



Osborne
Co-operative Academy Trust

Self-help
Self-responsibility
Equity
Equality
Democracy
Solidarity

Special Education Needs and Disabilities (SEND) Policy

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Tim McSweeney

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Vision and Values for our young people and families

“Every Leader is a Leader of SEND”

(SEND Code of Practice 0-25, 6.36, 6.52, 6.54)

The Osborne Co-operative Academy Trust (OCAT) is a multi-academy trust (MAT) built around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

The Osborne Cooperative Academy Trust Strategic Lead for Special Educational Needs and Disabilities (SEND), extends a warm welcome to all our young people and families in our OCAT Educational Settings, Specialist Provisions and Outreach Services. The OCAT Strategic Lead for SEND works collaboratively with each educational setting to ensure our young people, families, staff and stakeholders are confident of the OCAT SEND Offer developed in accordance with our Osborne Co-operative Academy Trust Values.

Each of our educational settings has its own unique context within which it operates its SEND offer. For this SEND policy ‘educational settings’ refers to our mainstream schools, specialist provisions and outreach services. Each of our educational settings will amend our policy to present their school context.

The Osborne Co-operative Academy Trust believes that every young person who is enrolled in our Educational Settings, Specialist Provisions and Outreach Services, attends a setting that provides appropriate provision for the young person’s needs. The setting should nurture their inner sense of belonging and sense of belonging to their school community and provide adaptations to ensure it is accessible physically, educationally and socially. The young person should feel empowered to lead their learning for life, to thrive and to achieve their aspirations with support from our staff. The setting’s inclusive ethos should empower the young person and family to have a voice and a choice when making decisions, through fostering positive, co-productive relationships with the ‘team’ around the young person.

Statement of intent

The Osborne Co-operative Academy Trust educational settings, specialist provisions and outreach services value all our young people and celebrate diversity of experience, interest and achievement. All young people need to experience praise, recognition and success, and young people with SEND have equal entitlement to this.

This policy outlines the framework for our educational settings, specialist provisions and outreach services to meet their duty, obligation and principal equality values to provide a high-quality education to all our young people, including young people with SEND, and to do everything within our capacity of our mainstream educational settings, specialist provisions and outreach services to meet the needs of young people with SEND.

Through successful implementation of this policy, our schools will:

- eliminate discrimination.
- promote equal opportunities.
- foster good relationships between young people with SEND and young people without SEND.

The Trust educational settings work collaboratively with the Local Authority (LA), and have regard for the following principles, which underpin this policy:

- The views, wishes and feelings of the young person and families
- The involvement of the young person and their family in decision-making

- Support for the young person and families to facilitate the development of the young person and help them to achieve their best outcomes
- The identification of a young person's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of the young people with SEND
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including transitioning from and to Early Years, Primary, secondary school, independent living, employment and between educational settings both within our Trust, externally and from outreach services
- Promotion of high standards to enable a young person to achieve their best and become confident individuals living fulfilling lives
- To use our best endeavours to ensure that provision is made for those who need it

Osborne Co-operative Academy Trust Young Person with SEND vision statements:

Present: I attend an educational setting that is appropriate for my needs and meets my provision

Belonging: I know who I am, and who I am within my school and wider community

Participation: My learning is accessible and available to me in a broad and balanced approach

Engagement: I am actively motivated to learn and I am part of my school and wider community

Achievement: I am motivated to make significant progress and achieve my aspirations

Empowerment: I know I have a voice and can make a choice with my learning, education and preparing for adulthood

Partnership/relationships: I know who is in my 'team' and I have positive relationships with my peers and adults in my educational setting, and I know there is a positive co-productive relationship between home and my educational setting

Lead: I feel confident to lead my own learning, advocate for my needs to be met by suggesting a provision that works for me, so that I can achieve my aspirations

Osborne Co-operative Academy Trust context:

Our Trust educational settings work collaboratively both within our trust and externally with other agencies.

Our Trust proudly provides the following SEND offer to our young people and families in Thurrock and Essex, in accordance with admission criteria:

- 8 mainstream Primary Schools
- 1 junior school
- 3 mainstream secondary schools

Our Trust collaborates in partnership with Thurrock Local Authority to offer the following in our Thurrock schools:

- A Primary Deaf Provision
- A Secondary Deaf Provision
- An Outreach service for Deaf children from 0 – 25
- A Primary Vision-impaired provision
- A secondary Vision-impaired provision
- A VI Outreach service
- Primary alternative provisions: Stepping Stones and The Annexe

Team around our Osborne Co-operative Academy Trust Young People and Families

The Trust Strategic Lead for SEND is **Kelly Jones**, who works collaboratively with the SENDco, Senior Leadership Teams and staff at each of our Trust schools.

Contact: k.jones@osborne.coop

Each of our Trust schools has a designated SENDco. Their contact details can be found in the following sections.

Context for our Trust School: Bonnygate Primary School

Bonnygate Primary School is a two-form entry school situated in a multiculturalism urban area from which most of our pupils reside. We also cater for neighboring urban towns. We have a mixed gender cohort of approximately 450 pupils.

At Bonnygate Primary School, all staff are teachers of Special Educational Needs/Disabilities (SEND). We are an inclusive school that aims to provide high quality teaching that meets the needs of, and provides appropriate challenge for, all young people at all levels of ability. In line with the school's vision statement, we seek to enable all individuals to feel highly valued and realise their potential, thus developing skills and ensuring good progress is made by all. At Bonnygate, Inclusion is not tolerance, it is unquestioned acceptance. We follow our Osborne Trust Co-operative values.

The SENCo at **Bonnygate Primary School is Sam Tizard** who works full time.

Sam Tizard holds the following qualifications:

- B.Ed. (Hons) Primary teaching and English Lit.
- QTS
- ELSA
- TEACCH

The Headteacher, Safeguarding Lead and Behaviour Lead is Laura Spencer.

Deputy Headteacher is Nicola Townshend.

The designated Health Care Plan Coordinator is Sam Tizard.

Contacts

The SENCo can be contacted on:

Email: sendco.bps@osborne.coop or via admin.bps@osborne.coop

Phone: [01708 853316](tel:01708853316)

1. Legal framework

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

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996 and 2011
- Mental Capacity Act 2005
- Children Act 1989 and 2004
- Special Educational Needs and Disability (Amendment) Regulations 2014 and 2016
- Local Government Act 1974 and 2014
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018
- The Children Act 1989 and 2004
- Reasonable Adjustments for disabled pupils 2015

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

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'School admissions code'
- DfE (2018) 'Inclusive Schooling'

This policy operates in conjunction with individual Trust and school educational policies which may include but are not limited to the following:

- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Behaviour Policy
- Accessibility Plans
- Personal Emergency Evacuation Procedure
- Careers Policy (secondary school and post 16)
- Complaints Policy
- GDPR policy

2. Definition of SEND

Our Trust educational settings adhere to The Special Educational Needs Code of Practice (SENDcop, 2015) definition, which clearly states that:

- 2.1 A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A young person of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than most others of the same age, or has a disability which prevents or

hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions

- 2.3 For a young person aged two or more, special educational provision is educational or training provision that is additional to or different from that made for other young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. Significantly greater difficulty in learning than most others of the same age.
- 2.4 Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.
- 2.5 Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities, 'long-term' being defined as 'a year or more'.

3. Objectives

Our educational settings aim to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- 3.1 To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- 3.2 To monitor the progress of all pupils to aid the earliest possible identification of SEND, to gain an understanding of need and implementation of provision.

4. Roles and responsibilities

"Every Leader is a Leader of SEND."

Every Leader is defined as 'all staff' employed within the Osborne Cooperative Academy Trust.

- 4.1 The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled young people.

Our educational settings are committed to:

- not directly or indirectly discriminating against, harassing or victimising disabled young people
- not discriminating for a reason arising in consequence of a young person's disability
- making reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage
- making reasonable adjustments by making physical alterations and publishing accessibility plans, setting out how we plan to increase access for disabled young people, in the curriculum, the physical environment and to information.

4.2 The **Trust Strategic Lead for SEND** is responsible for:

- providing strategic innovative leadership on a strong consistent collaborative approach to the provision of SEND across the Trust
- promoting quality and aspirational standards of outcomes
- promoting the efficient shared use of resources, CPD and partnerships

- ensuring our young people, families, staff and stakeholders are confident of the provision of SEND, in line with the Osborne Co-operative Academy Trust cooperative values.

4.3 Each of our OCAT educational settings has a **Local Governing Body**, which has delegated duties on behalf of the Trust Board and are responsible for:

- co-operating with the LA in reviewing the provision that is available locally and developing the local offer
- doing all it can to make sure that every young person with SEND gets the support they need
- ensuring the educational setting policies encourage young people with SEND to engage in the activities of the school alongside young people who do not have SEND
- alongside the SENDco and Senior Leadership Team (SLT) informing families when the educational setting is making special educational provision for their child
- making sure that the educational setting has arrangements in place to support any young people with medical conditions
- alongside the SENDco, publishing information on the school website about how the educational setting is implementing its SEND policy, in a SEN information report
- alongside the SENDco, publishing information about the arrangements for the admission of young people with SEND, the steps taken to prevent young people with SEND being treated less favourably than others, the facilities provided to assist access of young people with SEND, and the educational settings' accessibility plans
- ensuring there is a qualified teacher designated as SENCO for the educational setting, ensuring the key responsibilities of the role are set out and monitoring the effectiveness of how these are carried out
- in Secondary educational settings only, ensuring that all young people from year 8 until year 13 are provided with independent careers advice
- helping to raise awareness of SEND issues at local governing body meetings
- monitoring the quality and effectiveness of SEND provision within the educational setting
- working with the Headteacher/Head of school, SLT and SENCO to determine the strategic development of the SEND policy and provision in the school
- communicating with young people and families when drawing up policies that affect them
- taking necessary steps to ensure that young people with SEND are not discriminated against, harassed or victimised, in line with an **Equal Opportunities Policy**.
- alongside the SENDco and SLT, preparing the accessibility plan, showing how the educational setting intends to progressively improve access over time.
- being aware of suitable, full-time education from the sixth day of a fixed term suspension or permanent exclusion of a young person with SEND
- ensuring arrangements are in place to support young people in educational settings with medical conditions.
- appointing an individual governor or sub-committee to oversee the educational setting's arrangements for SEND.

4.4 Each of our **Headteachers/ Head of Schools** have the responsibility for:

- ensuring the educational setting has a qualified SENDco on their staff team
- working collaboratively with the Trust Strategic Lead for SEND, their SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- working collaboratively with their SENDCO and school governors to make sure the educational setting meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- having overall responsibility for, and awareness of, the provision for young people with SEND, and their progress
- in collaboration with their SENDco, monitoring the educational setting's notional SEND budget and any additional funding allocated by the LA to support individual young people
- making sure that the SENDCO has enough time and resources to carry out their duties effectively
- having an overview of the needs of the current cohort of young people on the SEND register

- in collaboration with their SENCO, monitoring to identify any staff who have specific training needs regarding SEND and incorporate this into the educational setting's plan for continuous professional development
- in collaboration with their SENCO, regularly reviewing and evaluating the breadth and impact of the SEND support the educational setting offers or can access, and co-operate with the LA in reviewing the provision that is available locally
- co-operating with the Local Authority to develop the local offer
- in collaboration with their SENDCO and staff, identifying any patterns in the educational setting's identification of SEND, both within the school and in comparison to national data, using these to reflect on and improve the quality of teaching
- ensuring that teachers monitor and review young people's progress during the academic year.
- ensuring that all complaints are investigated via the complaints procedure and action is taken where appropriate
- ensuring that the educational setting responds to any SEND tribunal cases in an appropriate and timely fashion.
- providing the SENCO with sufficient administrative support, where appropriate
- assisting the local governing body in appointing a designated teacher for CLA (Children Looked After), who will work closely with the SENCO to ensure that the needs of the young person are fully understood by relevant staff.
- regularly and carefully reviewing the quality of teaching for young people at risk of underachievement, as a core part of the educational setting's performance management arrangements.
- ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against young people with SEND.
- establishing and maintaining a culture of high expectations and including young people with SEND in all opportunities available to other young people.
- reporting to the local governing body on the impact of SEND policies and procedures, including on young people's mental health and wellbeing.
- ensuring that their SENDCO is provided with training, with emphasis on mental health, annually.
- exploring gaps in the strategic SEND provision in collaboration with the Local Authority during the Strategic Partnership meetings (Essex County Council only)
- advising on the deployment of the school's delegated budget and other resources to meet young persons' needs effectively in collaboration with the SENDCo.

Our aspiration is that all our Trust designated SENDCos are qualified teachers who have achieved a National Award in Special Educational Needs within three years of appointment. It is also our aim that all SENDCos are on SLT or are invited to contribute to SLT meetings.

4.5 Each of our **SENDCos** is responsible for:

- informing families that their young person may have SEND and then liaising with them about the young person's needs and any provision made
- working collaboratively with the Headteacher/Head of School, SLT, Trust Strategic Lead for SEND and SEND governor to determine the strategic development of the SEND policy and provision in the educational setting
- the day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- providing professional guidance to colleagues and liaising and working with staff, families, and other agencies to ensure young people with SEND receive appropriate support and high-quality teaching
- advising on the graduated approach to providing SEND support and adaptive teaching methods appropriate for individual young people
- advising on the deployment of the educational setting's delegated budget and other resources to meet young people's needs effectively

- being a point of contact for external agencies, such as the Local Authority and NHS support services (e.g., OT, Occupational Therapy, SALT, Speech and Language Therapist, PNI Physical, Neurological Impairment, Physiotherapist etc.) and working with external agencies to ensure that appropriate provision is provided
- liaising with potential next providers of education to make sure that the young person and their families are informed about options and that a smooth transition is planned
- when a young person moves to a different educational setting, making sure that all relevant information about a young person's SEND and the provision for them is sent to the appropriate authority, school or institution in a timely manner
- collaboratively with the Headteacher/Head of School, SLT and school governors making sure the educational setting meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- collaboratively with the Headteacher/Head of School and SLT, monitoring to identify any staff who have specific training needs regarding SEND, and incorporating this into the educational setting's plan for continuous professional development
- collaboratively with the Headteacher/Head of School, regularly reviewing and evaluating the breadth and impact of the SEND support the educational setting offers or can access.
- co-operating with the LA in reviewing and developing the Local Offer
- preparing and reviewing information for inclusion in the educational setting's SEND Information Report and any updates to this policy
- collaboratively with the Headteacher/Head of School and teaching staff, identifying any patterns in the educational setting's identification of SEND, both within the educational setting and in comparison to national data, and use these to reflect on and improve the quality of teaching
- liaising with the relevant, designated teacher where a CLA (Child Looked After) has SEND
- liaising with the families of young people with SEND alongside the class teacher and staff
- using the graduated approach to draw up One Plans, Individual Education Plan or Individual Learning Plans and one-page profiles for a young person with SEND.
- being familiar with the provision in the Local Offer and working with professionals providing a supporting role to the family.
- ensuring, as far as possible, that young people with SEND take part in activities run by the educational setting, together with those who do not have SEND.
- ensuring that the school keeps the records of all young people with SEND up to date, in line with the educational setting's Data Protection Policy.
- participating in training and CPD opportunities, some of which emphasise mental health
- supporting teachers in the further assessment of a young person's particular strengths and weaknesses and advising on effective implementation of support.
- preparing the arrangements for the admission of young people with SEND and the facilities and curriculum is provided to enable access to the educational setting for young people with SEND.
- regularly meeting with the LA to explore strengths and areas of development of the educational setting SEND provision
- planning and reviewing support for young people with SEND on a graduated basis in collaboration with families, school staff and the young people themselves.

4.6 Our **Teachers/Form Tutors/Subject Leads/Year Leads** will be responsible for:

- planning and providing high-quality (QFT or HQT) teaching that is adapted to meet every young person's needs through a graduated approach and address any areas of potential difficulty to ensure there are no barriers to learning
- the progress and development of every young person in their class/year group/subject/form group
- working collaboratively with Learning Support Assistants (LSA) or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching and learning

- collaborating with the SENDCO to review each young person's progress and development, and decide on any changes to provision
- ensuring they follow this SEND policy and the SEN information report

Communicating with families 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 family concerns and agree their aspirations for the young person
- setting high expectations for every young person and aiming to teach them a broad and balanced curriculum, whatever their prior attainment.
 - being accountable for tracking progress and development of the young person in their class/form/subject/year, including where young people access support from LSAs (Learning Support Assistants)
 - promoting positive outcomes for young people in the wider areas of personal, emotional and social development
 - being aware of the needs, outcomes sought, and support provided to any young person with SEND they are working with.
 - keeping the Headteacher/Head of School, SLT and SENCo up to date with any changes in behaviour, academic developments and causes of concern.
 - collaboratively with the SENDco gathering information about a young person's progress and reviewing it alongside national data and expectations in progress.

4.7 Our **LSAs** and **Other Support Staff** will be responsible for:

- having an awareness of the young people with SEND, their needs and provision
- seeking advice and guidance on a young person's needs and provision
- following the recommendations on the appropriate level of training, where required

4.8 Our **families** will be responsible for:

- informing the school if they have any concerns about their child's progress or development.
- providing information and expressing their views about their child's SEND needs and the provision provided.
- providing all updates from external agencies and information to the SENDco in a timely manner
- participating in discussions and decisions about this support and will be:
- Attending termly meetings to review the provision that is in place for their child, i.e. One Plan meetings
- providing information about the impact of SEND support outside school and any changes in their child's needs
- sharing their concerns and, with school staff, agree their aspirations for their child
- understanding that our educational settings work within capacity and will make reasonable endeavours in line with this consideration.

The young person will be given the opportunity to share information and express their views about their SEND provision.

4.9 Our **young people**, where they are able, are responsible for:

- explaining what their strengths and difficulties are
- contributing to setting targets or outcomes
- attending review meetings (if appropriate)
- giving feedback on the effectiveness of interventions

5. Admissions

5.1 Our educational settings will publish their arrangements for the admission of young people with SEND and ensure it meets its duties set out under the 'School Admissions Code' by:

- not refusing admission for a young person that has named the school in their EHC plan, where the school can meet a young person's SEND.
- considering applications from families of young people who have SEND but do not have an EHC plan.
- adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

5.2 The Admission Policy for each of our schools is available on request from the school office/website

6. Accessibility

6.1 All our educational settings and staff take reasonable steps to prevent young people with SEND from being treated less favourably than other young people.

6.2 The facilities provided will help young people to access our educational setting's, including the provision of auxiliary aids and services to:

- increase the extent to which young people with SEND can participate in the curriculum
- improve the physical environment to enable young people with SEND to take better advantage of the education, benefits, facilities and services available
- improve the availability of accessible information to young people with SEND

6.2 The Accessibility policy for each of our schools is available on request from the school office/website.

7. Identifying SEND

7.1 Each of our educational settings has a clear approach to identifying and responding to SEND. As a Trust we recognise that early identification and effective provision improves long-term outcomes for our young people. The school will work in a multi-agency way to make sure we obtain relevant information before the young person starts at our educational setting, so support can be put in place as early as possible.

7.2 With the support of the Senior Leadership Team (SLT), classroom teachers/form tutors/subject leads/year group leads will conduct regular progress meetings for all young people, with the aim of identifying young people who are making less than expected progress or demonstrating concerns.

7.3 Our staff acknowledge that slow progress and low attainment will not automatically mean a young person is recorded as having SEND. Potential short-term causes of impact on behaviour or progress will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEND for young people whose first language is not English.

7.4 Progress will be characterised using the following stipulations and can include academic and social emotional considerations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the young person's previous rate of progress
- Progress fails to close the attainment gap

- The attainment gap is widened by the plateauing of progress
- It can include progress in areas other than attainment

7.5 A Young person joining our educational settings are identified as having SEND by:

- their previous setting has already identified that they have SEND
- they are known to external agencies
- they have an education, health and care plan (EHCP)
- staff have identified a concern and alerted the SENDco

8. Context for our Trust School: Bonnygate Primary School.

8.1 The SEND register is reviewed with the Year group class teachers once a term. The meeting's purpose is to identify young people with SEND concern to ensure that all young people on the SEND register are placed on the appropriate universal, targeted or specialist support.

8.2 During these meetings, SEND provision is discussed for individual young people to ensure updates are shared and actions for next steps are agreed.

8.3 For a young person of concern, a Pupil Concern Profile is completed by staff for pupils who may be of concern and shared with the SENDCo for further action and support. A meeting time will be arranged to discuss and address any concerns if necessary.

8.4 The SENDCo completes daily check ins with class teams to check that children are settled and address any low-level concerns from staff. Open door policy to share concerns and success when in the moment support or celebration of a pupil is needed.

8.5 The SENDCo is made aware via the admissions procedure, of young people who may transition to Bonnygate Primary School, where there is an indication of SEND

8.6 Pupil Progress meetings are held with the class teacher and SLT and SENDco termly to identify young people of concern, who are alerted to any areas of concern noted in the meeting.

9. Children with specific circumstances

Our educational settings commit to the following principles:

9.1 CLA - Children Looked After

- Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- The educational setting has a designated member of staff for coordinating the support for CLA, this is stated at the front of the SEND policy document
- The SENDco works collaboratively with the designated staff member to ensure that the implications of a young person being both looked after and having SEND are fully understood

9.2 EAL – English as an Additional Language

- Speaking English as an additional Language (EAL) is not a special educational need (SEND), but learners with EAL may themselves have additional Educational Needs just like learners who use English as their first language (Rosamond, S. et al (2003) Distinguishing the Difference: SEN or EAL).
- The educational setting gives particular care to the identification and assessment of the SEND of young people whose first language is not English.
- It is necessary to consider the young person within the context of their home, culture and community.
- Where there is uncertainty about an individual young person, the educational setting will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.
- The educational setting appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.
- The educational setting will look carefully at all aspects of a young person's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.
- The SENDco works collaboratively with the designated staff member to ensure that the implications of a young person being EAL and having SEND are fully understood.

9.3 Medical Conditions

- Where a young person has SEND, their provision should be planned and delivered in a coordinated way with the healthcare plan.
- The designated person to manage Health Care plans is stated at the front of this SEND policy
- The educational setting will look carefully at all aspects of a young person's performance in different subjects to establish whether the problems they have in the classroom are due to limitations due to their medical conditions or due to SEND.
- The SENDco works collaboratively with the designated staff member to ensure that the implications of a young person with medical condition having SEND are fully understood.

9.4 Supporting Behaviour Approach

- Our Trust has implemented the Trauma Perceptive/Understanding and Supporting Behaviour approach across our Trust schools
- Persistent disruption or withdrawn behaviours do not necessarily mean that a young person has SEND. There may be other factors contributing to the presenting behaviour., e.g., family circumstances, bereavement etc.
- The designated person who manages inclusion due to a behavioural need is stated at the front of this SEND policy
- The SENDco works collaboratively with the designated staff member to ensure that the implications of a young person with behaviour difficulties having SEND are fully understood.

9.5 Slow Progress and low attainment

- Slow progress and low attainment do not necessarily mean that a young person has SEND and should not automatically lead to a young person being recorded as having SEND.

10. Involving our young people and families in decision-making

- 10.1 Our educational settings encourage our young people with SEND and their families to share their knowledge of their child; with the SENDCO / class teacher / subject lead and head of year who aspire to give them the confidence that their views and contributions are valued and will be acted upon.
- 10.2 Our educational settings will put the young person and their families at the heart of all decisions made about special educational provision.
- 10.3 Our families will always be formally notified when the educational setting provides their young person with SEND support or no longer requires SEND support.
- 10.4 It is helpful to the SENDco, for our families to provide up to date reports from other professionals as they are received.
- 10.5 Decisions on whether the school will commission added provisions will be discussed with the families and, when appropriate, the young person too.
- 10.6 Each of our educational settings aspire to identify whether a young person needs special education provision and will have discussions with the young person and their families. These conversations will ensure that:
- everyone develops a good understanding of the young person's areas of strength and difficulty
 - we consider any concerns the families have
 - everyone understands the agreed outcomes sought for the young person
 - everyone understands how we hope to achieve this
 - everyone is clear on what the next steps are
- 10.7 Notes of these discussions will be added to the young person's record and given to their families.

11. Context for our Trust School: Bonnygate Primary School

11.1 Young people and their families can share their views on the One Plans. These are ordinarily reviewed three times a year with the class teacher during allocated One Plan meetings and/or with the SENDCo, where required.

11.2 For a young person with an EHCP, their views will be documented in the Annual Review and One Plans. These may be shared during 'Parents' evenings' or with the SENDCo during an Annual Review meeting.

11.3 The planning that the educational setting aspires to, occur three times a year and will support young people with SEND and their families express their needs, wishes and goals, and will:

- Focus on the young person as an individual, not allowing their SEND to become a label.
- Be easy for young people and their families to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the young person's strengths and capabilities.
- Enable the young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor provision to the needs of the individual.
- Bring together relevant professionals to discuss and agree together the overall approach.

11.4 The educational setting collects the views of young people and their families using the following forums:

- Pupil and family voice once a term as part of the One Plan review
- Pupil and family voice once a year as part of the Annual Review process
- Pupil and family voice as part of the parent evening once a term.

12. Joint commissioning, planning and delivery

Our educational settings and staff are committed to:

12.1 Ensuring that our young people with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

12.2 Our educational settings will work collaboratively with local education, health and social care services to ensure young people get the right support.

12.3 Our educational settings assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together to promote children and young people's wellbeing or improve the quality of special educational provision (Section 25 of the Children and Families Act 2014). They hope to achieve:

- improved educational progress and outcomes for young people with SEND.
- increased identification of young people with SEND prior to school entry.
- where young people with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- SEND support being adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

13. Graduated approach

Our educational settings are committed to the following approach:

13.1 Once a young person with SEND has been identified, the educational setting will employ a graduated approach to meet the young person's perceived needs

13.2 The 'Graduated approach' uses the Assess, Plan, Do and Review cycle to identify actions to remove barriers and put effective provision in place in accordance with the four areas of need. A young person can have needs that are acknowledged across more than one area, and their needs may change over time.

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

13.4 The Graduated approach follows the cycle of:

1. Assess

The young person's class teacher/head of year/subject lead/form tutor and the SENDCO will carry out a clear analysis of the young person's needs. The views of the young person and their families will be considered. The educational setting may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place matches the young person's need.

2. Plan

In collaboration with the young person and their family, the class teacher/head of year/subject lead/form tutor and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the young person will be made aware of their needs, outcomes sought, support to be provided and any teaching strategies or approaches needed. This information will be recorded on our management information system and will be made accessible to staff in one or more of the following ways: pupil passport / individual education plan / school-based support plan / One Plan etc.

Families will be fully aware of the planned support and interventions and may be asked to reinforce or contribute at home to help progress.

3. Do

The young person's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the young person. They will work collaboratively with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the class or subject teacher in assessing the young person's strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the young person's progress will be reviewed in line with the agreed date. This evaluation will be based on:

- the views of the young person and their families
- the level of progress the young person has made towards their outcomes
- the views of teaching staff who work with the young person

The class teacher / subject lead / form tutor / head of year collaboratively with the SENDCO will revise the outcomes and support considering the young person's progress and development, and in consultation with the young person and their family.

13.5 Areas of Need

The educational setting reviews how well equipped we are to provide support across the following Category of Need in accordance with the SENDcop (2015):

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Physical needs

Communication and interaction

- Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

- The profile for every young person with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all aspects of speech and language or social communication at various times of their lives.
- The **SENDCo** will work with young people, families and language and communication experts (where necessary) to ensure young people with communication and interaction difficulties reach their potential.

Cognition and learning

- Young people with learning difficulties will require provision that may be offered in a variety of ways, including adaptive teaching etc.
- The educational setting understands that learning difficulties cover a wide range of needs. The SENDCO will ensure that any provision offered will be suitable to the needs of the young person
- Young people with learning difficulties may learn at a slower pace than their peers.

Social, emotional and mental health difficulties

- Young people may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.
- The educational setting recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the educational setting will implement a range of measures to support young people with these difficulties.

Sensory or physical needs

- Young people with these needs have a SEND need that hinders them from accessing the educational facilities provided. A Young Person may have a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment or a physical impairment
- A young person may need ongoing additional support and equipment to access all the opportunities available to their peers.

Our educational settings will ensure staff understand that:

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

14 Levels of support

14.1 Ordinarily Available

- Each educational setting provides an approach to ordinarily available which guides the quality of teaching and learning for all young people within their educational setting.

14. 2 Targeted Support for SEND provision

- Young people receiving SEND provision will be placed on the educational setting's SEND register if they require 'different from and additional to' provision provided by the ordinarily available Quality Teaching
- Young people who have needs that can be met by the educational setting's provision through the graduated approach.

- Where the young person's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
- The provision for young people on SEND support is funded through the educational setting's notional SEND budget.
- On the census these young people will be marked with the code K.

14.3 Education, health and care plan (EHCP)

- Young people who need more support than is available through the educational setting's school-based SEND provision may be entitled to an EHCP.
- The EHCP is a legal document that describes the needs of the young person, the provision that will be put in place, and the outcomes sought.
- The provision for these young people will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
- On the census these young people will be marked with the code E.

14. 3 Context for our Trust School: Bonnygate Primary School

14.4 The SEND register consists of 4 categories of support: monitor, universal (school delivered provision), targeted (school delivered provision with external delivered provision on an ongoing basis) and EHCP provision

14.5 Through Pupil Progress meetings, data, termly year group review of SEND meetings and One Plan reviews, young people are assessed as to the level of need and provision.

15. EHCP Needs Assessment

Our educational settings commit to the following principles:

15. 1 The educational setting will, in consultation with the young person's family, request a statutory assessment of SEND where the young person's needs cannot be met through the resources ordinarily available within the educational setting with adaptive teaching.

15.2 The educational setting will meet its duty to respond to any request for information relating to a statutory assessment within the timeframes requested.

15.3 If appropriate, the educational setting will gather advice from relevant professionals about the young person concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

15.4 In tracking the learning and development of young people with SEND, the school will:

- base decisions on the insights of the young person and their family
- set the young person challenging targets.
- track their progress towards these goals.
- review additional or different provisions made for them.
- promote positive personal and social development outcomes.
- base approaches on the best possible evidence and ensure that they are having the required impact on progress.
- detailed assessments will identify the full range of the individual's needs, not just the primary need.

- where a young person continually makes little or no progress, or is working substantially below expected levels, the educational setting will consult with the family before involving specialists.

15. One Plans / ILP / IEPs

Our educational settings commit to the following principles:

15.1 Once a young person has been identified as having SEND the families are formally informed of the special educational provision being made.

15.2 The Class Teacher, SENDco and family should agree in consultation on the adjustments, interventions, support, and provision.

15.3 All staff, where required, are to be aware of the One Plans, the young person's needs and provision.

15.4 The One Plan / ILP / IEP includes the following:

- desired outcomes
- expected progress
- views and wishes of the young person and their family
- provision and adaptations required to support the young person to achieve the outcomes agreed
- strategies to remove any barriers to learning
- if appropriate, details of how transitions between phases of education and preparing for adult life will be managed.
- recommendations / assessments of external professionals and other educational settings (when transition to the next education phase)
- a clear review date agreed between the educational setting, young person and family.

15.5 This is reviewed as part of the Graduated Approach of Assess, Plan, Do and Review

15.5 The class teacher /subject teacher / head of year / form tutor remains responsible for working with the young person daily and where an intervention is conducted elsewhere, the young person remains the responsibility of the Class teacher / subject teacher.

15.6 The class teacher / subject teacher is responsible for planning and assessing the impact of support and interventions and how these can be linked to classroom teaching. The SENDco works collaboratively with the class teacher / subject teacher to provide advice and guidance. The class teacher should work collaboratively with any LSA or specialist staff.

15.7 The class teacher/ subject lead working with the SENDco should revise the support depending on the young person's progress and development.

Context for our Trust School: Bonnygate Primary School

- Each One Plan provides a provision map of adaptations individual to each young person and their needs, sometimes these are subject specific or specific to a school routine
- It is reviewed termly following the APDR cycle
- The young person's and family's voice are gained once a term to inform the achievement of outcomes, adaptations and provision

- One Plans are completed by the Class teacher with input from the LSA in collaboration with the SENDco
- The class teacher is provided additional PPA time to complete the One Plans collaboratively with the SENDco
- Recommendations from specialist teachers and other professionals are added to the provision map
- The One Plans are discussed with the family during allocated One Plan meetings and where required during parent's evenings also. The SENDco will attend the meeting where there has been a change in need or provision or where the family has requested it.
- Class teachers discuss progress at pupil progress meetings with SLT and the SENDco .

16. Reviewing the EHCP

16.1 Our educational settings provide an Annual Report for families on their young person's progress towards their EHCP outcomes.

16.2 The educational setting will:

- cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- ensure that the appropriate people are given sufficient notice of the date of the meeting.
- seek advice and information about the young person prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- support the class teacher to lead the discussion, in collaboration with the SENDco, with good knowledge and understanding of the young person and awareness of the needs and attainment;
- allow sufficient time to explore the family views and plan effectively
- include the young person's views
- prepare and send a report of the meeting including any proposed changes to the LA within the timeframe specified in their policy.
- clarify to the family and young person that they have the right to appeal against the decisions made regarding the EHC plan.

17. Evaluating the effectiveness of SEND provision

17.1 Our educational settings evaluate the effectiveness of provision for young people with SEND by:

- tracking a young person's progress, including by using provision maps
- carrying out the review stage of the graduated approach in every cycle of SEND support
- using pupil and family questionnaires
- monitoring by the SENDCO
- holding annual reviews for pupils with EHCP
- data from pupil progress meetings

18. Involving specialists

18.1 Our educational settings recognise that it will not be able to meet all the needs of every young person and whenever necessary the educational setting will work with external support services, especially where it is noted that the young person is making less than expected progress.

18.2 The young person's family should be involved in any decision to involve specialists

18.3 Specialists services may include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHs, SET, EWMHs, Kids Inspire etc.)
- Specialist Teachers (Teachers of Sensory impairments with the relevant qualifications)
- Therapists (Speech and Language, Occupational Therapist)
- Social Care
- School nurses
- Education welfare officers

18.4 Context for our Trust School: Bonnygate Primary School

Where a young person meets the criteria, the SENDco can submit a referral to:

1. Thurrock Council Educational Psychologist
2. Paediatric services via a CSPA referral
3. School Nurse
4. BPS Pastoral support assistant
5. BPS ELSA support
6. Open Door Counselling service
7. Thurrock Children's Centre Outreach team
8. Portage
9. Treetops Outreach Team
10. Beacon Hill Outreach Team
11. Trust Strategic Lead for SEND
12. Thurrock Sensory Service

19. Evaluating the effectiveness of the policy

19.1 Our educational settings are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives:

19.2 We will evaluate how effective our SEND provision is with regards to:

- all staff's awareness of young people with SEND
- how early young people are identified as having SEND
- young person's progress and attainment once they have been identified as having SEND
- whether young people with SEND feel safe, valued and included in the educational community
- comments and feedback from the young person and their family

20. Transferring between phases of education

20.1 Our educational settings support the transition between phases of education, into or out of our trust educational settings by:

- EHCP and One Plans (for SEN K) will be reviewed and amended before a young person moves between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase.
- transition plans will be put into place where appropriate.
- the Preparing for Adulthood document will be completed with young people in preparation for One Plan meetings and Annual Reviews from Year 9 onwards.
- to support this process the educational setting will agree with the families and young people what information can be shared with the relevant educational settings and professionals.
- helping young people and their families understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- if it is in the best interest of the young person, the school may commission alternative provision, in line with any EHCP in place, for young people who face barriers to participate in mainstream education.

20.2 Context for our Trust School: Bonnygate Primary School

- The school aspires to start meetings about transitions half a term in advance, this will include the families, young person, class teacher, LSA's, SENDco and other stakeholders.
- The school will organise orientation visits where required; these will be carefully planned to incorporate the areas of an educational setting that a young person requires support to locate and access
- The orientation visits may be in addition to the pre-planned transition visits organised for all young people
- A Places and Faces Social Story, which is personalised where possible and as required, this may include places within the educational setting and the key staff and their roles, how to access areas to meet their need, i.e., toilets and meals
- A handover with the educational setting SENDco and relevant key staff will take place
- One Plan information will be shared with all relevant staff
- All young people's SEND files are kept online on SIMS and the CTF files will be transferred to the new educational setting on the first date of starting school
- One Plans, Annual Review documents and EHCPs (Education, Health and Care Plan) can be provided with parental permission and on request of the Educational Setting.
- External agencies will be invited to provide their professional recommendations on how to support an effective transition

21. Supporting successful preparation for adulthood starts in the Early Years and continues through to Post 16

21.1 Our Educational Settings support preparation for adulthood by following the principles:

- The educational setting will ensure that young people are supported to make a smooth transition to whatever they will be doing next, e.g., moving on to secondary school
- The educational setting will engage with transition schools and FE providers, as necessary, to help plan for any transitions.
- The educational setting will transfer all relevant information about young people to any educational institution that they are transferring to.
- If it is in the best interest of the young person, the school may commission alternative provision, in line with any EHCP in place, for young people who face barriers to participate in mainstream education.

- The educational setting will take an active role in preparing young people with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.
- The educational setting will ensure that it meets its duty to secure independent, impartial careers guidance for young people in Years 8-13, including:
 - Discussing preparation for adulthood in planning meetings with young people at age-appropriate phases
 - Helping young people and their families prepare for the change in legal status once a pupil is above compulsory school age.
 - Ensuring that careers advice and information provides high aspirations and a wide range of options for young people with SEND.
 - Helping young people and their family understand and explore how the support they will receive in educational settings will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for young people with SEND to make successful transitions.

22. Funding

22.1 Each of our educational settings will be allocated a SEND budget appropriate to the needs of the young people on roll, which consists of the following:

- Educational settings have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.
- Educational settings are not expected to meet the full costs of more expensive provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year and the local authority should provide additional top-up funding where the costs exceed the threshold.
- Young people with an Essex EHCP are allocated a band of funding by Essex Local Authority and their provision is costed according to the band of funding during the Annual Review
- Young people with a Thurrock EHCP are allocated funding by Thurrock Local Authority and provision is reviewed during the Annual Review.
- Essex Local Authority and Thurrock Local Authority recognised notional threshold is £6000.

23. School Information Report

23.1. The School Information Report for each of our educational settings can be found on each individual website or provided on request.

23.2 The school information report publishes detailed information about the arrangements for identifying, assessing and making provision for young people with SEND.

23.3 The School Information Report **MUST** include:

- The kinds of SEND provided for
- Policies for identifying and assessing young people with SEND
- Arrangements for consulting and involving families of young people with SEND in their young person's education
- Arrangements for involving the young person with SEND in their education
- Arrangements for assessing and reviewing young people's progress towards outcomes
- Arrangements for transitions between educational phases and preparing for adulthood
- The approach to teaching young people with SEND

- How adaptations are made to the curriculum and learning environment
- The expertise and training of staff and specialist expertise
- Evaluate the effectiveness of provision
- How young people are enabled to engage in activities with young people who do not have SEND
- Support for emotional and social development
- How the school involves other organisations, i.e., local authority
- Arrangements for handling complaints
- Provide information on where the Local Offer is published
- How the school provides a broad and balanced curriculum and how this is made accessible through adaptations
- Include SEND data

24. Local Offer

24.1 Local Authorities MUST publish a local offer, setting out in one place information about available provision and how to access it across Education, Health and Social Care in their local area.

24.2 The local Offer for Essex can be viewed on the following link: <http://www.essexlocaloffer.org.uk/>

24.3 The Local Offer for Thurrock can be viewed on the following link:
<https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

25. Training (CPD and PDP)

25.1 Our staff follow their individual PDP (Professional Development Process), and Continuous Professional Development (CPD) will regularly be provided to teaching and support staff.

25.2 The Headteachers/Heads of school and the SENDCO's will continuously monitor as part of the PDP cycle to identify any staff who have specific training needs and will incorporate this into the educational setting's plan for continuous professional development.

25.3 Relevant staff members will keep up to date with any necessary training, provided by the SENDCo and external agencies, where appropriate. It is the staff members' responsibility to document their CPD on their PDP (Professional Development Plan).

25.4 CPD offered will be delivered to ensure equality, diversity, understanding and tolerance.

25.5 Mental health will be a key consideration for CPD that the SENCO participates in, along with any training that staff are given.

25.6 During staff induction, all staff will receive SEND training from the SENDCo which will include, although not be limited to, the following:

- Identifying SEND pupils in the educational setting
- How to contact the SENDCO
- Implementing One Plan/ILP/IEP provision and adaptations
- Monitoring the success of those support measures
- Positive Handline techniques (staff designated by the Head of school)
- How to develop lessons so they are engaging for young people with varying forms of SEND
- How to support with SEMH

26. Promoting mental health and wellbeing

26.1 Our educational settings implement a Social, Emotional and Mental Health (SEMH) programmes via Personal, Social and Health Education (PSHE) which will focus on promoting young people’s resilience, confidence and ability to learn.

26.2 Positive classroom management is implemented to promote positive behaviour, social development and high self-esteem.

26.3 Context for our Trust School: Bonnygate Primary School

Where a young person requires Counselling services, the SENDCo can complete a referral to Open Door counselling service.

Where a young person requires support with their social and emotional needs a referral to the school pastoral assistant can be made and/or our ELSA service.

Where appropriate, the school will advise families on how to receive support in the management and development of their child.

Peer mentoring will be used to encourage and support young people managing SEMH difficulties.

For young people with more complex needs, additional in-school support could include:

- Supporting staff to manage young person's behaviour through a consistent behaviour plan
- Additional educational access to a key adult to support the young person
- Providing information to the family on both internal and external referrals the family may have access to

27. Bullying

27.1 All our educational settings make every effort to ensure and mitigate the risk of bullying of vulnerable young people within our educational settings

27.2 All our young people are aware that bullying is unacceptable and will not be tolerated.

27.3 All our young people are encouraged to seek help and support if bullying occurs. Any reported incidents of bullying are dealt with effectively and rapidly and in accordance with the schools bullying policy.

27.4 Staff work with young people affected by bullying in a range of ways to equip them with the skills and knowledge to counter and deal with bullying. All young people have access to pastoral support who lead any such incident.

28. Data and record keeping - GDPR

Our educational settings keep information in accordance with the school’s Data Protection Policy. Information about our young people with SEND includes, although is not limited to:

- Details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all young people.
- An accurate and up-to-date register of the provision made for young people with SEND.
- Provisions the educational setting makes which are different or additional to those offered through the school curriculum on a provision map.
- Levels and types of need within the school and makes this available to the LA and SEND census.

29. Confidentiality

29.1 Our educational settings follow the school's policies on confidentiality and will not disclose any details of an EHCP without the consent of the young person and/or their family, except:

- to a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- on the order of any court for any criminal proceedings.
- for investigations of maladministration under the Local Government Act 1974.
- to enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- to Ofsted inspection teams as part of their inspections of schools and LAs (Local Authorities).
- to anyone connected with the pupil's application for Students with Disabilities allowance before taking up a place in HE.
- to the head teacher (or equivalent position) of the institution where the pupil intends to start their next phase of education.

30. Resolving disagreements

30.1 Our Educational Settings are committed to resolving disagreements between the young person, their families and the educational setting

In carrying out these duties, we are committed to:

- supporting early resolution of disagreements at the local level.
- explaining the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHCP and tribunals.
- publishing the school's Complaints Procedures Policy on the school's website or providing a paper copy by request

30.2 Where a young person or family have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/head of year/ form tutor or SENDco. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, families are welcome to submit their complaint formally.

30.3 Formal complaints will be handled in line with the school's complaints policy. If the family is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

31. Publishing information

31.1 The school will publish information on our website about the implementation of the SEND Policy.

31.2 The local governing body will publish details of the SEND information report on the website.

31.3 The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

32. Monitoring and review

32.1 The policy is reviewed on an annual basis by the SENDCo in conjunction with the local governing body; any changes made to this policy will be communicated to all members of staff, families of young people with SEND and relevant stake holders.

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

32.3 The next scheduled review date for this policy is September 2024.

33. Acknowledgements

The Trust SEND Policy has been created in collaborative partnership between our team of dedicated SENDcos, Jacqui Pearce (SENDCo at Warren Primary School) and Shelagh Cosgrove (School Governor at Doddinghurst Junior School)

Appendices

The Special Educational Needs and Disabilities Code of Practice: 0-25 years

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

Special Educational Needs and Disabilities (SEND) and Alternative Provision Improvement Plan

[https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND and alternative provision improvement plan.pdf](https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf)

AREA AND CATEGORY OF NEED

Area of Need	Cognitive and Learning	Social, Emotional and Mental Health	Communication and Interaction	Sensory and Physical
Primary Category of Need	SpLD – specific learning difficulty MLD – Moderate Learning Difficulty SLD – Severe Learning Difficulty PMLD - Profound and Multiple Learning Difficulty Dyslexia, Dyscalculia, Dysgraphia	ADHD – Attention, Deficit, Hyperactivity, Disorder ADD – Attention, Deficit, Disorder CD – Conduct Disorder ODD – Oppositional Defiant, Disorder Anxiety, Depression Emotionally Based School Avoidance (EBSA)	SCLN – Speech and Language and Communication needs ASC – Autistic Spectrum Condition EAL – English as Additional Language	VI – Vision Impairment HI – Hearing Loss MSI – Multi-sensory Impairment PD – Physical Difficulty APD – Auditory Processing disorder DCD (Developmental Coordination Disorder)