

drb Ignite Multi Academy Trust

Special Educational Needs and Disability Policy

SEND Policy

drb Ignite Multi Academy Trust Vision

The drb Ignite Multi Academy Trust has been established through a shared belief that lives can be transformed by what goes on in schools. We believe that the process of teaching and learning shapes futures. To this end, our mission is to give every child learning experiences that excite them and give them the power to begin to shape their own lives.

Vision

All pupils achieve the highest standard of educational outcomes regardless of circumstances or background

Introduction

At drb Ignite Multi Academy Trust, we have a responsibility to make our schools welcoming, inclusive and supportive to those pupils with Special Educational Needs and Disabilities (SEND) who currently attend our schools and those that may attend in the future. This Policy is based on the statutory ***Special Educational Needs and Disabilities (SEND) Code of Practice, 2015*** alongside the following legislation:

- Equality Act 2010: advice for schools DfE Feb 2013
- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disabilities Regulations 2014, which set out schools' responsibilities for education health and care (EHC) plans, SEND co-ordinators (SENDCOs) and SEN Information report

Our aim is to meet the special educational needs of pupils and ensure they achieve the best possible learning and wellbeing outcomes.

Principles

We value all the children in our Trust equally and recognise the entitlement of each child to receive the best possible education. The principles of this Policy involve:

- A clear focus on improving educational and wellbeing outcomes
- The importance of equality of opportunity
- Early identification and intervention
- Working in partnership with pupils/parents/carers
- Working as part of a team around the child and family
- Supporting and developing inclusive practices
- Endorsing the ***support and aspiration*** model of the ***SEND Code of Practice 2015***
- Developing teacher expertise in using inclusive teaching and learning strategies.

Equal Opportunities and Inclusion

All Trust schools are fully inclusive, aiming to ensure every pupil achieves his/her potential across all aspects of the curriculum, regardless of gender, ethnicity, social background, religion, physical ability or educational needs. The Trust is committed to promoting fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils. We also follow the guidelines set out in the ***Prevent Duty 2015***.

Definition of special educational needs

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

A child has a learning difficulty or disability if he/she has:

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

Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

Childrens' needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. The following four broad areas give an overview of the range of needs that Trust schools plan for:

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

The purpose of identification is to work out what action individual schools need to take to intervene as early as possible, not to fit a pupil into a category. The Trust identifies the needs of its pupils by considering the development of the whole child.

To note: There will be occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Child poverty
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving special educational provision (SEP).

1. Area One - Communication and Interaction Difficulties

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils with an Autistic Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Area Two - Cognition and Learning Challenges

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Area Three - Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Sometimes these difficulties are a direct result of loss or bereavement and can be long-lasting. Often high levels of anxiety are associated with children on the Autism Spectrum Continuum. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

4. Area Four - Sensory and/or Physical Difficulties

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access school life. Sensory needs relating to the environment are often associated with the Autism Spectrum Continuum. Some pupils with a physical disability (PD) require additional and ongoing support and equipment to access all the opportunities available to their peers.

Vision for quality SEND teaching and learning

The Trust's Policy and practice reflect the philosophy and fundamental principles within the SEN Code of Practice (6.1).

All children are entitled to an appropriate education: one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

The following extension activities are offered on a regular basis to benefit all pupils. They provide real opportunities for pupils who show potential in specific areas to practise and extend their skills further. They form an important part of the Trust's *Guarantee to Pupils* (see separate document).

- Enrichment days
- Day visits
- External visitors to school
- Residential experiences
- School clubs
- Musical and sporting activities.

Quality Teaching

The Trust aims to provide high quality teaching and learning which enables all pupils to gain access to a broad, balanced and appropriately differentiated curriculum. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from a teaching assistant or specialist staff.

Teachers should:

- Set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate baseline assessments to set targets which are deliberately ambitious.
- Plan lessons that consider a wide range of pupils who have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full National Curriculum.

- Be aware of the ability of pupils for whom English is an additional language. Teachers should plan activities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects should, additional needs / disabilities also be prevalent.

Each Trust school has a SEND Information Report on their website outlining the individual arrangements and provision available to its pupils which clearly signposts parents and carers to the Trust's SEND Policy.

The Trust Board

The Trust Board maintains a clear oversight of SEND provision across all schools through the Trust Improvement Board. The Trust Board has an identified SEND Trustee with responsibility for:

- Raising awareness of SEN and disability provision issues at Trust Board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within individual schools and across the Trust and updating Trustees on this.
- Working alongside the Executive team, Headteachers and SENDCOs to determine the strategic development of the Trust's SEND policy and provision.

Headteacher and SENDCO

The headteacher of each Trust school is responsible for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs and disabilities. The headteacher keeps the Executive Team and Trustees informed of all developments with regard to SEND. The school based SENDCO informs parents/carers of the fact that SEND provision has been made for their child.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is required to:

- Work with the headteacher and Trust Inclusion Lead to determine the strategic development of SEND policy and provision.
- Engage and collaborate with other Trust SENDCO's to develop and share effective SEND practice through the Trust's SENDCO Forum.
- Have day-to-day responsibility for the operation of the Trust's SEND Policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing high quality SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and Trust Inclusion Lead to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

Teachers and Teaching Assistants

Each class teacher is responsible for:

- Ensuring provision starts with high quality teaching and in class differentiation
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Working with the SENDCO to decide the action required to assist the pupil to make at least expected progress
- Implementing recommendations made by external support services / professional
- Working with the SENDCO to collect all available information on the pupil as part of the graduated approach
- Facilitating effective and informed classroom partnerships with teaching assistants
- Developing and reviewing pupil profiles for pupils and keep parents informed of progress
- Working with pupils to deliver the individual programme set out in their targets
- Developing effective relationships with parents/carers
- Encouraging pupils to participate in decision-making
- Being involved in the development and review of the school's SEND practices
- Carrying out regular and accurate assessments to track pupil progress and identify the next steps to learning
- Working with the SENDCO to identify their own training needs around SEND Teaching Assistants

Each teaching assistant is responsible for:

- Working collaboratively and under the direction of teachers/SENDCO
- Providing class / subject teachers with pupil specific information
- Developing positive working relationships with pupils, teachers, parents and professionals
- Assisting with the identification and effective provision of appropriate resources
- Using assessment data to inform appropriate levels of support and challenge
- Assisting with the recording, monitoring and evaluation of pupils' progress
- Promoting pupil independence and facilitating peer collaboration
- Providing pupils with quality live / written feedback to move learning on
- Attending meetings and undertaking appropriate INSET
- Working alongside the SENDCO and teaching staff in the preparation of pupil profiles

Admission to a Trust School

In every instance, when a parent/carer seeks a place for their child at a Trust school, the headteacher will direct a member of staff to seek information about the pupil and complete an admission form. When a pupil is transferring from another school, the Trust requests a copy of school records including National Curriculum Assessments; Pupil Protection file (where appropriate), and details of any SEND including pupil profiles, literacy, language and maths continuums or the most recent individual education, health and care documentation. For pupils with an EHC plan or SENAR (Birmingham), the local SEND team will consult with the school to ensure needs can be appropriately met as part of the admissions process. Parent/carer preference will also be integral to all decisions made.

As part of the identification process, the SENDCO may collate any of the following information which helps build up the profile of the pupil:

- Health details, e.g. general health, vision, hearing, emotional factors attendance data
- Home language information
- Assessment information
- A record of consultations with pupils, parents/carers and support services (where applicable)
- Adjustments made to improve performance
- Classroom observations to help identify strengths and areas of difficulty
- Pupil's independent work, teaching and learning style
- Reading/writing/spelling skills – persistence and severity of problems
- Phonological awareness – phoneme-grapheme correspondence, sound blending
- Monitoring progress using Early Learning Goals where appropriate, National Curriculum assessment, standardised tests, teacher assessments, banded literacy and numeracy progress trackers
- Pupil profile targets/reviews
- Information relating to interventions and strategies that have been used with outcomes and evidence of progress
- Involvement of the pupil in monitoring their own progress
- Pupil views on what's working/not working
- Observations and views from outside agencies

Following the gathering of this information a holistic profile can be built of the pupil, which will support the class teacher in incorporating appropriate strategies and help to inform future planning and provision.

NB. The Trust's Admissions policy is available on the Trust website.

Identification, Assessment and Review

Pupil needs are assessed regularly using a common system across the Trust. *Insight* is the key assessment tool used by all schools in the Trust. It enables SENDCOs to have discussions with class teachers on a regular basis to discuss the specific needs of pupils receiving SEND support. Tracking of all pupils is monitored, in detail, on a half-termly basis by headteachers, class teachers and SENDCOs. This highlights pupils who may need further assessments, discussions or observations to identify if further support is needed from outside the school. SENDCOs also work together across the Trust to moderate their work and discuss particular issues.

The Graduated Approach

The *SEND Code of Practice 2015* sets out a graduated response to meeting pupil's special educational needs. This involves a cycle of *Assess, Plan, Do and Review*.

Early identification/monitoring progress /adjusting teaching

The Trust strives to create a positive environment with interactive teaching where all pupils can participate and achieve supported by the effective use of the *Assess, Plan, Do and Review* cycle. When a pupil's progress is first identified as a cause for concern then it is the responsibility of the class teacher to adjust their teaching and to consider the following:

- 'Wave 1' high quality teaching - adapting teaching in the classroom to address needs /varying teaching styles / use of access strategies
- Involving the SENDCO
- Keeping up to date regarding knowledge and understanding of cognition and learning, communication and interaction, social, emotional and mental health, physical and sensory needs
- Involving parents/carers
- Checking whether there have been recent hearing and vision checks (to discount any unidentified problems)
- Gathering pupil views
- Liaising with colleagues

Assessing Needs using the Graduated Response - SEND Support

If progress is still not satisfactory, after at least one term, and after discussion with parents/carers and the child themselves, then the pupil may be formally identified as requiring SEND support. At this point, a more detailed assessment of the pupil's skills is often necessary in order to inform future planning/target setting and targeted interventions. Greater involvement of the SENDCO is required to direct the increased level of provision. A pupil profile with individual targets is set which will then be monitored and reviewed termly.

Parents /carers will be invited to attend review meetings, whether face to face or online, and their views regarding future provision are sought through the use of person centred approaches.

If the pupil is achieving the targets and making good progress, the support may be adjusted, if not, then the school will look at additional forms of provision to support the identified need. When a class teacher or SENDCO identifies a pupil as requiring SEND support, the class teacher will provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies (wave 2, targeted support).

The triggers for additional intervention could be the teacher's or another's/others' concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly to a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent social, emotional or mental health difficulties which are not ameliorated by the behaviour / pastoral management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

The Assess, Plan, Do and Review Cycle

When a pupil has been identified as requiring SEND support there is an ongoing cycle of assess, plan, do and review.

Assess – The teacher and SENDCO consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes formative assessment, using effective tools and early assessment materials. From this, the school can identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information will also be gathered from the pupil themselves to determine what is important to them and how best they feel they can be supported.

Plan – Pupils and parents/carers are involved in the planning process as much as possible. This means that the pupil and their parents are supported in the planning process to arrive at goals and plans that make them both key contributors in the learning process. This

process helps to ascertain aspirations and outcomes for the child in the short and longer term. Plans are shared with parents for the half- term, including the expected outcomes, actions and strategies and intervention to be used. A review date is also included on the plan and this is usually half termly.

Do – The strategies and interventions agreed in the plan are implemented and progress monitored using the school’s Insight assessment system, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

Review – Progress will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Parents are invited to a half or termly meeting with the SENDCO and/or class teacher, as appropriate and in line with any extra health and safety measures as a result of the pandemic.

Where progress is slow and the pupil is not responding to the provision made by the school, then the school may increase the level or change the type of provision being offered. For a small minority of pupils, it is necessary to provide highly tailored interventions to accelerate progress and enable them to achieve their potential. Pupils receiving a wave 3 intervention and / or specialist external support on a 1:1 basis are identified as having high focused “SEN support”. Pupils may (if not already in receipt of) need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan being sought and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated cycle, this usually takes at least two academic terms to evidence, with external agency involvement to support the process.

External support services will usually see a pupil, in school if it is appropriate and feasible, so that they can advise teachers on pupil profiles, with new targets and accompanying approaches, provide more specialist assessments that can inform planning and the measurement of a pupil’s progress, give advice on the use of new or specialist resources or materials, and in some cases provide support for particular activities. Training is also regularly sought in order to upskill staff and quality assure provisions.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil’s needs. This will draw on:

- The teacher’s assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers’ assessments, where relevant
- The individual’s development in comparison to their peers and age related expectations
- The views and experience of parents/carers
- The pupil’s own view
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The school will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Adaptations to the curriculum and learning environment

Trust schools may make the following adaptations to ensure all pupils' needs are met:

- Differentiating the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting the provision of resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

NB. The Local Offer/SEND Information for each school can be found on individual school websites.

Participation and Involvement

Pupils

The Trust actively encourages the involvement of pupils in their education. With reference to pupils who are identified as requiring additional SEND support, the Trust uses person centred approaches to:

- Involve the pupil in decision making about how their individual needs will be met
- Involve the pupil in setting and reviewing their own aspirational targets
- Invite the pupil to attend all or part of their review meetings
- Discuss the purpose of assessment arrangements and the implications of the pupil profile with the pupil
- Encourage the pupil to comment on his or her support and provision
- Involve the pupil in the implementation of the pupil profile
- Develop the pupil's self-confidence and self-esteem
- Foster a culture of independence and peer collaboration.

Parent/carer relationships

The Trust actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs and disabilities. With reference to pupil's identified as requiring SEND support, Trust schools will:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met

- Invite the parent/carer to attend all review meetings, parent consultation meetings and parent's evenings, whether online or face to face
- Discuss the purpose of assessment arrangements and the implications of the pupil profile with the parent/carer, providing them with a copy
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their pupil profile
- Encourage the parent/carer to comment in writing on their child's SEND provision
- Encourage parents/carers to view information regarding SEND on the school's website
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational and disability needs

The Trust and its schools operate an *open door* policy which means parents/carers can approach school whenever they have a concern and time will be made for them; the school will schedule meetings and consultations for parents/carers to meet and discuss their child's progress and opportunities for parents/carers to come and work or observe their child in the school. The school holds details of local and national support groups and can pass these on to parents/carers through links to the Local Offer. Parents/carers' views and contributions are valued and they are listened to. The Trust believes parents/carers know their children best and have a great deal to contribute.

Parents and carers of children with special educational needs will be able to participate in supportive parent forums on a regular basis.

Statutory Assessment

If the school is unable to meet with all the agreed provision from within existing resources, finance and staffing expertise and the outcomes for the pupil are not improving despite SEND support, the school may request a statutory assessment from the Local Authority, which may lead to a formal Education, Health and Care Assessment and Plan (EHCP).

An education, health and care plan is for children who need more specialised support than the school/Trust is able to offer.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND support to date and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- the child's individual education plans (IEP's)/SEN Support Plan
- records of reviews with pupils and parents and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment and wider learning profile
- educational and other assessments, e.g. Educational Psychologist

- views of the parent and the child
- involvement of outside agencies

From this information, it must then be decided whether to issue an Education, Health and Care Plan (EHCP). The final plan must be issued within 20 weeks, should a decision to issue a plan be agreed. Further information can be found on the GOV.UK and individual LA websites.

Annual Review of the EHC Plan

All EHC Plans are reviewed at least annually. The school SENDCO initiates the process of inviting key people to a review meeting. This includes the pupil, parents and others requested by the child and/or parents to attend. Relevant professionals from within school and outside agencies are also invited, including a representative from the LA. The review is person (child)-centred and considers:

- Progress on agreed actions and outcomes/impact
- What is appreciated and admired about the child
- What is important to the child now
- What is important to the child in the future
- How best to support the child going forwards
- Questions to answer/ issues to deal
- Action plan (time bound with clear accountabilities and impact measures)

Any amendments to the existing EHC Plan are recorded. The SENDCO also records the outcomes of the review meeting and the headteacher ensures a copy is available to the Trust.

Criteria for exiting Special Educational Provision

A pupil may no longer require additional support where:

- Sufficient progress is made in relation to their baseline assessments
- The attainment gap is closed between the pupil and their peers
- The pupil makes significant progress with wider development and/or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- The pupil makes progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers This would be determined at the review stage

Transitions and links with other schools

If a child receiving SEND support leaves a Trust school the school SENDCO will contact the SENDCO of the receiving school to pass on relevant information and paperwork.

The Trust and its schools recognise the critical importance of good communication between schools and parents. It is important that all relevant information is shared effectively and efficiently so that appropriate support can be put in place for a child to ensure smooth transition.

On entry to Nursery and/or Reception class, the needs of any child already recognised with SEND are carefully and sensitively discussed with parents to ensure provision is supportive.

On transfer to Key stage 2 or 3, Year 2 / Year 6 teachers and the SENDCO meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation is also issued for a representative of the receiving school to attend the transition review meetings held in Year 2 or 6.

Additional transition days or visits for children with SEND are arranged by the SENDCO as appropriate to make school entry or the transition between schools or classes smoother. This may involve a child visiting their new school with a teaching assistant to familiarise themselves with their new environment, take photographs and have any questions/concerns they may have answered.

Transition sessions are provided by each school in the Summer term, for Year 2 and 6 children who are transferring to a new school. Within these sessions, children are given the opportunity to discuss any concerns or anxieties that they may have or ask questions in relation to their new school.

Medical Needs

All Trust schools recognise that pupils with specific medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. (Please see the Trust's Medical Conditions Policy)

Training and resources

The Trust Board ensures there is a suitably qualified SENDCO at each Trust school, who has the time necessary to undertake the role effectively. SEND training for teachers and teaching assistants is provided both within school and through other professional development activities.

As appropriate, each Trust school will use funding to provide external professional advice and support for individual pupils in line with their statements or EHCPs and in relation to needs. This may include use of Pupil Premium funding.

Monitoring and Challenge

The Trust Board ensures they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Executive Leadership Team, headteachers and SENDCOs.

- The Trust Improvement Board, Achievement, Support and Scrutiny Sub-Committee and Trust Board receive a report at every meeting to update progress on SEND issues
- The Trust's SEND Policy is reviewed annually
- Schools are required to present SEND information at every Trust Improvement Board
- Annual reports detail the effectiveness of the SEND Policy over the last year, any significant changes to the Policy, why they have been made and how they will affect provision
- Local Offer/SEND Information explains how the Trust and its schools implement the special educational needs statutory requirements reflecting what the Trust and schools have in place and actually provides for pupils with special educational needs

Storing and managing information

The confidential nature of SEND information is fully recognised by the Trust. Any necessary hard copy files are stored appropriately in locked filing cabinets. All requirements of GDPR are considered and acted on.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Each Trust school publishes its accessibility plans within its Local Offer/SEND Information. These can be found on each school's website.

Bullying

Bullying is taken very seriously at the Trust. To view each school's policy on anti-bullying, see the individual school's website.

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, the Trust and its schools place high value on generating a culture of wellbeing, care and support among all pupils and staff.

Complaints

The Trust’s complaint procedures are set out on the Trust’s website and on each individual school website.

Under the SEN and Disability Act 2001 parents can request the services for an independent disagreement resolution. School SENDCOs will provide more information about this on request.

Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discussion with the school SENDCO
- discussion with the school headteacher
- referral to the Trust’s Executive Director of School Improvement
- more serious on-going concerns should be presented in writing to the Trustee with responsibility for SEND on the Trust Board

Further information for supporting pupils and families

Birmingham Local Authority’s Local Offer can be found at www.birmingham.gov.uk

Dudley Local Authority’s Local Offer can be found at www.dudley.gov.uk

Monitoring and evaluation of the Policy

Monitoring and review	Trust Board
Links	
Staff responsible	Headteachers
Committee responsible	Achievement, Support + Scrutiny
Date approved	November 2020
Reviewed	November 2020
Next review	November 2022
Sign off by Chair of Trust David Sheldon	 Date: 30.11.2020

* Please note that should there be any changes/further national guidance issued relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

Change Management

Issue No.:	Change date:	Change description:
1.0	Sep'17	Initial release
2.0	Nov'18	Rebranded, updated and signed off for release
3.0	Nov'19	Checked, no content changes, signed off and published
4.0	Nov'20	Review and update

Covid-19 SEND Addendum

This addendum to the Trust's SEND Policy is for use during the arrangements for the education of children in school during the Covid-19 partial school closure and for circumstances where children with Education, Health & Care Plans are self-isolating and need to access education at home. This addendum will be updated, as needed, in line with Local Authority and National guidance regarding the COVID-19 outbreak within the United Kingdom. It is to be used in conjunction with, and read alongside, the SEND policy.

Specific considerations for educational provision for children with education and health care plans:

Due to the unprecedented circumstances presented by the coronavirus outbreak, the duty to secure the special educational provision specified in EHC plans was temporarily modified so that local authorities and educational settings had to use '**reasonable endeavours**' to secure the provision, until 25 September 2020 in the first instance. Currently, local authorities and educational providers are working closely together to consider what can be reasonably provided to support children with EHC plans. In providing education on site during this period, the school must have regard for multiple factors, and act in the widest interests of pupils and staff in reducing risk and meeting needs with the resources available. This may affect the degree and consistency of provision over time.

Children with EHC plans have been identified as vulnerable learners by the DfE and will continue to be offered education in school, should a local lockdown be declared, wherever possible.

All children with an education, health and care (EHC) plan have completed a risk assessment with their parent or carer to determine how their needs can be met safely at in school or at home should the child's bubble be sent home to isolate.

All children isolating at home **must** be provided with appropriate work to complete: this can be in the form of work-packs or through online learning and the provision of equipment to ensure access.

Upon their return to school, children and their parents or carers will be invited to discuss a transition plan and where it is appropriate, adaptations to the provision set out in the EHC plan.

Targets may need to be amended or reviewed as appropriate (new targets may reference social distancing and hygiene routines).

Where access to therapeutic services is limited, provision may need to be delivered remotely, for example via video link.

The school will provide explicit guidance and support for those children who may find the new routines and expectations challenging (this may include social distancing, hygiene, seating and/or safe space provision, EXIT arrangements) Appropriate signage and visual prompts will be available.

Adjustments to individual timetables may be made if some staff/key workers are not in school during the reintegration of some children.

Group and/or individual interventions delivered in school may be limited or cancelled until safely staffed.

EHCP Reviews will be conducted remotely during this time.

The SENCO will complete the first section of the annual review paperwork and will seek teacher feedback. This will be submitted to the parent as normal, and parents will be invited to indicate if they would like to follow this up with a virtual meeting (TEAMS video/ telephone).

Education, Health & Care Plans

On 1 May 2020 some aspects of the law on education, health and care needs assessments and plans changed temporarily to give local authorities, health commissioning bodies, education settings and other bodies who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19). This flexibility is permitted until 25 September, at which time schools and local authorities should reinstate the provision described in the EHCP, subject to capacity, and follow usual statutory processes, unless otherwise indicated by the Department for Education. Any deviation should be reported to the locality team or SEND case officer for the record.

The Trust will continue to monitor Governmental and Local Authority guidance. Changes to provision may need to be effected at short notice, and without further consultation, in managing changing circumstances.

For further information and guidance please follow the link:

<https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19>

Mental Health & Wellbeing

Trust schools will pay particular regard to the mental health and wellbeing of all children returning to school after closures and/or partial bubble closures. All staff have received training to support children's mental health and wellbeing and will ensure that the school day is balanced between carefully planned catch-up learning and wellbeing activities such as circle time, the arts and mindfulness. Children with SEND will resume targets developed earlier alongside ongoing assessments to determine appropriate targets. Some of these targets will also address any new or existing social, emotional and mental health needs as a result of the pandemic restrictions.

The Department for Education has also produced guidance for parents to support their children's mental health and wellbeing and the local authority has provided a helpline

for parents who are concerned about their child's mental health and wellbeing as a result of any restrictions resulting from the pandemic:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>