Special Educational Needs and Disability (SEND) Policy

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2			

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This policy applies to Futura Learning Partnership ('the trust') as a whole and to all schools in the trust, in accordance with the Equalities Policy of the trust.

This policy describes the trust's policy and provision for pupils with Special Educational Needs and Disabilities (SEND) and has been produced in accordance with the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the trust.

1. Introduction

This policy has been written following the statutory guidance 'Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)'. It sets out our provision and principles for children/pupils/students with SEND.

It sets out the expectations the Board of Trustees places on all schools in the trust and on joint working with parents/carers, local authorities and health and social care partners of the trust and its schools. These expectations will ensure that the trust and its schools are compliant with both the letter and spirit of SEND reforms and serve to improve outcomes for children/pupils/students and young people.

1.1 Responsibilities, Approval and Review

This policy was agreed by the Board of Trustees

1.2 Terminology

- The trust means Futura Learning Partnership.
- School means a school within the trust.
- Headteacher means the headteacher of the school.
- CEO means the Chief Executive Officer of the trust.
- Local Governance Committee (LGC) means the committee of the Board of Trustees to which the trustees have delegated appropriate powers and functions relating to the governance of the school.

1.3 Application

This SEND Policy applies to the trust as a whole and to all the schools in the trust.

2. Vision

Every pupil is entitled to an extraordinary education as they are immersed in inspirational, extensive and dynamic learning opportunities that equip them with the knowledge, skills and values to be successful and **aspirational** learners and we are fully committed to developing an equality-based education for all. Through the persistent pursuit of excellence and outstanding teaching, exceptional outcomes for all children/pupils/students will be achieved including for all vulnerable learners and those with SEND. Providing fully inclusive **opportunities** will create a learning community across Futura where every individual can succeed, irrespective of belief system, race, ethnicity, class, culture,

gender, language, lifestyle or SEND. We are committed to fostering a **respectful** environment that celebrates diversity, embraces equity, and ensues that each student can reach their full potential. The power of educational equity will interrupt systemic racism, poverty, additional needs and social inequality. By providing fully inclusive opportunities and valuing individuality, pupils will be equipped to become lifelong learners for an ever-changing world. Through **collaboration,** empathy and unwavering support, we will build a world where inclusion is not just a goal but a **fundamental** aspect of who we are as a Trust

3. Policy statement

The trust will:

- Ensure that all trust schools have regard to the views, wishes and feelings of the child and young person with SEND and the child's parents/carers;
- Work closely with and support the local authorities in which each trust school is located to assist them in fulfilling their obligation under Part 3 pf the Children and Families Act 2014 and its associated guidance;
- Ensure that each trust school has procedures in place which allows them to fulfil both their statutory duties and support the wider vision and ethos contained in the SEND Code of Practice.

All trust schools will operate within the law:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

The Equality Act 2010 All trust schools will follow the statutory guidance in full:

- Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)
- Transition to a new 0-25 special educational needs and disability system

4. Principles

The trust will operate a model in all trust schools for improving outcomes for children/pupils/students and young people with special educational needs/or disabilities. The model is based on 7 principles:

- Living the Trust Inclusion values in every school, every day
- Developing leadership management and accountability for SEND
- Equity through educational provision and opportunities (curriculum structure, adaption and pupil engagement)
- Investment in staff, resources and development of expertise to improve the Trusts educational offer and support for schools
- Multi-agency collaborative working practices - Links with local, wider and global community
- Actively seeking out and responding to feedback from all stakeholders

5. Definition of SEND

- A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them;
- A child of compulsory school age or a young person has a learning difficulty or disability if they:
    - Have significantly greater difficulty than the majority of others of the same age, or
    - Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children/pupils/students aged two or over , special educational provision is educational or training provision that is additional to, or different from, that made generally for other children/pupils/students or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

6. Roles and Responsibilities:

The Trust Inclusion Lead

- Working with the Directors of Education to support the strategic development of the trust 3-19
- Working with senior trust leaders to foster a sense of collective responsibility for the success of each academy within the trust
- Working closely with colleagues in the school improvement team to ensure a coherent and consistent strategy across all phases of the trust's work
- Providing support for school Local Governance Committees (LGCs) in governance and accountability
- Reporting to the DE and the Trust Board
- Working as a member of the trust's school improvement team.
- Working with school leadership teams to secure positive outcomes for pupils across the Trust
- Developing a range of services and cross-trust provision for schools and pupils
- Developing a range of trust wide activities for students, parents and staff
- Providing support and challenge to heads regarding SEND and support for vulnerable pupils
- Proving a quality assurance service to schools, LGCs and the board through involvement in raising achievement visits (RAVs),
- Establishing and building external links that will help the trust to grow and flourish:

The School SENDCO

- The school has a named SENDCO: Ms Sarah Connor
- The SENDCOs contact details are: sconnor@sblacademy.org.uk
- The SENDCO ensures that the SBL SEND policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other current policies within the school. All our teaching and support staff have a responsibility for teaching and learning for all pupils including those with SEND and any other additional need.
- The SENDCO holds the day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational healthcare Plans (EHCP).
- The SENDCO provides professional guidance to colleagues and will work closely with staff, parents

and other agencies. The SENDCO is aware of the provision for South Gloucestershire Local Authority Local Offer and will work with professionals to ensure that children/pupils/students's provision accurately matches their needs.

- All trust secondary schools must ensure that exam access arrangements are assessed by a qualified professional and all recommendations are put in place specific to the individual needs of the student

Specific duties for SENDCO:

- Completing the SEND Annual Planner
- Overseeing the daily operation of the school's SEND policy.
- Providing support and advice to class teachers and teaching assistants.
- Identify and organise relevant CPD for class teachers and teaching assistants.
- Regularly correspond with parents of pupils with SEND to offer support and advice.
- Support class teachers to complete and review specific provision map plans.
- Hold formal meetings with parents of children/pupils/students with SEND at least twice a year.
- Liaise with outside multiagency to plan provision for children/pupils/students with SEND.
- Complete regular audits of SEND resources and source equipment where necessary.
- When children/pupils/students transfer to different schools ensure all SEND records are transferred and information shared.
- Be a point of contact for all external agencies.
- Regularly observe children/pupils/students in class to assess provision in place and make recommendations for provision enhancements.
- Work with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Prepare a SEND information Report in accordance with the SEND Code of Practice that will be approved by the school's local governance committee (LGC) and published on the school website. The SEND information Report will set out the details regarding the implementation of this SEND policy in the school
- Provide parents with a SEND information support sheet – (See Appendix one)

The SEND Governor

- Help raise awareness of issues relating to SEND at the Governors meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing board of this.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Provide challenge to the school and its members to secure necessary provision for pupils identified as having SEND.

Specific duties for named Headteacher

- Works with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Delegates responsibility to the SENDCO.
- Has overall responsibility for the provision and progress of learners with SEND.
- The Headteacher will ensure that all staff in their school accept that SEND is their responsibility and, in particular, that class and subject teachers take full responsibility for the progress of children/pupils/students with SEND whom they teach
- The Headteacher will ensure that the quality of teaching for pupils with SEND and the progress made by those pupils are a core part of the discussion during pupil progress meeting

- The Headteacher will ensure that a Graduated Approach as set out in the Code of Practice is in place for all young people on 'SEND Support'

Class teachers

- Each class teacher is responsible for:
- The progress and development of every pupil in their class
- Providing high quality, differentiated learning experiences
- Reporting any concerns to the school SENDCO
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Reviewing personalised targets on individual provision maps (class profiles) for pupils on the school SEND register
- Ensuring they follow this SEND policy

The role of Parents of pupils with SEN

In accordance with the SEND Code of Practice, we believe that all parents of children/pupils/students with SEND should be treated as equal partners. We have positive attitudes to parents,
and our SEND Report details the specific support we provide all pupils, including those with concerns for SEND. We strive to ensure that they understand procedures and are aware of how to access advice. Liaison with parents is therefore encouraged in the following ways:

- Parents are always welcomed into school to talk to teachers about any concerns regarding their child and their progress.
- Teachers will discuss with parents any concerns they have, whenever the need arises and at consultation evenings and additional 'SEND' meetings
- Parents are involved in discussions with outside agencies where appropriate
- They are involved with the implementation of the individual 'Target Plans' by supporting the work at home
- Parents of any pupil identified with SEND may contact the Special Educational Needs and Disability Information Service (SENDIAS) for independent support and advice. www.kids.org.uk/sendiass
- Where appropriate and possible, children/pupils/students attend 'Plan' review meetings and are encouraged to talk about their progress and to make a contribution to their 'Plan'.

Where possible, Pupils with a EHCP contribute to their Annual Statement Review.

7. Identifying pupils with SEND and assessing their needs:

We use our best endeavors to secure special educational provision for pupils for whom this is required. This is 'additional to and different from' that provided within the curriculum to better respond to the four areas of need identified in the Code of Practice (January 2015):

8. The Code of Practice refers to four broad areas of need:

- **Communication and interaction** - these children/pupils/students have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and learning** - children/pupils/students with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children/pupils/students with profound and multiple learning difficulties (PMLD).
- **Specific learning difficulties** (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** - children/pupils/students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children/pupils/students may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

9. Graduated Response

- Trust schools will screen on entry by assessing a young person's skills and attainment and build on information from previous settings if available.

- As part of the screening process the school will consider and evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them. This includes adhering to The Joint Council for Qualifications Community Interest Company and the Standards and Testing Agency annually updated regulations and guidance regarding Access Arrangements, Reasonable Adjustments and Special Considerations. Each school has a duty to explore and provide access to suitable courses of study, submit applications for reasonable adjustments to the relevant organisations and make reasonable adjustments to the services and education provided to SEND children/pupils/students and young people.

- The school's system for observing and assessing the progress of individual children/pupils/students will provide *information about areas where a child is not progressing satisfactorily. Under these* circumstances, teachers may need to consult the SENDCO to consider how a child could be further supported. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

- In order to help children/pupils/students with special educational needs, SBL Academy will adopt a graduated response. This may see us using specialist expertise, if as a school, we feel that our interventions are still not having an impact on the individual.

- Pupils are only identified as having a SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. They may be considered for identification if they:

    - Make little or no progress, even when teaching approaches are targeted, particularly if a child's identified area of weakness.
    - Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
    - Present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
    - Have sensory or physical problems and continue to make little or no progress, despite the provision of specialist equipment.
    - Have communication and / or interaction difficulties, and continue to make little or no progress.
    - Class teachers will often be the first to identify problems using classroom observation and informal assessment.
    - Parents voicing concern may highlight a particular need.
    - Outside agencies may bring a child's difficulties to the school's notice.
    - Appropriate standardised tests may indicate where there have a SEND.

- If the school decides to identify the child as having a SEND, the school will record the steps taken to meet the needs of individual pupils on a suitable plan (Provision Map). If we refer a child for statutory assessment/Education Health and Care Plan (EHCP), we will provide the LA with a record of our work with the child to date. Following a statutory assessment by the LA which deems that the child meets the requirements then an 'EHCP' will be developed. These plans will detail interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCO, parents and young person.

- In consultation with the parent, a pupil will be added to the school's SEND register if they have an individual Learning Plan (ILP) and/or EHC Plan. These children/pupils/students have a written plan created by the SENDCO in consultation with the pupil and parents and Teaching Assistants' where appropriate.

- In mainstream settings trust schools will ensure that young people with SEND engage in the activities of the school alongside those who do not have SEND, unless a particular provision agreed with the parents/carers and the young person is in place.

- Each school will designate a qualified teacher to be responsible for coordinating the SEND provision (the SENCO) who will have or be working towards attaining the National Professional Qualification in Special Educational Needs.

- Pupils will be taken off the SEND register if they no longer meet concerns identified prior to placing them on the SEND register. Should a child/pupil/student no longer require an individual plan, then parents will be informed.

10. Working across education, health and care

The trust and its schools will work jointly with education, health and care bodies and professionals to secure effective outcomes for children/pupils/students and young people in our academies.

Each trust school will cooperate with the relevant local authority(ies) in developing its local offer.

Each trust school will make reasonable adjustments for disabled young people (including the provision of auxiliary aids and services) and will make arrangements to support those with medical needs.

The trust and its schools will work with, local and national providers to secure the services needed to improve outcomes for young people with SEND.

These services could include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Communication and Autism Team or Communication and Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children/pupils/students' Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered as having a SEND or placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. A "SEND Support Arrangements" (Provision Map) document, which includes a one-page profile, will be started. This is a working document which will be updated as more is understood about the child's SEND, including their response to interventions.

11. The graduated response for Nursery and Pre-school

- The trust will ensure that in its Nursery and Pre-school provision, screening procedures are in place to identify children with SEND to ensure early identification and to ensure that they receive the support they need.
- Children with SEND will be educated alongside children who do not have SEND.

- The trust's Nursery and pre-school provision will be supported by a qualified teacher responsible for coordinating SEND provision (the SENDCO) who will either be an experienced SENDCO or be working towards the prescribed qualification.
- We shall inform parents/cares when we are considering making special provision for a child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.
- The trust's Nursery and Pre-school provision shall adopt a graduated approach with four stages of action: assess, plan, do and review as set out in the SEND Code of Practice
- In each Nursery and Pre-school setting an annual report on the implementation of this SEND Policy should be prepared and will include:

    - Arrangements for the admission of disabled children
    - Steps being taken to prevent disabled children from being treated less favourably than others
    - The accessibility plan and how it will be improved over time

12. The four part cycle:

- **Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

- **Plan:** Where SEND Support is required the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with them using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

- **Do:** The class teacher is responsible for working with the pupil on a daily basis. They will also liaise closely with Teaching Assistants' or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

- **Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

13. Accessibility – Adaptions to the curriculum and learning.

All pupils are entitled to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. We recognise the importance of inclusion for all children/pupils/students in mainstream primary

education. All teaching and support staff provide suitable learning challenges, meet pupils' diverse needs and provide enablers to learning.

- There will be times when it is appropriate to support the learning of a pupil with SEND on a one to one or small group basis beyond the classroom of their peer group.
- Our school publishes a Futura Curriculum Offer**,** which states our offer for pupils with Special Educational Needs or Additional Needs such as disability.
- In addition to the curriculum, the school provides a wide range of additional activities both in and out of school. Pupils with SEND are actively encouraged and supported, to join in and benefit from these activities.
- SEND resources are allocated through different funding elements available to the school such as the school-based budget, funds allocated to pupils with EHCPs and pupil premium.
- Parents requiring guidance on how to support their child further at home, including support with external agencies, should contact the school SENDCO.

14. Supporting Pupil with Medical Needs:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children/pupils/students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs or disabilities (SEND) and may have a Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. The School's policy for supporting pupils with medical conditions describes the arrangements the school has in place.

15. Monitoring and evaluation of SEN

The Headteacher and the SENDCO regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based.

The impact of SEND provision on the progress and outcomes for children/pupils/students on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

16. Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with pupils with SEND to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a

locked filing cabinet until they are saved and stored electronically. Individual SEND files are transferred to receiving schools when pupils leave SBL Academy.

17. Supporting our academies

The Strategic Lead for SEND at the trust is a member of the School Improvement team and works across the trust to support and advise all the schools in the implementation of this SEND Policy and in the improvement of outcomes for all young people with SEND.

Trust schools will implement the Trust SEND Strategy in October 2025 to ensure a high quality SEND provision is maintained across all the schools.

18. Reviewing the SEND Policy

- The SEND policy is reviewed annually.
- This policy must be reviewed by October 2026

19. Complaints

Please refer to the Trust Complaints Policy : Futura Complaints Policy

School Details

School Name: Sir Bernard Lovell Academy
Email: enquiries@sblacademy.org.uk
Telephone number: 0117 456 5900
Postal address:
Sir Bernard Lovell Academy
North Street
Oldland Common
Bristol
BS30 8TS

Futura Learning Partnership Trust Details

Contact details:
Chandag Road,
Bristol,
BS31 1PH
Phone: 01179 461229

Appendix 1 – Parent SEND – Information Support Sheet

Futura Learning Partnership

SEND Support

A child has SEN if they have a **learning difficulty or disability** which calls for special educational provision, in addition to what is provided for their other peers, to be made for him or her. Special educational needs and disabilities **(SEND) can affect a child's ability to learn.** This can broadly affect their:

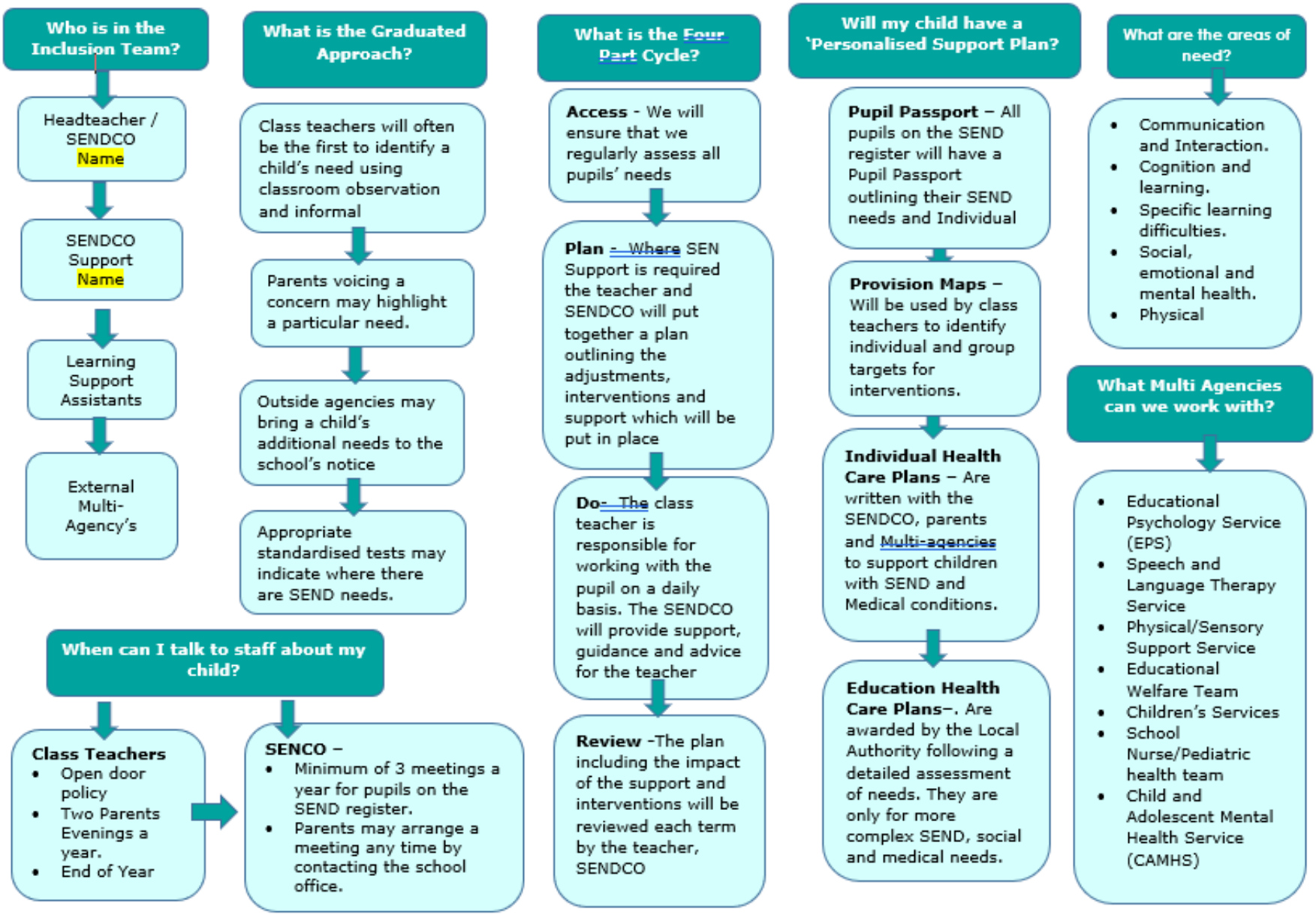
Ability to **understand/process information** socially and in learning	**Reading, writing, numeracy**	Ability to **concentrate and focus** on a task	**Emotional** or **mental health** –maintaining a positive self-esteem and feelings -leading to anxiety or low mood	**Behaviour** – learning to regulate their emotions; and **social interaction** – the way they talk to adults and other children	**Sensory / Physical ability**, including visual, hearing, motor coordination, spatial awareness or medical.

The Graduated Response

What happens if a child is struggling to access the learning:

- Our teachers plan their lessons to a high standard to meet a wide range of needs in their classes (Quality First Teaching).
- Some children require more support than others, so the teacher will adapt their teaching to meet the needs of these children.
- If a child seems to require more support than 'usual', the teacher will make the SENCO and Inclusion Team aware of this.
- At this point, the teacher and Learning Partner will **help & support with possible strategies** in consultation with SENCo.
- They will **check for impact of these strategies and track progress of your child.**
- Despite personalised strategies and support, if your child does not show signs of making progress we will contact you.
- Further assessment may be completed, we will put in place more support for them and regularly check their progress.
- This stage is called **SEND Support**. Your child will now be added to the **SEND register.**
- We will contact with you to discuss your child's needs. We will write a **'Pupil Passport and Provision Map** for your child outlining their targets, support and strategies in place.
- The extra support for your child may be from in school provisions (interventions, assessments, specialised strategies used in lessons) or with the help of appropriate outside agencies, but we'll talk through this with you.
- At this point, we may ask you to **visit your GP for further analysis** of your child's needs.
- You will be updated about your child's progress and next steps involved through **parent's evenings** and **communication from teachers/SENCo and reports.**
- If your child's needs are **complex, long term** and individualised support is needed for them consistently to access their learning, then we will consider the following:
- We may start having **Annual Reviews** so that we can look at progress and needs over a longer period of time.
- We may ask our **Educational Psychologist, Speech and Language Therapist, Physiotherapist, or another specialist** to meet with you and your child.
- We may apply for **'Top-Up' funding** for your child with North Somerset Council to cater for their individual needs that are beyond the provision in the school for SEND students.
- We may talk with you about applying for an **Education, Health and Care Plan**. This used to be called a Statement.
- The extra support and tracking usually means the child starts to make progress and gets back 'on track'.

Every individual's need and hence the support varies from child to child, so every child's case is considered individually while adhering to the basic structure explained above. For any further advice please contact Name (Headteacher and SENDCO) **SENDCO contact details**


Who is in the Inclusion Team?
Headteacher / SENDCO Name
SENDCO Support Name
Learning Support Assistants
External Multi-Agency's
What is the Graduated Approach?
Class teachers will often be the first to identify a child's need using classroom observation and informal
Parents voicing a concern may highlight a particular need.
Outside agencies may bring a child's additional needs to the school's notice
Appropriate standardised tests may indicate where there are SEND needs.
When can I talk to staff about my child?
Class Teachers
Open door policy
Two Parents Evenings a year.
End of Year
SENCO –
Minimum of 3 meetings a year for pupils on the SEND register.
Parents may arrange a meeting any time by contacting the school office.
What is the Four Part Cycle?
Access - We will ensure that we regularly assess all pupils' needs
Plan - Where SEN Support is required the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place
Do- The class teacher is responsible for working with the pupil on a daily basis. The SENDCO will provide support, guidance and advice for the teacher
Review -The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO
Will my child have a 'Personalised Support Plan?
Pupil Passport – All pupils on the SEND register will have a Pupil Passport outlining their SEND needs and Individual
Provision Maps – Will be used by class teachers to identify individual and group targets for interventions.
Individual Health Care Plans – Are written with the SENDCO, parents and Multi-agencies to support children with SEND and Medical conditions.
Education Health Care Plans–. Are awarded by the Local Authority following a detailed assessment of needs. They are only for more complex SEND, social and medical needs.
What are the areas of need?
Communication and Interaction.
Cognition and learning.
Specific learning difficulties.
Social, emotional and mental health.
Physical
What Multi Agencies can we work with?
Educational Psychology Service (EPS)
Speech and Language Therapy Service
Physical/Sensory Support Service
Educational Welfare Team
Children's Services
School Nurse/Pediatric health team
Child and Adolescent Mental Health Service (CAMHS)