



## SEND POLICY

### Special Educational Needs & Disabilities

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<b>Name of Academy</b>	Hustwaite C of E Primary School
<b>Head Teacher</b>	Miss Fiona Bennett
<b>SEND HUB Lead</b>	Mrs Sharon Robertson
<b>SENCo Lead</b>	Mrs Carol Logan-Meredith
<b>SEND LINK in Hustwaite C of E Primary School</b>	Miss Gemma Goodchild
<b>Specialist Teacher</b>	Mrs Sarah Latham
<b>Educational Psychologist</b>	Mrs Catrin Harrap
<b>SEN link governor</b>	Mrs Gill Shaw
<b>School Improvement Lead for SEND</b>	Mrs Sharon Robertson
<b>SEND Link trustee</b>	Hannah Stenton

- 🌿 Elevate Multi Academy Trust (Elevate) has agreed this Policy and as such, it applies to all Academies within the Trust.  
Individual Academies use this policy with their own sections duly filled in.
- 🌿 References to ‘the Head teacher’ includes the Executive Head teacher, Head teacher, Head of school or acting Head teacher as appropriate.

## Visions and Values

*Elevate Multi Academy Trust’s (Elevate) philosophy is to educate the whole person.*

This SEND policy reflects Elevate and its academies core ethos:

- 🌿 Every young person matters and that all children have equal access to opportunities to learn and achieve, within a caring and respectful environment;
- 🌿 The recognition that children’s learning styles differ;
- 🌿 By recognising these differences and responding positively to them, prevents them from being barriers to achievement.

Elevate and its academies want all children to:

- 🌿 Enjoy learning which is real, relevant and engaging;



- ✿ Gain confidence and independence, while learning to accept responsibility and making a positive contribution to their academy community;
- ✿ Be healthy and stay safe.

### Vision and Values of Hustwaite C of E Primary School

## *'Sowing Seeds ~ Bearing Fruit ~ Harvesting Potential'*

#### **Our vision:**

At the Hustwaite and Sessay CE Primary Federation our vision is to provide a happy, caring and stimulating environment where children will recognise and achieve their full potential, so that they can make their best contribution to society.

The Federation is a family where:

- everybody is welcomed and you are not alone
- we pray together
- we are honest, open and respect and care for everyone and everything in our unique and rural community.

As a Federation we encourage a growth mindset, set high standards of learning and celebrate the achievements of every child within our exciting, broad and balanced curriculum. Our curriculum is based upon our Christian values. It is inclusive and through inquisitive and creative minds our children develop their self-confidence as learners and are encouraged to progress socially, emotionally and spiritually.

The Federation is a place where **everyone** is different and **everyone** is important.

“Teach a child to choose the right path, and when they are older, they will remain upon it.”  
(Proverbs 22:6)

#### **Our Values:**

- Respect
- Enjoyment
- Community
- Challenge
- Caring and Sharing
- Christian Roots

## **Legislation, Guidance and Linked Policies**

This SEND Policy is informed by statutory guidance and national legislation, alongside Elevate Multi Academy Trust policies. It ensures that all academies within the Trust meet their legal responsibilities and provide inclusive, high-quality education for pupils with SEND.

#### **Trust Policies and Guidance**

- ✿ Elevate SEND Strategy
- ✿ Elevate Child Protection and Safeguarding Policy



- 🌿 Elevate Exclusion Policy
- 🌿 Elevate Complaints Policy

### **National Guidance**

- 🌿 Special Educational Needs and Disability (SEND) Code of Practice (2014)
- 🌿 Keeping Children Safe in Education (2024)
- 🌿 Working Together to Improve School Attendance (2022)
- 🌿 National Strategies (where applicable)

### **Legislation**

This policy is underpinned by the following legislation:

- 🌿 *Children and Families Act 2014* (Part 3): sets out schools' responsibilities for pupils with SEND
- 🌿 *Special Educational Needs and Disability Regulations 2014*: outlines responsibilities for Education, Health and Care (EHC) Plans, SEN Coordinators (SENDCos), and the SEN Information Report
- 🌿 *Equality Act 2010* (Section 20): requires schools to make reasonable adjustments for pupils with disabilities
- 🌿 *Public Sector Equality Duty* (Equality Act 2010, Section 149): requires schools to eliminate discrimination, advance equality of opportunity, and foster good relations between people with and without protected characteristics (including disability)
- 🌿 *Governance Handbook* (for maintained schools and academy trusts): sets out governors' and trustees' responsibilities for pupils with SEND
- 🌿 *School Admissions Code*: requires schools to admit all pupils whose EHC plan names the school, and prohibits unfair disadvantage to children with SEND or disabilities

### **Academy-Specific Compliance**

Where applicable, academies, including free schools, must also ensure compliance with their Funding Agreement and Articles of Association.

### **Content:**

- 🌿 Inclusion and Equal Opportunities
- 🌿 Definitions
- 🌿 Intent
- 🌿 Implementation - Identification and Assessment
- 🌿 Provision
- 🌿 Access to Curriculum
- 🌿 Impact - Progress
- 🌿 Liaison
- 🌿 Policy Review
- 🌿 Complaints Procedure
- 🌿 SEND Information Report
- 🌿 Attendance
- 🌿 Safeguarding
- 🌿 Expertise and training of staff
- 🌿 Links with external professional agencies
- 🌿 Admission and accessibility arrangements
- 🌿 Appendix 1 – SEND Specialised Support



- 🌿 Appendix 2 – Educational Health and Care Plan
- 🌿 Appendix 3 - Description of Provision

## Inclusion and equal opportunities

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.

## Definitions

### SEND

**The SEN Code of Practice** sets out the definition of Special Educational Needs (1.3) [www.teachernet.gov.uk/wholeschool/SEN](http://www.teachernet.gov.uk/wholeschool/SEN)

Children have special educational needs and disabilities (SEND) if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- 🌿 Have a significantly greater difficulty in learning than the majority of children of the same age;
- 🌿 Have a disability which prevents or hinders them from making use of educational facilities, of a kind generally provided for children of the same age, in schools within the area of the local education authority;
- 🌿 Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.
- 🌿 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home, is different from the language in which they will be taught.

### Quality First Teaching:

- 🌿 Developing teaching styles which focus on high quality and inclusive teaching for every child;
- 🌿 Developing provision to support and meet specific needs;
- 🌿 Using a variety of learning strategies to be effective, like differentiated learning and the use of SEND resources;
- 🌿 Personalising learning experience and encouraging greater inclusion of children with SEND needs.

### Pupil Voice:

- 🌿 Provide opportunities for all children to be able to communicate their views;
- 🌿 Offer the support required and resources to enable children to communicate.



## Intent

- ✿ The SEND Hub Team, Head teacher, School Improvement and teaching staff will ensure that the necessary provision is made for any child who has special educational needs and disabilities. Elevate's SEND Strategy will ensure that the child's needs are identified and met through an agreed process of referral and appropriate provision within the academy;
- ✿ The staff, SENDCo Lead, SEND Link and SEND Specialist in the academy will be aware of the importance of identifying and providing for those children who have SEND;
- ✿ The Head Teacher, staff, SENDCo Lead, SEND Link and SEND Specialist will report termly to parent and carers and carers on the provision for children with special educational needs;
- ✿ The academy will ensure that children with SEND will fully participate in the life of the academy. Wherever possible, arrangements and adjustments will be made to ensure they can take a full and active part;
- ✿ The SENDCo Lead will regularly attend Local Authority and Elevate network meetings. There will be a positive working relationship between Elevate's SENDCos and teachers in charge at Inclusion Hubs for their area.
- ✿ The SEND Team and SEND LINK Person in each academy, will ensure strong aspects of communication at all levels.

## Implementation

### Identification and Assessment:

*'All teachers are teachers of pupils with special educational needs'*  
SEND Code of Practice 2014

- ✿ Teaching these children is a whole-school responsibility, requiring a whole-school response.
- ✿ Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the children.
- ✿ The majority of children will learn and progress within these arrangements. However, for children with specific and/or additional needs, an enhanced level of provision may be required to support their learning to enable them to make progress.

### Graduated Response:

- ✿ Elevate and its academies will adopt a graduated response to meeting SEND. This firstly requires the initial use of classroom and school resources before bringing specialist expertise;
- ✿ Elevate and its academies recognise that the adjustments made in subject-based, Quality First Teaching may not be enough to meet needs. For these children, additional provision is



made with either a small group or 1:1 - Additional and Different provision, after careful assessment and consultation with parent and carers– see Appendix 2;

- 🌿 When a child is identified as having SEND, the academy will support as described in Appendix 1. Such interventions are a means of helping Academies and parent and carers match special educational provision, to individual child needs;
- 🌿 Where appropriate, the child's class teacher or a teaching assistant who works closely with them will, through Pupil Voice, determine strengths, needs and required interventions. Class teachers will then devise a SEND Support Plan to communicate this to academy staff or supply teachers;
- 🌿 When a child fails to make expected progress in spite of additional provision, further advice will be sought from external agencies following a discussion with parent and carers;
- 🌿 For those children with identified needs who are transferring to the academy at any stage, key staff (i.e., SENDCo, SEND Link and Class Teachers) will:
- 🌿 Use information from the sending school to make appropriate adjustments in Quality First
  - Teaching to support the child within the class;
  - Ensure that on-going observation and assessment provides feedback about the child's achievements to inform future planning of the child's learning;
  - Involve the child in planning his/her SEND Support Plan;
  - Involve the child in planning and agreeing targets to meet their needs.

## Provision

### Staff:

All staff are involved in the provision for children with SEND. The following have key responsibilities:

- 🌿 Head Teacher
- 🌿 SENDCo Lead
- 🌿 SEND link person in Academy
- 🌿 SEND Specialist
- 🌿 Class Teachers
- 🌿 Teaching Assistants
- 🌿 Governor with responsibility for SEND
- 🌿 Trustee with responsibility for SEND

### SEND Hub:

Elevate has developed a SEND Hub Model where a SENDCo Lead, SEND Link and SEND Specialist are allocated to each academy. The time allocated to each Academy is dependent on the SEND needs and the number of SEND children at each academy.

The aim of the Hub is to support children, parents, carers and staff in delivering quality first teaching, provision and resources for children with SEND as well as:

- 🌿 Increased levels of expertise and capacity for SENCo's, while developing opportunities to support children's needs and the effective management of key aspects in the role;



- ✿ Providing specialist practitioners to train, support and guide staff, parents, carers and children through the SEND support processes;
- ✿ Embedding collaboration, shared practise and consistency.

SEND is a collective responsibility of all staff in school. To link information from school to the SEND HUB team, the role of SEND LINK is vitally important in ensuring communication and connections to staff and needs in school are effectively identified by the SENCo Lead and SEND Hub Team.

### **Roles and Responsibilities:**

**Trustees:** Trustees are responsible for the strategic overview of the SEND HUB strategy.

#### **SEND Trustee:**

- ✿ To evaluate the strategy for SEND;
- ✿ To report progress to the Trust Board;
- ✿ To critically support operational staff to deliver strategy through termly meetings;
- ✿ To review outcomes of children with SEND across the Trust;
- ✿ To link with SEND Governors to support monitoring within Academies.

#### **Teaching Staff:**

- ✿ Endeavours to ensure children with SEND are identified and that necessary provision is made for students with SEND;
- ✿ Ensures that a child with SEND has the opportunity to be fully integrated into the life of the academy;
- ✿ Ensures that parents and carers are fully involved in SEND processes regarding their child;
- ✿ Reports termly to the School improvement, SENDCo Lead, SEND Specialist and Head teacher on SEND in each academy
- ✿ Ensures that Elevate's policy for SEND is implemented and embedded

#### **The Head Teacher:**

- ✿ Liaises with Senior Leaders, SENDCo Lead /Specialist, SEND Link and link governor to ensure that SEND children receive the appropriate provision and resourcing according to their individual and collective needs;
- ✿ The SENDCo Lead/Specialist will create a report of SEND in each academy termly for head teachers to report to LGB.

#### **SENDCo Lead and SEND Specialist:**

- ✿ Leads the academy in terms of the inclusion of children with SEND, in support of the Head Teacher's duties as above, contributing to the strategic development of SEND inclusion within the whole academy setting.
- ✿ Liaises with external agencies;



- ✿ Co-ordinates additional support for children from external agencies;
- ✿ Liaises with the SEND Link, Class Teachers and Teaching Assistants, to ensure that children are able to access additional support when required;
- ✿ Work with Class Teachers and Teaching Assistants to ensure that realistic expectations of behaviour and achievements are set for children;
- ✿ Co-ordinates and leads Review meetings (Educational, Health and Care Plan, SEND Specialised Support).
- ✿ Write EHCP and collates evidence
- ✿ Liaises directly with parent and carers;
- ✿ Liaises with Secondary schools for transition arrangements;
- ✿ Advises staff on differentiation and working with children with learning difficulties;
- ✿ Manages the identification of children with additional needs, their assessment, support, and review;
- ✿ Co-ordinates provision for children with Cognition and Learning.
- ✿ Liaises with staff at the Inclusion Hub, to ensure best practice for children with Cognition and Learning Difficulties, Communication and Interaction, Social, Emotional and Mental Health and Sensory, Physical and Medical Needs;
- ✿ Co-ordinates liaison with Academy and staff at the Inclusion Hub, to advise and monitor strategies for supporting children with C & L, C & I, SEMH and SPM needs;
- ✿ Co-ordinates a range of activities to support vulnerable learners;
- ✿ Organises access arrangements for Phonic Screening Check and SATs.
- ✿ SEND Specialist will focus on specific referrals for specialist areas, autism, speech and language, dyslexia and others specialist areas of SEND.

### **SEND LINK for the Academy**

- ✿ Connect with SENDCo Lead & update information
- ✿ Connect with staff with SEND updates & information to
- ✿ Complete half termly learning walks with SENDCo Lead
- ✿ Monitor provision of SEND alongside SENDCo Lead each half term
- ✿ Inform staff when reports are ready to share with parents
- ✿ Follow up reports and ensure aspects are implemented
- ✿ Attend parent drop-in sessions each half term
- ✿ Ensure that all paperwork is completed for agencies by staff
- ✿ Be knowledgeable and up to date about SEND needs in school
- ✿ Meet (if required) with parents on days SENDCo Lead not attending school and feed back information
- ✿ Ensure aspects of training from SEND HUB team are implemented and in place
- ✿ Ensure that Support Plans are completed and saved in the correct area and shared/signed with/by parents.
- ✿ Be a contact for professionals/agencies/staff (if needed) to share pupil concerns, share with SENDCo Lead who will initiate advice and agency support
- ✿ Ensure provision for children is in place and correct resources ordered for SEND children
- ✿ Attend reviews for children if class teacher/SENCo Lead is not able to attend



### **Class Teachers:**

- ✿ Works directly or directs a Teaching Assistant to work directly, with children to ensure that strengths and needs are identified through 'pupil voice;'
- ✿ Completes personalised SEND Support Plans with the children and ensures that these are available to other staff who teach the child;
- ✿ Liaises with the SENDCo Lead, SEND Link and SEND Specialist;
- ✿ Liaises with external agencies;
- ✿ Liaises directly with parent and carers;
- ✿ Determines appropriate adjustments to Quality First Teaching;
- ✿ Develops personalised learning plans for children with severe SEND, as required with support from the SENDCo Lead and SEND Specialist.

### **Teaching Assistants:**

- ✿ Works directly with children to ensure that strengths and needs are identified through 'pupil voice;'
- ✿ Delivers interventions/pre and corrective teaching;
- ✿ Assesses and monitors the appropriateness of intervention programmes.

### **SEND Link Governor:**

- ✿ To meet termly with the SENCo Lead to monitor the outcomes and progress of the SEND children and to ensure that SEND children receive the appropriate provision;
- ✿ To produce a written report to present to the LGB and SEND Trustee and School Improvement lead for SEND and Inclusion.

### **Pupil Voice:**

Elevate and its academies recognise that children are at the core of their learning as active learners. Their views are sought in determining adjustments and ensure that these are always taken into consideration. Various means of collecting and collating pupils' views have been developed, which are instrumental in their provision.

## **Access to the Curriculum**

### **In-Class Support:**

- ✿ The National Curriculum will be made available for all children. Where children have SEND, a graduated response will be adopted (see above). The academy will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support;
- ✿ The academy will make provision for children with SEND to match the nature of their individual needs. Documentation is in place which records and monitors: needs, provision, progress and outcomes;



- ✿ The curriculum will be differentiated to meet the needs of individual children. Teaching styles and flexible groups will reflect this approach;
- ✿ Work for children, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND;
- ✿ Teaching Assistants will support children in accessing the curriculum in the mainstream environment.

### **Learning Support/Extended Learning:**

- ✿ In-class support for children to access the full curriculum;
- ✿ Withdrawal for programmes of English and mathematics or skills, usually in a small group, at SEND Specialised Support and Educational, Health and Care Plan;
- ✿ Planning of individual programmes to meet a child's needs, including special arrangements for Phonic Screening Check and SATs;
- ✿ Support and guidance to staff in working with children with additional needs;
- ✿ Use of specialist equipment;
- ✿ Alternative teaching strategies;
- ✿ Support for parent and carers wishing to work with their child at home, by providing support and appropriate packages of work; Access to lunchtime activities clubs; Liaison with external agencies.

### **Social, Emotional and Mental Health Support:**

- ✿ Support tailored according to specific needs;
- ✿ Group work to develop particular skills e.g. managing conflict, improving social skills;
- ✿ Support for children in acquiring the skills needed to be independent and motivated e.g., personal organisation, basic skills;
- ✿ Strategies for classroom colleagues in working with children with additional needs; In-class support for children to access the full curriculum; Work with other agencies in support of children.

### **Mentoring:**

- ✿ Individual support and mediation for children experiencing social or emotional difficulties e.g., poor self-confidence or anxiety, relating to issues inside or outside school;
- ✿ Programmes for children to support needs and to engage fully in mainstream education for a variety of reasons;
- ✿ Support for all vulnerable children.

## **Impact**

- ✿ The progress of children with SEND will be reviewed through formative and summative assessments as outlined in the Code of Practice 2014. The child and Class Teacher or Teaching Assistant delivering the intervention, will review the Individual Support Plan and Provision Map termly and adjust the provision accordingly;



- ✿ Additionally, the progress of children with an Educational, Health Care Plan will be reviewed annually, as required by legislation;
- ✿ The following documentation supporting children with additional needs is in place:
  - SEND Register
  - Monitoring of vulnerable children
  - SEND Support Plans

## **Liaison**

### **With Parent and Carers:**

- ✿ The academy will actively seek the involvement of parent and carers in the education of their children. This is particularly important with children who have SEND;
- ✿ The support and encouragement of parent and carers is often the crucial factor in achieving success;
- ✿ Parent and carers will always be kept informed about the needs and progress of their children;
- ✿ Communications between the parent and carers and the academy will be consistently maintained;
- ✿ Parent and carers will always be informed and consent received when an external agency becomes involved with their child.

### **With External Agencies:**

Regular liaison is maintained with the following external agencies for children with SEND Support Plans and children with an Educational, Health and Care Plan (as applicable):

- ✿ SEND Support Services
- ✿ Educational Psychology Service
- ✿ Inclusion Hub for Social, Emotional and Mental Health (SEMH), Communication and Interaction (C & I), Cognition and Learning Difficulties (C & L) and Sensory, Physical, Medical Needs.
- ✿ Social Care.
- ✿ Augmentative and Alternative Communication Support (AAC)
- ✿ Health Service
- ✿ Education Welfare Service
- ✿ Early Help Team
- ✿ Pupils in Care (CICESS)
- ✿ Child Adolescent Mental Health Service

### **Policy Review**

As a working document, this policy will be reviewed by the board of trustees every 2 years.



## Complaints Procedure

- ✿ General complaints from a parent or carer of children with SEND concerning the provision at the school, should follow the procedures outlined in LA guidance, which relates to conflict resolution via the Parent Partnership Service and/or the Regional SEND Mediation Service prior to involvement of SEND Tribunal;
- ✿ Parents and carers are encouraged to see their role as a partnership with the academy, therefore the Head Teacher/SENDCo will meet with any parent and carer who has any concern about their child's SEND.
- ✿ **Parents and carers may contact the SENCo lead BUT should contact the headteacher initially.**

## SEND Information Report

- ✿ The school publishes a SEND 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.

## Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

## Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

## Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO Lead will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.



## Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- 🌿 Speech and language therapists
- 🌿 Specialist teachers or support services
- 🌿 Educational psychologists
- 🌿 Occupational therapists, speech and language therapists or physiotherapists
- 🌿 General practitioners or paediatrician
- 🌿 School nurses
- 🌿 Child and adolescent mental health services (CAMHS)
- 🌿 Educational welfare officers
- 🌿 Social services

## Admission and accessibility arrangements

### Admission Arrangements

- 🌿 Elevate Multi Academy Trust is committed to fair and inclusive admissions. Each academy within the Trust follows the School Admissions Code and its own admissions policy.
- 🌿 Pupils with an Education, Health and Care Plan (EHCP):  
All academies within the Trust will admit pupils where the school is named in their EHCP. In such cases, admission is automatic and takes precedence over other admission criteria.
- 🌿 Pupils with SEND but without an EHCP:  
Applications for pupils with Special Educational Needs (SEND), but without an EHCP, are considered on the same basis as applications from all other prospective pupils. The presence of SEND is not a factor in deciding admissions.
- 🌿 Pupils with disabilities:  
No child will be refused admission to an academy on the grounds of their disability. The Trust and each academy are committed to making reasonable adjustments so that children with disabilities are not treated less favourably than their peers.
- 🌿 Oversubscription criteria:  
Oversubscription criteria are applied fairly and consistently. They are designed to ensure that children with SEND or disabilities are not disadvantaged when places are allocated.

### Accessibility Arrangements

- 🌿 Elevate Multi Academy Trust is committed to ensuring that pupils with disabilities can access all aspects of school life.
- 🌿 Preventing unfavourable treatment:  
Academies take active steps to ensure that disabled pupils are not treated less favourably



than other pupils. Staff are trained to understand the needs of pupils with disabilities and to promote inclusive practice.

🌿 Facilities and support:

Each academy provides facilities, adaptations, and auxiliary aids to support access for disabled pupils. This may include, but is not limited to:

- Ramps and lifts for wheelchair access
- Adapted toilets and hygiene facilities
- Specialist equipment such as hearing loops, adapted furniture, or assistive technology
- Access to learning support assistants or other staff to help pupils fully engage with the curriculum

🌿 Accessibility Plan:

Each academy has a statutory Accessibility Plan, which is published on the school website and reviewed every three years. The Accessibility Plan sets out how the academy will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of education, facilities, and services provided
- Improve the availability of accessible information to disabled pupils, parents, and carers (e.g. large print, simplified formats, or alternative communication methods)

🌿 Parents and carers can request a copy of the Accessibility Plan from the school office or download it directly from the academy's website.

## Appendix 1: SEND Support

When a child is identified as having SEND, interventions should be devised that are in addition to those provided as part of the academy's usual curriculum. The triggers for intervention could be concern about a child who despite receiving appropriate early education experiences:

- 🌿 Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- 🌿 Continues working at levels significantly below those expected for children of a similar age, in certain areas;
- 🌿 Presents persistent social, emotional and/or mental health difficulties, which are not improved by the targeted management techniques usually employed in the setting;
- 🌿 Has sensory or physical problems and continues to make little or no progress, despite the provision of personal aids and equipment;
- 🌿 Has communication and/or interaction needs.

### SEND Specialised Support (Early Years)

SEND Specialised Support is characterised by the involvement of external support services who can provide more specialist assessments, give advice on the use of new or specialist strategies or materials and in some cases provide support for activities. The triggers for referral for seeking help



from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- ✿ Continues to make little or no progress in specific areas;
- ✿ Continues working at an early year's curriculum substantially below that expected of children of a similar age;
- ✿ Has social, emotional, or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised targeted management programme;
- ✿ Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- ✿ Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### **SEND Specialised Support**

When a child is identified as having SEND, the academy will provide interventions that are additional to or different from, those provided as part of the academy's usual differentiated curriculum. This intervention will be described as SEND Support. The triggers for intervention through SEND Support is a concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- ✿ Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- ✿ Shows signs of difficulty in developing English or mathematics skills, that result in poor attainment in some curriculum areas;
- ✿ Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the academy;
- ✿ 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.

If the academy concludes, after consulting parent and carers, that a child may need further support to help them progress, they will consider their reasons for concern alongside any information about the child already available to the academy. The SENDCo will support the assessment of the child, assisting in planning future support for the child in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child and for planning and delivering an individualised programme.

In some cases, outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the academy and keep them informed of their input. If these professionals have not been working with the academy, the SENDCo, with the parent and carer's permission, will contact them.



## **Appendix 2: Academy Request for an Educational Health and Care Plan**

For a minority of children, the help given by schools through SEND Specialised Support may not be sufficient to enable the child to make adequate progress. It will then be necessary for the academy, in consultation with the parent and carers and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LA, the child will have demonstrated significant cause for concern and the academy will provide written evidence to the LA detailing:

- 🌿 The academy's action through identifying SEND Specialised Support;
- 🌿 SEND Support Plans for the child;
- 🌿 Records of regular reviews and their outcomes;
- 🌿 The pupil's health including the pupil's medical history where relevant;
- 🌿 National Curriculum attainments in English and mathematics;
- 🌿 Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist;
- 🌿 Views of the parent and carers of the child;
- 🌿 Views of the child
- 🌿 Involvement of other professionals;
- 🌿 Any involvement by the social services or education welfare service.
- 🌿 When the LA receives a request for an Educational, Health and Care Assessment Referral, it must decide within 6 weeks whether to carry out such an assessment.

### **Educational, Health and Care Assessment Referral**

The referral involves consideration by the LA, working co-operatively with parent and carers, the child's school and as appropriate, other agencies, as to whether a referral of the child's special educational needs is necessary.

A child will be brought to the LA's attention as possibly requiring a referral, through a request by the child's school, from a parent and carer or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision, which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an Educational, Health and Care Assessment Referral of the child's special educational needs.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs, is such as to require the LA to determine the child's special educational provision through an Educational, Health and Care Plan.



### **Appendix 3: Provision**

The great majority of children can succeed through quality first, class-based, teaching. However, even in a classroom where personalised learning is effective, for some children this approach will not be sufficient. These children will benefit, at key moments from:

- ✿ An additional small group; or one-to-one, highly personalised, interventions, to enable them to make the progress needed to achieve their full potential.

NB: Access to Interventions is not exclusive to children identified with SEND.