training for all staff working with pupils with special educational needs and disabilities, enabling them to adapt teaching to respond to the strengths and needs of all pupils.
9. Appoint a qualified or suitably experienced Special Educational Needs Coordinator who has responsibility for the day-to-day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC (Education Health and Care) plans /Statements.
10. To ensure that all pupils receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality first teaching.
11. To ensure that pupils and young people with SEN are able to engage fully in activities alongside pupils who do not have SEN. The Head teacher, SENCO, SEND Assistant, all staff and the Local

Governing Committee will work within the guidance outlined in the SEND Code of Practice 0 -25 (January 2015)

## 2. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out the Local Governing Committee's responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

## 3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 4. Definitions

### Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have **learning difficulties or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. For some pupils, SEN can be identified at an early age, however, for other pupils and young people, difficulties become evident only as they develop. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's skills and levels of attainment on entry, building on information from previous settings. Class

teachers make regular assessments of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

## Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our school, the needs of the whole pupil will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after pupil
- Being a pupil with Adverse Childhood Experiences and/or wider vulnerabilities (but see SEMH below)
- Being a pupil of a serviceman or service woman

Any concerns relating to a pupil's behaviour may be an underlying response to a need which the school would work with parents to identify.

| AREA OF NEED                                |  |
|---|--|
| <p><b>Communication and interaction</b></p> | <p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p> |

| AREA OF NEED                                      |   |
|---|---|
| <p><b>Cognition and learning</b></p>              | <p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul> |
| <p><b>Social, emotional and mental health</b></p> | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered Adverse Childhood Experiences (ACEs)</li> </ul> <p>These needs can manifest in many ways, for example challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>   |
| <p><b>Sensory and/or physical</b></p>             | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>  |

## 5. The graduated approach to SEN Support

### Identification and Assessment of SEN

Identifying a pupil's educational needs, and adapting teaching to meet those needs, is a process that is in place for all pupils in our school. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where a pupil is not making expected progress or working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate adaptation, differentiation (where appropriate) and in-class support, aimed at closing the gap or raising attainment. The class teacher will also talk with parents to ensure there is a shared understanding of the pupil's needs and gain parental perspective on any areas of strength and emerging barriers to learning. Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENCO or SEND Assistant. At this meeting, the need for additional assessments will be discussed. Parents will be invited to attend this meeting and share their perspective. The pupils' views will be sought as part of this process. The senior leadership team/SENCO/SEND Assistant and class teacher will then meet to decide if different and additional provision is required to meet the pupil's needs. The pupil's class teacher and SENCO/SEND Assistant will then meet with parents to discuss the need for special educational provision and possible placement on the school's SEN record at SEN Support.

### Planning and Implementing SEN Support

High quality teaching, adapted for individual pupils, is always seen as the first step in responding to those who may have SEN. Working together, the SENCO/SEND Assistant, class teacher, parents and pupil will discuss the type of SEN Support needed to meet the outcomes identified for the pupil. This will be delivered by staff with appropriate skills and knowledge. The class teacher always remains responsible and accountable for the progress and development of all pupils in their class, even when a pupil may be receiving support from a teaching assistant. This SEN support will take the form of a four-part cycle (assess - plan - do -review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles to match interventions to the SEN of a pupil.

### Reviewing SEN Support

The effectiveness of the support and interventions and their impact on the pupils' progress will be reviewed each term. The review process, led by the class teacher, will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENCO/SEND Assistant where needed, will revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The school can request specialist involvement, regardless of whether a pupil is on the SEN Record, for advice regarding early identification and effective support. The school will consider involving specialists, where, for example, a pupil continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be involved in any decision to involve specialists along with the pupil's teacher and in appropriate cases, the pupil themselves. It is the SENCO's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the pupil.

Examples of specialists that can be accessed by the school

- Local Authority Educational Psychologists
  
- School Nurse
  
- Local Authority Specialist Teaching Service
  
- Visual Impairment team
  
- Hearing Impairment Team
  
- Learning Support Team
  
- Autism Outreach
  
- Early Years SEN Inclusion Team
  
- Advisory Teacher for Supporting Pupils with Physical Difficulties
  
- Speech and Language therapists
  
- Occupational therapists and physiotherapists
  
- Referral by EP or School Nurse to the Pupil and Adolescent Mental Health Services (CAMHS)

In some cases, there is a charge for accessing specialist agency support; funding for which comes from the school's notional SEN budget will be monitored by the SENCO and Head teacher.

Where pupils are made subject to an EHC plan, the school will work in close partnership with any specialist named.

## The Intervention Funding and Education Health and Care Plan process

Where the special educational provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available, the school in consultation with parents, will consider requesting Intervention Funding or EHC plan integrated assessment from the Local Authority. Very few pupils at SEN Support will require Intervention Funding or an EHC Plan. To inform this decision, the SENCO will have close regard to the Local Authority's criteria for funding through Intervention Funding or for an EHC Plan. This can be found on the Leicestershire Local Offer web site (see link on School web site) along with information on the EHC plan integrated assessment process. This will be shared in full with parents to ensure they are confident and clear about what the process is and how they will be involved in it.

## Removing pupils from the SEN record

In consultation with parents, the pupil will be considered for removal from the SEN record where they have made sustained, good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the pupil and their peers of the same age,
- or where a pupil's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and additional SEN provision is no longer required to ensure this progress is sustained.

## 6. Support and Resources for Pupils with Special Educational Needs

### Supporting Parents/Carers of Pupils with SEN

The school is fully committed to a meaningful partnership with parents of pupils with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this in the following ways:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing information for parents in an accessible way.
- Publishing how the school implements the SEN Policy on the school web site following the information set out in the SEN information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meet with parents, in addition to parent evening appointments, to discuss concerns regarding a pupil's progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers will invite parents of pupils with SEN in their class termly to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENCO.
- The SENCO being available for a meeting by appointment through the school office or Dojo messaging.
- Support and guide parents in ways that they can help with their pupil's learning and development at home.
- As part of the termly review meeting, a record of the outcomes, action and support agreed are kept and shared with all the appropriate school staff and a copy will be given to parents.
- Signposting parents to wider support, information and services pertinent to their pupil's SEN by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.

- Building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an EHC plan or at times of transition.
- Making use of media such as email and Class Dojo to contact parents and for parents to contact school in line with the school's Communication policy.
- Seeking parents' views and opinions and considering adjustments to practice in the light of findings.

## Supporting Pupil Voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school will do this in the following ways

- Self-knowledge is the first step towards effective self –advocacy. With parents, we will support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an appropriate age manner, pupils with SEN are involved in monitoring and reviewing their progress. Their views are recorded and shared whilst making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by pupils themselves.
- Pupils with SEND are encouraged to stand for election for key roles in school e.g. School Council, House Captains.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENCO and / or SEN Governor, considering adjustments to keep in the light of analysis.

## Supporting Pupils in School with Medical Conditions

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may also have special educational needs (SEN) and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed within the school's policy for Supporting pupils with Medical Conditions

## Monitoring and Evaluation of SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEN, learning walks, work scrutiny, observation and sampling of parent and pupil questionnaires. The SEN Governor also has a role in scrutinising the school's self-evaluation of the achievement of pupils with SEN as part of the Local Governing Committee's duty to monitor the effectiveness of the school's SEN Policy in practice.

## Training

To maintain and develop the quality of teaching, learning and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process. All teachers and support staff on taking up a post are made aware of the school's SEN policy. New staff will meet with the SENCO who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual pupils. The school's SENCO regularly attends SENCO Network and local SENCO meetings in order to keep up to date with local and national updates in SEND.

## Funding for SEN and Allocation of Resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet pupils' SEN. This is called the 'notional SEN budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority. If the school can show that to meet the needs of a pupil with SEN costs more than £6,000, it can apply to the local authority for top-up funding to meet the cost of that provision. Where the local authority agrees that the school's request for top-up funding meets the agreed criteria, the additional costs are provided by funding held by the local authority. Schools will be expected to use this funding to make provision for that individual pupil. The school may make use of Pupil Premium Funding where a pupil is registered as SEN and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement. Each term, in consultation with the Headteacher and class teachers, the SENCO will map the targeted provision in place for pupils on the SEN record to support the head teacher in identifying how resources are allocated and to monitor the cost of the whole of our SEN provision. This targeted provision is outlined on the school's Provision Map.

# 7. Roles and responsibilities

## The SENCO

The SENCO at our school is Mrs Rachel Montgomery.

The key responsibilities of the SENCO are taken from the SEND 0- 25 Code of Practice (2014) and include:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- › Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

## The Local Governing Committee

The governing committee is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND

## The SEND link governor

The SEND link governor is Mrs Reema Crooks.

The SEND governor will:

- › Help to raise awareness of SEND issues at governing committee meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing committee on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## The Headteacher

The headteacher Mrs Sally Houghton.

The headteacher will:

- › Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## Parents or carers

The school is fully committed to a meaningful partnership with parents of pupils with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this in the following ways:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their pupil, instilling confidence and building effective partnerships.
- Providing information for parents in an accessible way.
- Publishing how the school implements the SEN Policy on the school web site following the information set out in the SEN information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding a pupil's progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers will invite parents of pupils with SEN in their class termly to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENCO.
- The SENCO being available for a meeting by appointment through the school office or Dojo messaging.
- Support and guide parents in ways that they can help with their pupil's learning and development at home.
- As part of the termly review meeting, a record of the outcomes, action and support agreed are kept and shared with all the appropriate school staff and a copy will be given to parents.
- Signposting parents to wider support, information and services pertinent to their pupil's SEN by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an EHC plan or at times of transition.
- Making use of media such as email and Class Dojo to contact parents and for parents to contact school in line with the school's Communication policy.
- Seeking parents' views and opinions and considering adjustments to practice in the light of findings.

## The pupil

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school will do this in the following ways

- Self-knowledge is the first step towards effective self –advocacy. With parents, we will support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age-appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress. Their views are recorded and shared whilst making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by pupils themselves.
- Pupils with SEND are encouraged to stand for election for key roles in school e.g. School Council, House Captains.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENCO and / or SEN Governor, considering adjustments to keep in the light of analysis.

## 8. Ensuring Safe, Accessible, and Respectful School Environments

### Storage and Managing Information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The school's Data Protection Policy and Information Security Policy contain measures in which the school and its staff are held accountable for safeguarding individuals from the possibility of information and systems misuse or infringement of personal privacy.

## Reviewing this Policy

This policy will be formally reviewed annually.

## Accessibility

The school publishes an accessibility plan (see appendix) which sets out how we will increase access for disabled pupils to the curriculum, the physical environment and information.

The school's accessibility plan sets out how the Local Governing Committee will promote and improve access to education for disabled pupils through:

- Increasing the extent to which disabled pupils can participate in the school curriculum i.e. teaching and learning, participation in after-school clubs and school visits.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services i.e. improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events.

The Accessibility Plan will be reviewed annually by Governors. A copy of this plan is available from the school website.

## Dealing with Concerns and Complaints

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting their pupils.

learning. Staff and governors actively encourage a positive relationship between the school and families. It is recognised that parents of pupils with SEN may, from time to time, have concerns regarding their pupil's individual needs. The school acknowledges the difference between a concern and a complaint. However, the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by school as quickly, sympathetically and effectively as possible. The School's Complaints Policy outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

## Bullying

We are an inclusive school and work every day to create a safe, secure and happy environment for all pupils, where everyone is accepted for who they are and where the differences between us are valued and celebrated. In our school, bullying is not tolerated. We are aware, however, that some pupils with SEN may be particularly vulnerable to bullying. To mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEN and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for pupil's SEN, we will always look to promoting pupil's independence and resilience and closely monitor pupil's well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for pupils and parents

## 6. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.