Special Educational Needs and Disability (SEND) Policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement Committee
Policy Ratified:	November 2026
Review Date:	November 2027

Additional School Procedure	
Committee:	
Procedure Adopted:	
Review Date:	

Note to Headteachers:

This is the Partnership's SEND policy, please take careful note of the responsibilities detailed in section 5.

Appendix 6 details the requirements for the school-specific SEND Information Report. This must be updated on an annual basis and approved by the LGB.

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1. Our Vision

Our vision is one where we encompass the 'whole child' providing all children with the opportunities to thrive and fulfil their potential.

This will be achieved through:

- Inclusion in all aspects of school life
- CLP schools providing high-quality teaching and learning and provision.
- Working effectively with families and the wider community.
- Being aspirational and building on the knowledge children need for their future lives.
- Our Multi-Academy Trust values of Serve, Inspire, and Empower alongside school values.

2. Legal Framework

2.1 This policy has due regard to all relevant legislation and statutory and non-statutory guidance

2.2 This policy operates in conjunction with the following Trust-wide policies:

- Data Protection Policy
- Safeguarding & Child Protection Policy
- Complaints Policy & Procedure
- Admissions Policy
- Behaviour and Exclusions policy
- First Aid and Medical Conditions and Managing Medication
- Public Sector Equality Duty Policy
- Pupil Attendance Policy

2.3 This policy operates in conjunction with the following Individual school policies:

- Behaviour Policy

3. Statement of Intent

3.1. The Special Educational Needs and Disabilities (SEND) Policy aims to:

- Set out how CLP will support and make provision for pupils with SEND in line with the Special Educational Needs Code of Practice (2015);
- The policy in accordance with The Equality Act (2010) and Part 3 of the Children's and Families Act (2014) that sets out schools' responsibilities for pupils with SEN and disabilities, The Special Educational Needs and Disabilities Regulations (2014) which sets out schools' responsibilities for education, health and care (EHC plans, SEND Coordinators and the SEN information report;
- Uphold the principles of the United Nations Convention on the Rights of the Child (UNCRC, 1989), ensuring that:
  - All children have the right to education without discrimination (Article 2);
  - The best interests of the child are a primary consideration (Article 3);
  - Children have the right to express their views and be heard in matters affecting them (Article 12);
  - Children with disabilities have the right to special care and support to live a full and dignified life (Article 23);

- Education must be directed to the development of the child's personality, talents, and abilities to their fullest potential (Article 29).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

3.2. This policy sets out the framework for schools within CLP to fulfil their statutory duties and uphold core equality principles by delivering high-quality education for all pupils, including those with SEND. It outlines the commitment to identifying and meeting the needs of pupils with SEND to ensure inclusive and effective provision.

3.3. CLP believes that meeting the needs of every pupil is a shared responsibility. Staff are committed to recognising each pupil as an individual while fostering a strong sense of belonging within the wider school community. CLP is dedicated to delivering an inclusive curriculum that supports the best possible progress for all pupils, regardless of their needs or abilities. Through the effective implementation of this policy, CLP schools aim to:

Promote inclusion in all aspects of the school community;

- Deliver high-quality teaching, learning, and provision where all teachers are equipped to support pupils with special educational needs. Ensure that learning is appropriately adapted so every pupil can access an aspirational, broad, and balanced curriculum that prepares them for lifelong learning.
- To promote high expectations for all from a pupils' starting point;
- Eliminate discrimination;
- Promote equal opportunities;
- Foster good relationships between pupils' families and outside agencies.

3.4. CLP schools recognise that:

- Each pupil is an individual with their own particular educational needs;
- All pupils have the right to a broad and balanced curriculum, adapted to reflect their needs and with regard to continuity and progression;
- Learning experiences are designed to reflect pupils' starting points and address gaps in knowledge. They promote high expectations, foster self-motivation and independence, and focus on celebrating positive achievement;
- Every effort should be made to minimise the risk of pupils with special educational needs being 'labelled' or excluded rather than included. Wherever possible, pupils with SEND will learn alongside their peers, supported by reasonable adjustments to ensure full inclusion. However, there may be occasions when pupils are withdrawn for specialist teaching. CLP schools strive to ensure that this is a positive experience and seen as a natural part of their educational journey.
- The nature of the pupil's SEND might be long or short-term, and in one or more areas;
- The provision made by CLP schools is a process that is strongly rooted in partnership with parents/carers;
- There should be a focus on pupils' opportunities beyond the school environment.
- For all pupils we build on our CLP values of: Serve, Inspire and Empower alongside each individual CLP schools' values.

3.5. CLP schools will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents/carers in decision-making.

- To ensure that all pupils with SEND have their needs identified to support academic progress, good physical and mental health, and well-being;
- Collaboration between education, health, and social care services to provide support;
- High-quality provision to meet the needs of pupils with SEND;
- Opportunities to discuss choice and control for pupils and their parents/carers over their support;
- Successful preparation for adulthood, including independent living and employment;
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.

4. Definition of Special Educational Needs

4.1. "*A child 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 has a learning difficulty or disability if they:*

- *have a significantly greater difficulty in learning 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*" *(SEND Code of Practice for 0 – 25 years, DfE, June 2015)*

4.2. A pupil has special educational needs if they have a learning need that calls for special educational provision to be made. A child will not be identified as requiring special educational needs solely on the basis that they use English as an additional language.

4.3. A pupil has special educational needs if they have a disability which prevents or hinders them from accessing education and therefore requires special educational provision. Special educational provision means, for a child of two or over, educational provision which is additional to, or otherwise different from, that educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area. (Education Act 1996, Section 312).

4.4. Under the Equality Act 2010, a disability is a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. Not all pupils with disabilities have SEN and not all pupils with SEN meet the definition of disability, however, this policy covers all of these pupils.

4.5. CLP schools will review how well-equipped they are to provide support across the four broad areas of need as outlined in the SEN Code of Practice:

- Communication and interaction;
- Cognition and learning;
- Social, emotional, and mental health difficulties;
- Sensory and physical needs.

(Appendix 3 outlines the four broad areas of need)

5. Roles and Responsibilities

5.1. **The Trust Board** determines the Partnership's general policy and approach for the education of children with SEND as detailed in the SEND Code of Practice. The Trust Board makes strategic decisions on the allocation of Partnership resources by understanding the impact of provision for pupils with SEND.

5.2. **The Appointed Trustee for SEND**

- Takes a lead role in SEND governance, acquire a working knowledge of the Partnership's overall SEND arrangements and effectiveness.
- Provides support and challenge which contributes to the continued strengthening of the Partnership's overall SEND culture and inclusion.
- Reports to the Trust Board, providing assurances of the Partnership's compliance with its statutory requirements and its ongoing improvement.

(See Appendix 1 for key responsibilities)

5.3. **The Local Governing Body** is responsible for holding school leaders to account for implementing the Partnership's policy and ensuring compliance with statutory duties.

5.4. **The Appointed Local Governor for SEND** should understand how SEND Policies and Procedures are working at the school by exploring:

- How the school makes decisions through special education provision;
- What training and development has been provided to the appointed SENDCo;
- What information is published on the website;
- Report back to the local governing body and ensure local governors are up to date;
- Liaise with the appointed trustee for SEND.

(See Appendix 2 for key responsibilities)

5.5. **The Headteacher** has responsibility for the day-to-day management of all aspects of the school, including the provision for children with SEND.

This includes, but is not limited to:

- Working with the SENDCo to publish the annual SEND Information Report;
- Report on SEND provision in the school, and determine strategic development;
- Ensure statutory duties are upheld and that the SEND policy is implemented effectively
- Have overall responsibility for the provision and progress of pupils with SEND;
- Work alongside other CLP schools to ensure excellence for all pupils with SEND – enabling SENDCos to work collaboratively together.
- Work effectively with parents/carers and outside agencies to achieve the best outcomes for pupils with SEND.

School leaders are responsible for directing the use of funds allocated by the Partnership and the local authority for those with an EHCP to meet the needs of pupils with SEND.

5.6. **The SENDCo** is the member of staff designated to coordinate the provision for pupils with SEND. They should act as champions for inclusion, the SENDCo role includes, but is not limited to:

Statutory Duties

- Ensure compliance in line with the Children and Families Act (C&FA2014), Equality Act (2010) and Code of Practice (2015);
- Lead on statutory duties relating to Education Health Care Plans;
- Complete an annual SEND Information Report to be published on the school's website (SEND Information Report Checklist Appendix 6);
- Ensure all documentation is maintained in line with school processes and statutory duties;
- Work with the headteacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

Strategic Leadership

- Contribute to the development of SEND provision across the school including where the school has a preschool ensuring legal obligations are met;
- Review the SEND register termly and update this, accordingly, notifying parents/carers of any changes
- Implement the Partnership's SEND policy at the local level;
  Promote and ensure the implementation of agreed SEND processes for documentation, record keeping and the graduated response
- Ensure the CLP universal offer is consistently implemented across the school, providing high-quality, inclusive teaching and adaptive learning environments that meet the needs of all pupils, including those with SEND.
- Co-ordinate and monitor provision to support individual pupils with SEND, including those who have EHC plans;
- Advise on the deployment of the pre-school's/schools delegated budget and other resources to meet pupil's needs effectively. Be aware of provision in the Local Offer and work with professionals to provide support to families and ensure pupils with SEND receive appropriate support and high-quality teaching;
- Ensure the records of pupils with SEND are kept up to date;
- Liaise with providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned;
- Evaluate the impact of provision;
- Have oversight of attendance of pupils with SEND; and support with barriers to attendance in line with parents/carers and outside agencies;
- Responsible for ensuring that any part-time timetable implemented for pupils with SEND are appropriate, time-limited, and regularly reviewed. Work with staff, parents/carers, and external agencies to ensure the arrangement supports the pupil's needs and complies with statutory guidance, safeguarding, and inclusive practice.
- Oversee the educational and welfare arrangements for pupils with SEND placed in alternative provision. This includes ensuring the provision is suitable, monitoring progress, attendance and well-being, maintaining regular communication with the provider, and coordinating support to meet the pupil's individual needs.
- Complete the SEND audit tool on an annual basis and keep it under review;
- Meet with and report to the Local Governor for SEND;
- Provide professional guidance to colleagues and work closely with staff, parents/carers, and other agencies;
- Deliver training and professional development for SEND.
- Report to the LGB on a termly basis; (exemplar template can be found in Appendix 7)
- For CLP schools with preschools/nursery to check pupils have undergone their 2-year progress check in in line with the Healthy Child Program and implement relevant actions and next steps

- Apply for Special Educational Needs Inclusion Funding (SENIF) to support children with emerging or identified SEND needs. Apply for additional funding where a child has more complex needs, subject to local authority criteria and parental consent.
- Apply for or explore eligibility for Disability Access Fund (DAF) for 3- and 4-year-olds in receipt of Disability Living Allowance (DLA),
- Work in partnership with parents/carers and the local authority to ensure transparency and shared decision-making in funding applications.

Teaching and Learning

- Provide professional guidance to colleagues and work closely with staff in meeting the needs of pupils with SEND;
- Advise on the graduated approach to providing SEND support;
- Support teachers to develop highly inclusive teaching across the curriculum in line with CLPs universal support and teaching standards.

Working with stakeholders

- Liaise with other schools, educational support services and outside agencies;
- Coordinate provision and advice from outside agencies;
- Liaise with parents and encourage equal participation in the education and development of their child;
- Ascertain and consider the views of stakeholders regarding SEND;

5.7. **Teaching staff**

All teachers are teachers of SEND and are responsible for the provision of inclusive teaching. Teachers are accountable for the outcomes of pupils with SEND and must:

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- Set high expectations for every pupil, whatever their prior attainment, and promote a culture in which all are valued;
- Promote and plan for the development of communication and language skills, executive function and the acquisition of foundational skills;
- Deliver inclusive teaching, identifying and addressing barriers to learning, and adapting the curriculum to support the progress and engagement of every pupil, in line with the CLP universal offer.
- Use appropriate assessments to set targets that are deliberately ambitious (potential areas of difficulty should be identified and addressed at the outset);
- Plan lessons to address potential areas of difficulty and remove barriers to pupil achievement;
- EYFS teachers will plan an indoor and outdoor environment which is accessible for each child and is responsive to the diversity of individual developmental starting points presented by children and resourced to cover all areas of the EYFS curriculum;
- Encourage all pupils to participate fully, regardless of their disabilities or medical needs.
- Write individual plans in liaison with the school SENDCo;
- Ensure that any additional adults supporting a child with SEND are clear about their roles and responsibilities;
- Inform parents/carer of their child's provision, and progress, involving them in setting and reviewing progress towards key targets;
- Work in partnership with outside agencies and implement recommendations;
- Follow school-specific procedures to identify, assess, plan, and review provision for children with SEND.

6. Monitoring and Evaluation

School leaders are required to monitor and evaluate the impact of the school's provision for children with SEND

6.1 School leader monitoring should form part of the school's quality assurance activity. Examples of monitoring activity that might be undertaken are:

- Monitor teaching and learning, curriculum engagement and ensuring curriculum planning and learning has been adapted appropriately;
- Undertaking pupil observations alongside subject leaders;
- Joint monitoring of curriculum subjects;
- Reviewing pupils' individual progress towards their targets and their progress across the curriculum in line with prior attainment;
- Reviewing the impact of targeted provision, including external support;
- Gathering pupil and parent/carer views on SEND within the school.

7. Identification, assessment, and review

7.1 CLP schools are committed to the early identification of special educational needs. This will be completed using the Graduated Response.

7.2 Early identification of need means appropriate support is provided to ensure good progress from a given starting point. This could be academic, social, physical, or emotional. Early identification is a holistic approach, which encompasses the graduated approach which is made up of four stages: assess, plan, do, and review (Appendix 4).

All CLP schools will have a robust and clear approach to meeting the needs of pupils this will include:

- Quality first teaching strategies and adapting or differentiating learning;
- Standardised and holistic benchmark assessments;
- Review and analysis of relevant data;
- Observation and monitoring of pupils;
- Views of parents/carers, teachers, pupils, outside agencies and previous setting;
- Use of medical reports and external observations and assessments;
- Guidance from outside agencies and professionals;
- Implementing support;
- Monitoring and reviewing alongside parents/carers, pupils and outside agencies (where appropriate);
- Guidance on how to raise concerns if a child is thought to have an unidentified need (both teachers and parents/carers).

7.3 When a concern relating to an unidentified need is raised about a pupil, CLP schools should apply the graduated response to review needs prior to placement on the SEND register.

7.4 Following the completion of the graduated response, if it is considered that, a pupil has special educational needs that require support beyond that received as part of normal classroom practice; they will then be placed on the school's SEND Register.

- ✓ The SEND Register must be kept electronically in school and record the child's broad area of need. CLP schools will review this document termly
- ✓ Parents/carers must be notified if their child is placed on or removed from the SEND register;
- ✓ Strategies to support the pupil's special educational needs must be recorded on a support plan (the plan must be based on the 'Assess, Plan, Do, Review' model explained in the Special Educational Needs and Disabilities Code of Practice).

The plan will include information about:

- Short-term targets that have been set for the pupil;
- The provision/intervention that has been put into place;
- Strengths, difficulties and strategies;
- The plan must be reviewed regularly by the teacher and shared with parents/carers.

8. Children with Specific Circumstances

Looked After Children and other care experienced children are accommodated by, or have been taken into care, by the LA.

- CLP schools recognise care-experienced children may have additional barriers to their learning, and in some cases may require an EHC plan to meet their needs.
- Each CLP school has a designated teacher for looked after children who holds overall responsibility for the progress and educational outcomes of these young people.
- Where that role is carried out by a person other than the SENDCo, designated teacher will work closely with the SENDCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

English as an Additional Language (EAL) EAL is not considered a SEND area of need on its own. CLP schools must not equate EAL as a learning difficulty.

- CLP schools will give particular care to the identification and assessment of the Special Educational Needs of pupils whose first language is not English;
- CLP schools will consider the pupil within the context of their home, culture, and community.
- Where there is uncertainty about an individual pupil, the school should make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
- CLP schools will consider all aspects of a pupil's performance in different subjects to establish whether the experience in the classroom is due to limitations in their command of English or arise from SEND.

9. Education Health Care Plans (EHCP) – Statutory Assessments:

9.1 Request for Statutory Assessment

Statutory assessment involves consideration by the LA, working co-operatively with parents/carers, the school, and other agencies (as appropriate), as to whether a statutory assessment of the pupil's special educational needs is necessary. A pupil will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent/carer, or a referral by another agency. The Local Authority will consider the case for a

statutory assessment of the pupil's special educational needs and disabilities where the evidence presented to the LA demonstrates that:

- The child or young person has or may have special educational needs ("SEN"); and
- Whether they may need special educational provision to be made through an EHC plan.

This test is set out in the law (section 36(8) of the Children and Families Act 2014). This means these are the only questions the LA should be asking when considering whether to carry out an EHC needs assessment.

9.2 Educational Healthcare Needs Assessment (EHCNA) of Special Educational Needs and Disabilities

Where a request for a statutory assessment made by a CLP school, the parent/carers, or an outside agency has been agreed upon by the LA, notification will be sent to all parties to seek information.

This information provided with the request may include:

- Learning/Support plans for the pupil;
- Records of regular reviews and outcomes;
- The pupil's health, including the child's medical history where relevant;
- Academic attainment including national curriculum expectations;;
- Attendance data;
- Behaviour records and/or risk assessments;
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist;
- Evidence generated from the graduated response;
- Views of the parents/carers and the pupil;
- Involvement of other professionals such as health, social services, or education welfare services.

On receipt of the application the Local Authority will decide whether to proceed with the application in line with the two-part test.

The local authority has a total of 20 weeks from the agreement to assess to decide whether to award an Educational Health Care Plan.

9.3 An EHCP is a statutory document and must:

- Provide details of the pupil's strengths, special educational needs and disabilities;
- Specify the special educational provision necessary to meet the pupil's special educational needs and disabilities;
- Identify the type and name of the school where the provision is to be made;
- Include relevant health and social care needs of the pupil;
- Include information on the non-educational provision;
- Indicate outcomes for the child with steps as to how they will be achieved.

All pupils with EHCPs will have targets set for them that will be established after consultation with parents/carers, professionals, and the pupil. EHCPs outline provision in section F that is required to meet the needs of the pupil.

9.4 Annual Review of an Individual Education Health Care Plan

All EHCPs must be reviewed at least annually, with the parents/carers, the pupil, the LA, the school, and professionals involved, to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the pupil has achieved, as well as on any difficulties that need to be resolved.

9.5 Joint commissioning, planning, and delivery

CLP schools are committed to ensuring that pupils 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.

CLP schools will work closely with local education, health, and social care services to ensure pupils get the right support.

CLP schools will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

10. Admissions Arrangements for pupils with SEND.

10.1 Children where the EHCP names a school must be admitted to that school under the Children and Families Act 2014 and with regard to the SEN Code of Practice. These children will be admitted to the named school, even if it is full, and are therefore outside the normal admission arrangements. As required by the School Admissions Code, these children will, where possible, count towards the PAN.

Admission of children with an EHCP is dealt with by the pupil's home Local Authority (LA) (which is where they reside). In exceptional circumstances, a school may be unable to meet the very specific needs of a child. In an event where the Local Governing Body feels that the school is unable to meet a pupil's needs, this is then referred back to the Local Authority's SEN team.

10.2 Parents or carers seeking the admission of children with accessibility needs are advised to approach the school well in advance so that consultation regarding access arrangements can take place and appropriate actions taken (please refer to each school's Disability and Access Arrangements Policy for more information).

11. Safeguarding and Attendance

11.1 CLP schools recognise that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying;
- May face additional risks online, e.g., from online bullying, grooming and radicalisation;
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment

11.2 CLP schools recognise there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g., peer group isolation, injury, and changes to behaviour and mood.

11.3 CLP schools will ensure the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse;

11.4 Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any injuries or changes in mood and behaviour. When identified, these should be investigated by the Designated Safeguarding Lead in collaboration with the SENDCo.

12. Pupils with medical needs and/ or SEND

CLP understands that some pupil face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities. However, their right to an education is the same as any other pupil and therefore our attendance ambition for these pupils is the same as they are for any other pupil. We are mindful of the unique barriers that these pupils may face and are committed to putting support in place where necessary to help them access full-time education.

13. Data and Record Keeping

13.1 CLP schools hold data on the levels and types of need within the school. All information must be kept in accordance with the MAT's Data Protection Policy.

14. Complaints and SEND Provision

14.1 CLP schools are committed to resolving disagreements between parents/carers and the school.

In carrying out duties, schools aim to:

- Support early resolution of disagreements at the local level;
- Signpost to the CLP Complaints Policy.

14.2 Any complaint should be made through Coastal Learning Partnership's Complaints Policy. This document is available via the school or Partnership website.

15. Confidentiality

CLP schools will not disclose any EHCP without the consent of the pupil's parents, 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 the purposes of 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.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in Higher Education;
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

APPENDIX 1 – Appointed Trustee for SEND

Although the appointed Trustee takes a lead in this area, the Trust Board retains a collective responsibility for ensuring that the Partnership's arrangements are effective and in line with statutory requirements.

Core purpose:

- Takes a lead role in SEND governance, acquire a working knowledge of the Partnership's overall SEND arrangements and effectiveness.
- Provides support and challenge which contributes to the continued strengthening of the Partnership's overall SEND culture and inclusion.
- Reports to the Trust Board, providing assurances of the Partnership's compliance with its statutory requirements and its ongoing improvement.

Key activity:

1. Develop your own understanding of SEND requirements

This includes:

- Maintain an awareness and understanding of the 'SEND code of practice: 0 to 25 years', The Children and Families Act 2014 and the Equality Act (2010).
- Building a thorough knowledge of the Partnership's SEND policy, procedures, recording and reporting arrangements.
- Gain an understanding of the strengths and challenges in relation to SEND across CLP.

2. Work closely with the Partnership's Lead Practitioner for SEND and Inclusion

This includes:

- Building an effective relationship with the lead practitioner of Inclusion that allows for appropriate challenge and support.
- Meet on a termly basis to discuss relevant issues that might include:
  - Current themes of SEND challenge across the school(s);
  - Support and training for SENDCos and wider inclusion teams;
  - Key themes /actions emerging from relevant school information, data, and reports;
  - Progress against developmental actions towards strengthening inclusion for SEND;
  - National and local developments on SEND including government guidance and research.

3. Understand how SEND works across the Partnership and provide challenge to the Lead Practitioner

This includes:

- Arranging meetings with the lead practitioner of Inclusion to find out about:
  - How the Partnership achieves compliance with statutory requirements;
  - Any SEND concerns pertaining to individual schools and how they are being addressed;

- The Partnership's SEND strengths and strategic areas for development;
- How the Partnership continues to proactively develop a strong inclusion culture'
- How the Partnership ensures succession planning in the SENDCo workforce.

4. Report back to the Trust Board and ensure trustees are up to date

This includes:

- Ensuring other trustees have undertaken key reading and training as required in relation to SEND;
- Ensuring that SEND is given sufficient prominence in the Trustees' discussions and embedded across all areas
- Ensuring that the outcomes of SEND evaluation work are shared with trustees and resulting concerns are addressed.

APPENDIX 2 - Appointed Local Governor for SEND

Appointed Local Governor for SEND
Although the appointed Local Governor takes a lead in this area, the Local Governing Body retains a collective responsibility for ensuring that the school's arrangements are effective and in line with required policies and procedures.

Core purpose:

- Takes a lead role in local SEND governance
- Through the SENDCo, develops an understanding of the individual school's SEND arrangements and effectiveness;
- Provides direct support and challenge which contributes to the SENDCo's continued strengthening of the school's inclusive culture;
- Reports to the Local Governing Body, providing assurances of the school's compliance with appropriate national legislation and policies (especially the Children's and Families Act (2014) and the SEND code of practice: 0 to 25 years) as well as ongoing improvements and compliance with local arrangements and requirements.
- Reports to Appointed Trustee for SEND.

Key activity:

1. Develop own understanding of SEND requirements

This includes:

- Maintain an awareness and understanding of the 'SEND code of practice: 0 to 25 years' and the Children and Families Act 2014 and the governing board's responsibilities
- Ensure the school and local governing body are compliant with their responsibilities under the Equality Act 2010.
- Maintain an up-to-date knowledge of local and national developments in SEND.
- Build a thorough knowledge of the school's SEND policy, procedures, recording and reporting arrangements and the SEND represented within the school
- Attend regular/termly meetings (such as with SENDCo, other Governors and the Appointed Trustee for SEND) to discuss updates and good practice.

2. Work closely with the SENDCo

This includes:

- Building an effective relationship with the SENDCo that allows for appropriate challenge and support;
- Meet with the SENDCo on a termly basis and providing a written report of that meeting to the LGB.

Key discussion points might include:

- Current challenges in the provision of SEND at the school;
- The number of pupils on the SEND register and how it has changed;
- Recent support and training for the SENDCo and wider Inclusion team (including from their attendance at CLP/LA networking events);

- Key themes /actions emerging from school's data and evaluation (such as pupil achievement data, Challenge Partner reports, audits and reviews) especially progress against red/amber actions;
- Recent local and national practice reviews and changing Areasguidance; General Issues/concerns including:
- Statutory duties relating to EHCPs
- Outside agency involvement
- Overlap of SEND, Pupil Premium and safeguarding
- Ensuring the SENDCo is well supported to carry out the role and has received the required training;
- Get to know the school's wider Inclusion team, including mental health leads and pastoral support

3. Understand how SEND works in practice at the school by exploring:

- How the school makes decisions regarding special educational provision;
- What training and development has been provided to the appointed SENDCo;
- What information is published on the website;
- Report back to the local governing body and ensure governors are up to date;
- Liaise with the appointed trustee for SEND.

Termly visits to the school SENDCo might include gathering information in relation to:

- The school's context and how this influences the approach to inclusion;
- Arrangements for working with external partners;
- The school's SEND/Inclusion strengths and areas for development;
- Monitoring opportunities available to pupils with SEND ensuring a broad and balanced curriculum
- Outcomes for pupils with SEND;
- Provision for pupils with SEND (including transition);
- Clarity of communication for parents, pupils, and school in relation to SEND;
- The school's annual SEND report and that it is published annually on the website.
- Common themes from the school's monitoring and evaluation of the process

The SENDCo provides a termly report to governors on SEND provision within the school, to include:

- The number of pupils on the SEND register;
- A comparison of progress and attainment data as a discrete group, compared with other pupils;
- The attendance of pupils as a discrete group, compared to other pupils;
- The number of fixed term/permanent exclusions;
- Pupil destinations;
- An update on policy and procedures related to SEND;
- Training and induction arrangements for all staff;
- SEND school profile
- Information on referrals and liaison with outside agencies;
- Information on the spending and impact of the SEND budget.
- Engaging in discussion with the SENDCo around the completion of the annual SEND audit and following progress against developmental actions from monitoring and review
- Ratifies the school's SEN information report on an annual basis.

4. Report back to the Local Governing Body and ensure governors are up to date

This includes:

- Ensuring other governors undertake key reading/ training as required by SEND policy;
- Ensuring that SEND is given sufficient prominence in the LGB's discussions and that inclusion is embedded
- Ensuring that the outcome of SEND audits and other evaluation work is shared with the LGB and that any resulting concerns are addressed.

Appendix 3 - Four Broad Areas of Need

Communication and Interaction	Pupils 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. CLP recognises that: • Pupils with Autism Spectrum Condition (ASC), including Asperger's Syndrome and • Autism, can have particular difficulties with social interaction. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language, or social communication at different times of their lives. CLP will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.
Cognition and Learning	Learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD), and profound and multiple learning disabilities (PMLD). CLP schools will ensure that any provision offered will be suitable to the needs of the pupil. Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.
Social, Emotional and Mental Health	Pupils 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. CLP schools recognises that these behaviours can be representative of an unmet need or may reflect underlying mental health difficulties such as anxiety or depression. CLP will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND; the Behaviour Policy explains how we will manage the effect of any disruptive behaviour so that it does not adversely affect other pupils.
Physical and/or Sensory	Impairments such as visual impairment (VI) that prevent or hinder pupils from using the school facilities do not necessarily fall under the definition of SEND. The school will ensure staff understand that: • Some conditions can be age-related and can fluctuate over time. • A pupil with a disability is covered by the definition of SEND if they require special educational provision. CLP recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition.

Appendix 4 – Graduated Response

ASSESS
A problem has been recognised. A baseline is been collected to show where the child is now.

REVIEW
Child's skills are checked

1) Has the child made progress from when the baseline was collected?
2) Where is the child in comparison to the expected attainment for their age?



PLAN
Intervention (known to work) is determined and proposed outcomes (i.e. what skills the child will achieve) are developed. The length of time that the intervention will run is determined.

DO
Intervention is put in place and tweaked as required.

Our vision is one where we encompass the 'whole child' providing all children with the opportunities to thrive and fulfil their potential.

Our vision will be achieved through:

- Inclusion in all aspects of school life
- CLP schools providing appropriate high-quality provision.
- Working effectively with families and the wider community.
- Being aspirational and building on the knowledge children need for their future lives.
- Our Multi-Academy Trust values of Serve, Inspire, and Empower alongside school values.

CLP recognises that:

- Each pupil is an individual with their own particular educational needs;
- All pupils have the right to a broad and balanced curriculum, adapted to reflect their needs and with regard to continuity and progression;
- Learning experiences should encourage self-motivation and independence and focus on positive achievement;
- Every effort should be made to reduce the risk of 'labelling' for pupils with special educational needs. Wherever possible pupils with SEND will work alongside their peers, with reasonable adjustments. However, there may be times when pupils are withdrawn for specialist teaching which CLP strives to make a positive experience and a 'natural' course of events;
- The nature of the pupil's SEND might be long or short-term, and in one or more areas;
- The provision made by CLP schools is a process that is strongly rooted in partnership with parents**;**
- There should be an element that focuses on pupils' futures beyond the school environment.

SEND DEFINITION

A child 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 has a learning difficulty or disability if they:

-have a significantly greater difficulty in learning 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"

School VALUES to be entered into this box

All teachers are teachers of SEND.

Teachers are accountable for the outcomes of pupils with SEND and must respond to needs by:

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- Set high expectations for every pupil, whatever their prior attainment and promoting a culture in which all are valued;
- Use appropriate assessments to set targets that are deliberately ambitious (potential areas of difficulty should be identified and addressed at the outset);
- Planned lessons to address potential areas of difficulty and remove barriers to pupil achievement.
- Encourage all pupils to participate fully, regardless of their disabilities or medical needs.
- Write individual plans in liaison with the school SENDCo.
- Ensure that any additional adults supporting a child with SEND are clear about their roles and responsibilities.
- Inform parents of their child's provision, and progress, involving them in setting and reviewing progress towards key targets.

Our vision is one where we encompass the 'whole child' providing all children with the opportunities to thrive and fulfil their potential.

The first part of provision for all pupils is GOOD teaching.

Universal Support in our school is:

- Curriculum is thoughtfully planned ensuring key knowledge
- Learning is adapted to the individuals building on what they know and what they need to know
- A range of adaptive teaching strategies are used to develop independent, resilient and confident learners
- Teachers know their pupils and what they need to move their learning forward
- All children have access to a broad and balanced curriculum that is adapted to meet the individual child's needs and promotes inclusivity as well as respects diversity.
- Good quality and relevant training is provided for all staff members supporting children with SEND.
- Staff work collaboratively with parents and carers as we recognise that they are the first educators, know their child best and have a unique insight into how their child learn and behave.
- Teachers regularly monitoring, assess and track the progress of children with SEND to ensure children are achieving their full potential and high expectations are in place.
- Staff create learning environments that are accessible to all children and, where required, tailored to individual needs.
- Early-identification of children with SEND takes place whilst also recognising that diagnostic criteria is not discrete. This helps plan appropriate interventions to ensure progress continues to be made.
- Interventions are carefully planned and monitored to ensure they do not impact on children's access to the broad and balanced curriculum and ensure they are having an impact on children's progress.

Please refer to school SEND intent, implementation and impact document.

Heatherlands Primary School



What to do if you have a concern:

- Look at the BCP graduated response document and CLP ordinarily available provision document provided to each year group to identify any strategies that can be implemented. (There is also a copy in the Cronwell Room)
- Book into a SENCO surgery to discuss concern. (These are held term and are on the school notice board.) This is a chance to discuss a concern.
- Key staff to support if you have any concerns about a child linked to SEND:
  - Head of Inclusion/SENCO Name – Melanie Brown – Melanie.Brown@coastalpartnership.co.uk
  - Assistant SENCO – Donna Stanley
  - Pastoral Lead – Heather Sheldon
  - SENCO Support – Carol Chamberlain
- Complete an overview grid to identify areas of strengths and barriers to learning.
- Complete a green slip (In SENCO) pigeon-hole to request an assessment to be carried out e.g. DST-J (dyslexia screening), Lucid Recall (Processing).
- Speak to the child and parent about the concerns – complete a 'SEND Register Reviews' slip (In SENCO's pigeon hole). It would also be helpful to complete a Child Causing Concern' sheet (On staff room notice board).
- SENCO will make a decision through triangulation of information and a letter sent home if child is added to SEND register.

The Graduated Approach in our School

- Children who are on the school SEND register have an Individual Educational Plan in place that follow the 'Assess, Plan, Do, Review' stages. These are completed on Provision Mapping Software and a copy is stored in class black folders and reviewed every term.
- BSquared tracking sheets are used to assess and monitor the progress of children with SEND who are working 'below' (2 years below) year group objectives and have an EHCP. These are stuck in the front of children's books for maths (Number), writing and reading and are updated at least once a fortnight. (See BSquared guidance sheet on how to complete assessments to each progress can be tracked)
- Parents/carers of children with SEND are provided with an extend 30 min parent evening appointment.
- Where necessary, interventions are put in place to support children with SEND to make progress. The key interventions in place at Heatherlands include Nessy (reading and spelling support), pre-teaching, precision teaching, reading flight-paths, Plus 1 and Power of 2 maths intervention and phonics support.
- Where there is a concern about the progress of a child, the class teacher can put a request in for an assessment to be completed. This includes; DST-J assessment, Lucid COPS, Bracken assessment and YARC assessment.
- A range of professionals support children at Heatherlands and referrals can be completed following a conversation with a SENCO. This includes outreach support (Winchelsea, Montacute, Longspee, OT), NHS SALT, paediatricians, CAMHS, Mosaic and wave project surf therapy.

Appendix 6 – Checklist for SEND Information Report

The checklist is based on the requirements set out in:
Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014
Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice

STATUTORY INFORMATION THAT YOU MUST INCLUDE:
☐ The types of SEND provided for at your school
☐ How your school identifies pupils with SEND and assess their needs
☐ Name and contact details for your school's SENDCO
☐ Admission arrangements
☐ Details of how your school consults pupils and their parents and involves them in the education of the pupil
☐ How your school assesses and reviews pupil progress toward outcomes. This **should** include the opportunities available to work with parents and pupils as part of this process
☐ How your school supports pupils to transition between phases of education and/or in preparation for adulthood and independent living. (Outcomes should reflect the pupil's ambitions, when they prepare for adulthood.)
☐ Your school's approach to teaching pupils with SEND, and the additional support that's available to them
☐ How your school evaluates the effectiveness of your provision for pupils with SEND
☐ How your school adapts the curriculum and learning environment for pupils with SEND
☐ What facilities your school provides to help pupils with a disability access the school
☐ The steps your school has taken to prevent pupils with a disability from being treated less favourably than other pupils
☐ A link to your school's accessibility plan
☐ What training and expertise your staff have to support pupils with SEND, and how you'll secure specialist expertise
☐ How your school involves other bodies to meet the needs of the pupil with SEN and to support their family, with contact details of support services including those for pursuing mediation
☐ How your school enables pupils with SEND to engage in activities (including physical activities) with pupils who don't have SEND
☐ How your school will secure equipment and facilities to support pupils with SEND
☐ What support your school offers pupils with SEN for their emotional, mental and social development, including extra pastoral support arrangements for listening to the views of pupils with SEND
☐ What anti-bullying measures are in place
☐ How parents can complain about the school's SEND provision and how complaints will be handled
☐ Link to your local authorities' local offer or information on where it is published

STATUTORY INFORMATION THAT YOU SHOULD INCLUDE:
☐ Information about your school's SEND policy (e.g. explaining where parents can access it)
☐ Clear and straightforward language
☐ What arrangements are in place to support children that are looked after by the local authority who also have SEND
☐ Who in the school parents or pupils should contact if they have concerns
☐ How the broad and balanced curriculum your school provides for each year group is adapted and made accessible for pupils with SEND
☐ What your school contributes to the local offer

THE KEY RECOMMENDS THAT YOU INCLUDE:
☐ A glossary to explain SEND terms and acronyms
☐ Diagrams to explain more difficult concepts
☐ That the report will be: • Updated annually • Updated as soon as possible throughout the year if any of the information changes

Appendix 7 – Exemplar Template for Reporting to Local Governors

SEND PROFILE	
TYPE OF SUPPORT	NUMBER OF PUPILS
Special Educational Needs (SEND) Support	
Education Health Care Plans	
Monitored	
AREAS OF NEED	**NUMBER OF PUPILS**
Specific Learning Difficulties (SpLD)	
Cognition and Learning	
Communication and Interaction	
Social Emotional Mental Health	
Sensory and/or physical needs	
Moderate Learning Difficulties (MLD)	
Severe Learning Difficulties (SLD)	
Profound Learning Difficulties (PLD)	
ATTENDANCE	
SEND	Non-SEND
ATTENDANCE	**NUMBER OF PUPILS**
Attending part-time (not in AP)	
Attending alternative provision (AP)	
Not in school or AP	
In receipt of fixed term exclusion	
At risk of permanent exclusion	
Attendance Feedback **This section may provide any ongoing interventions for children with low attendance and actions**	
EHC Plans Expect information on any statutory assessments for EHC plans that have been submitted to the local authority and the outcomes of these.	
Strengths and Challenges In this section an overview of the strengths and challenges the school is facing currently. Outcomes of monitoring of SEND and progress information	
Staff Development Needs This section can include training accessed and identified training	