



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

The Premier Academy values all children and celebrates diversity of experience, interest and achievement. All children need to experience praise, recognition and success, and children with SEND have equal entitlement to this.

This Policy outlines the framework for the Academy to meet its duty, obligation and principal equality values to provide a high-quality education to all of its children, including those with SEND, and to do everything it can to meet the needs of children with SEND.

Through successful implementation of this Policy, the Academy aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between children with SEND and children without SEND.

The Academy works within the following principles, which underpin this Policy:

- The involvement of children and their parents in decision-making
- The identification of needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with SEND
- Greater choice and control for children and their parents over their support
- Successful preparation for adulthood, including independent living and employment.

### **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
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR).

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 (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working together to safeguard children'

- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'.

This Policy operates in conjunction with the following Academy policies:

- Admissions Policy
- Data Protection Policy
- Supporting Children with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Plan
- Promoting Positive Mental Health and Wellbeing Policy.

### **Definitions**

Referring to the 'DfE 2015 SEND Code of Practice', a child is defined as having SEN if they have a:

- Learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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' is defined as 'a year or more'
- 'substantial' is defined as 'more than minor or trivial'.

Children are disabled if they:

- have a sight, hearing or speech impairment or suffer from a mental disorder of any kind;
- are substantially and permanently disabled by illness, injury or congenital deformity or such other disability as may be described.

### **Identifying SEND**

The Academy has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for children.

Classroom teachers will conduct regular progress assessments for all children, with the aim of identifying children who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the child's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress.

## **Broad Areas of Need**

The Academy reviews how well equipped we are to provide support across the following areas:

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

### Communication and Interaction

Children 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 Academy recognises that:

- Children with Autism Spectrum Disorder (ASD) can have particular difficulties with social interaction.
- The profile for every child 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.

The SENCO will work with children, parents, and language and communication experts where necessary to ensure those with SLCN reach their potential.

### Cognition and Learning

The Academy understands that 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). The SENCO will ensure that any provision offered will be suitable to the needs of the child.

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 (SEMH) Difficulties

Children 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 Academy recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the Academy will implement appropriate support.

The Academy will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of children with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it does not adversely affect others.

### Sensory or Physical Needs

Impairments that prevent or hinder children from using the facilities, such as vision impairment (VI), do not necessarily have SEND.

The Academy will ensure staff understand that:

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

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism.

The Academy recognises, however, that children 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, and the SENCO will ensure that their support needs are being met.

### **Objectives**

The Academy will meet the core aims of this Policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'
- To monitor the progress of all children to aid the earliest possible identification of SEND.

### **Roles and Responsibilities**

The Governing Body (in conjunction with the SENCO) is responsible for:

- Identifying, assessing and making provision for all children with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a child's SEND.
- Making reasonable adjustments for children with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that children with disabilities are not discriminated against, harassed or victimised.
- Preparing the arrangements for the admission of children with SEND and the facilities provided to enable access to the Academy for those with disabilities.
- Regularly monitoring the Academy's policies and procedures, to review their impact.
- Preparing the Accessibility Plan, showing how the Academy intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for children with disabilities on the Academy's website.
- Publishing annual information about the arrangements for the admission of children with SEND, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist those with SEND, and the Accessibility Plan on the Academy's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and children.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a child with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support children at school with medical conditions, in line with the Academy's Supporting Children with Medical Conditions Policy.
- Ensuring that the Academy's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

The SENCO is responsible for:

- Cooperating with the Local Authority in drawing up and reviewing the Local Offer.
- Preparing the SEND Information Report and publishing it on the Academy's website.
- Ensuring that those who are teaching or working with children with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review progress during the academic year.
- Regularly and carefully reviewing the quality of teaching for children at risk of underachievement, as a core part of the Academy's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable children.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the Academy do not directly or indirectly discriminate against children with SEND.
- Ensuring that children with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including children with SEND in all opportunities available to others.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a child.
- Identifying any patterns in the identification of SEND within the Academy and comparing these with national data.
- Reporting to the Governing Body on the impact of SEND policies and procedures, including on mental health and wellbeing.
- Working with the relevant governors and the CEO to ensure that the Academy meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Coordinating the specific provision made to support individual children with SEND, including those with EHC plans.
- Advising on the deployment of the Academy's delegated budget and other resources to meet SEND needs effectively.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education (secondary schools) to ensure that children and their parents are informed about the options, and a smooth transition is planned.
- Ensuring that the Academy keeps the records of all children with SEND up-to-date, in line with the Academy's Data Protection Policy.
- Informing the parents of children with SEND, who do not have an EHC plan, that SEND provision is being made.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to staff.

The DSL will be responsible for:

- Liaising with the relevant staff to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding children with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding children with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a child with SEND.

- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of children with SEND, including where families may be facing challenging circumstances.
- Working with the CEO and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on a child's attendance, engagement and achievements.
- Recognising the additional risks that children with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support children with SEND to stay safe online.

Teachers are responsible for:

- Planning and reviewing support for children with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the child.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving.
- Ensuring every child with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the children in their class.
- Being aware of the needs, outcomes sought, and support provided to any children with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable children with the support of the SENCO.
- Keeping the relevant members of staff up-to-date with any changes in behaviour, academic developments and causes of concern.

### **Early Years Children with SEND**

The Academy will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The Academy will ensure staff listen and understand when parents express concerns about their child's development.

The Academy will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the Academy offers alongside children who do not have SEND.
- The SENCO is responsible for coordinating SEND provision.
- Parents are informed when the Academy makes special educational provision for their child.
- A report is prepared and sent to parents that includes the following:
  - The implementation of our SEND Policy
  - Our arrangements for the admission of children with SEND
  - The steps being taken to prevent children with SEND from being treated less favourably than others
  - The facilities provided to enable access to the Academy for children with SEND
  - Our Accessibility Plan, showing how we plan to improve access over time.

## **Children with Specific Circumstances**

### LAC

Children at the Academy who are being accommodated, or who have been taken into care, by the Local Authority are legally defined as being 'looked after' by the LA.

The Academy recognises that children that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The Academy's designated member of staff for coordinating the support for LAC is the SENCO.

### EAL

The Academy will give particular care to the identification and assessment of the SEND of children whose first language is not English.

The Academy will consider the child within the context of their home, culture and community.

Where there is uncertainty about an individual child, the Academy will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The Academy appreciates having EAL is not equated to having learning difficulties. At the same time, when children with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The Academy will look carefully at all aspects of a child'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.

## **Admissions**

The Academy will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the Academy in their EHC plan.
- Considering applications from parents/carers of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the Academy does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents/carers of children with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the Academy's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

## **Involving Children and Parents/Carers in Decision-making**

Parents/carers of children with SEND will be encouraged to share their knowledge of their child; the SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will always be formally notified when the Academy provides their child with SEND support.

Decisions on whether the Academy will commission added provisions will be discussed thoroughly with parents/carers and, when appropriate, the child involved.

Decisions about education will not unnecessarily disrupt a child's education or any health treatment underway.

The planning that the Academy implements will help parents/carers and children with SEND express their needs, wishes and goals, and will:

- Focus on the child as an individual, not allowing their SEND to become a label.
- Be easy for children and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the child's strengths and capabilities.
- Enable the child, 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 support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with children and their parents/carers three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

## **Joint Commissioning, Planning and Delivery**

The Academy is committed to ensuring that children with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities.

The Academy will work closely with local education, health and social care services to ensure children get the right support.

The Academy 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).

The Academy will draw on the wide range of local data sets about the likely educational needs of children with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND.
- An analysis of local challenges or sources of health inequalities.

The Academy's Data Protection Policy will be adhered to at all times.



The Academy will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children with SEND.
- Increasing the identification of children with SEND prior to school entry.

Where children with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and / or replaced depending on its effectiveness in achieving the agreed outcomes.

## **Funding**

Allocation of funding to and between children with SEND:

- Children with statements / Educational Health Care Plans receive support from the SEND budget, from the LA.

The Academy continues to make provision from the delegated budget from the LA and its own funds for:

- Children on the SEND Register who mainly receive support within mainstream classes across the curriculum using a variety of strategies. Additional individual or small group support is used to help some children to improve reading, spelling, maths skills.
- The Special Needs budget will be used to access resources for support, personnel and where necessary to adapt the Academy environment in order to allow all children to access the curriculum and fulfil their potential.
- Children on the SEND register will receive help and funding in proportion to their level of need. We continuously build up a bank of SEND resources which are available to all staff.

## **Local Offer**

Milton Keynes SEND Local Offer is a directory of information about education, health and care services, as well as leisure activities and support groups, for children and young people with Special Educational Needs and Disabilities (SEND) from 0 to 25 years, their parents, carers and professionals.

Further information on the Milton Keynes SEND Local Offer can be found [here](#).

The Academy will work with the LA in reviewing the Local Offer. The Academy will also cooperate with those providing services.

The published Local Offer is structured in a way that relates to children's needs, e.g. by broad age group or type of special educational provision. It will be well signposted and publicised.

Parents and children will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

## **Graduated Approach**

The Academy adopts the levels of intervention as described in the SEND Code of Practice.

Once a child with SEND has been identified, the Academy will employ a graduated approach to meet the child's needs by:

- Establishing a clear assessment of needs.
- Planning with parents the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

### **Level of Support**

We use the SIMS coding (**K**) to record all children with SEND. Additionally, we use the graduated response of SEND through the following fine coding:

AR – At Risk (In-school intervention – previously School Action) - Needs are met through quality first teaching and differentiation.

II – Internal Intervention - Characterised by interventions that are different from, or additional to, the normal differentiated curriculum. Intervention can be triggered through concern supplemented by evidence that, despite receiving differentiated teaching, the child has a significant greater difficulty in learning than the majority of children of the same age.

When deciding whether SEN provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something **different** or **additional** is needed. If the Academy decides, after consultation with parents, that a child requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the child and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

EI - External Involvement (previously School Action +) - At EI there is involvement of external services. Placement of a child at this level will be made by the SENCO, after full consultation with parents. External support services will advise on targets and provide specialist input to the support process.

### **Assessment**

The Academy will, in consultation with the child's parents, request a statutory assessment of SEND where the child's needs cannot be met through the resources normally available within the Academy.

A statutory assessment can also be requested directly by a parent or outside agency.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and child.

The Academy will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The Academy will gather advice from relevant professionals about the child 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.

In tracking the learning and development of children with SEND, the Academy will:

- Base decisions on the insights of the child and their parents.

- Set children appropriately challenging targets.
- Track progress towards these targets.
- 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 possible, needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

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

### **Training**

Staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate.

Training will cover both the mental and physical needs of children with SEND.

The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

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

During staff induction, all staff receive SEND training.

Training covers the following:

- Identifying SEND in children
- Liaising with the Academy's SENCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Positive handling techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for children with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development.

### **Promoting Positive Mental Health and Wellbeing**

The Academy implements a Promoting Positive Mental Health and Wellbeing Policy.

The curriculum for PSHEE focuses on promoting resilience, confidence and ability to learn.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

A child psychologist is available where a child requires such services.

Where appropriate, the Academy will support parents in the management and development of their child.

Peer mentoring will be used to encourage and support children suffering with SEMH difficulties.

Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-school intervention is not appropriate, referrals and commissioning will be used instead.

For children with more complex issues, additional in-school support may include:

- Additional educational one-to-one support for the child.
- One-to-one therapeutic work with the child, delivered by mental health specialists.
- A RASP, complying with the statutory duty of caring for children with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and / or therapy, upon the recommendation of mental health professionals.

The Academy will consider whether disruptive behaviour is a manifestation of SEMH needs.

The Academy will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

### **Education Health Care Plan**

An Educational Health Care Plan will normally be provided where, after a statutory assessment, the LA considers the child requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a statutory assessment does not inevitably lead to an Educational Health Care Plan.

The Academy will fully cooperate with the LA when research about the child is being conducted.

The Academy will provide the LA with any information or evidence needed.

All relevant teachers will be involved in contributing information.

The Academy will meet its duty to provide parents with 15 calendar days to consider and provide views on a draft EHC plan.

If the decision is taken not to issue an EHC plan, the Academy will consider and implement the recommendations of feedback from the LA regarding how the child's outcomes can be met through the Academy's existing provision.

If the LA decides not to issue an EHC plan, the parents of the child will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The Academy will ensure that all those teaching or working with a child named in an EHC plan are aware of the child's needs and that arrangements are in place to meet them.

The Academy will specify the outcomes sought for a child in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The Academy will ensure that each child's EHC plan includes the statutory sections outlined in the 'SEND Code of Practice: 0 to 25 years', labelled separately from one another.

If a child's needs significantly change, the Academy will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the Governing Body will request the LA to conduct a re-assessment of a child whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The Academy will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.

Information regarding an EHC plan will only be shared with other educational settings if the child is transferring there, for the setting to develop an individual learning plan.

The Academy will take steps to ensure that children and parents are actively supported in developing and reviewing EHC plans.

Where necessary, the Academy will provide support from an advocate to ensure the child's views are heard and acknowledged.

The Academy will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

### **Reviewing the EHC Plan**

The Academy 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 at least two weeks' notice of the date of the meeting.

Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.

Cooperate with the LA during annual reviews.

Lead the review of the EHC plan in order to create the greatest confidence amongst children and their parents.

Seek advice and information about the child 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.

Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.

Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.

Clarify to the parents that they have the right to appeal the decisions made in regard to the EHC plan.

### **Safeguarding**

The Academy recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that children 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, peer-on-peer abuse, neglect and sexual violence or harassment.

The Academy recognises that there are additional barriers to recognising abuse and neglect in this group of children. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Leadership Team and Governing Body will ensure that the Academy's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving children with SEND, staff will have due regard for the procedures outlined in the Academy's Positive Handling and Use of Reasonable Force Policy.

Care will be taken by all staff, particularly those who work closely with children with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

### **Transferring Phases of Education**

EHC plans will be reviewed and amended in sufficient time prior to a child moving between key phases of education i.e. transitioning to secondary school, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The key transfers are as follows:

- Early years provider to school
- Primary school to middle school
- Primary school to secondary school
- Middle school to secondary school

### **SEND Tribunal**

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the child's education suffering.

In all cases, the Academy's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a child, the Academy or parent will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

[SENDIAS](#) can provide information, advice and support regarding the process of appealing against SEND decisions. The Milton Keynes Council service can support and guide parents to prepare for Tribunal if necessary.

The Academy will fully cooperate with the LA by providing any evidence or information that is relevant.

Ofsted can consider complaints relating to whole Academy SEND early years provision, if the problem has not been resolved informally or through the Academy's Complaints Procedures.

### **Supporting Successful Preparation for Adulthood**

The Academy will ensure that children are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to secondary education.

The Academy will engage with secondary schools, as necessary, to help plan for any transitions.

The Academy will transfer all relevant information about children to any educational setting that they are transferring to.

If a child has been excluded, the Academy in conjunction with the LA has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the Academy's Exclusion Policy.

If it is in the best interest of the child, the Academy may commission alternative provision, in line with any EHC plans in place, for children who face barriers to participate in mainstream education.

### **Data and Record Keeping**

The Academy's records will:

Include 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 children.

Maintain an accurate and up-to-date register of the provision made for children with SEND.

Show all the provisions the Academy makes which is different or additional to that offered through the curriculum on a provision map.

The Academy keeps data on the levels and types of need within the Academy and makes this available to the LA where relevant.

The SEND Information Report will be prepared by the SENCO, and will be published on the Academy's website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.

### **Confidentiality**

The Academy will not disclose any EHC plan without the consent of the child's parents, except for disclosure:

- 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 the headteacher or relevant member of staff of the setting at which the child is intending to start their next phase of education.

### **Resolving Disagreements**

The Academy is committed to resolving disagreements.

In carrying out of duties, the Academy:

- Supports early resolution of disagreements at the local level.
- Explains 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 EHC plans and tribunals.

The Academy's Complaints Procedures Policy will be published on the Academy website; additionally, the Academy will publish details regarding how complaints from parents of children with SEND will be handled.

### **Publishing Information**

The Academy will publish the SEND Information Report, information of the Local Offer and this Policy on the Academy's website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as practicable.

### **Monitoring and Review**

This Policy is reviewed on an annual basis by the Governing Body; any changes made will be communicated to all relevant stakeholders.

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

The next scheduled review date for this Policy is January 2023.



## Appendix A - **Glossary of SEND abbreviations:**

<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit/Hyperactivity Disorder
<b>ASD</b>	Autistic Spectrum Disorder
<b>Asperger's Syndrome</b>	Children on the autism spectrum, higher functioning
<b>BDA</b>	British Dyslexic Association
<b>CAMHS</b>	Child & Adolescent Mental Health Service
<b>C &amp; L</b>	Cognition and Learning
<b>C &amp; I</b>	Communication and Interaction
<b>DCD</b>	Development Co-ordination Difficulty. Also termed Dyspraxia
<b>Dyscalculia</b>	Having difficulty in acquiring mathematical skills
<b>Dyslexia</b>	Having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas
<b>Dyspraxia</b>	Impairment of gross and fine motor skills
<b>EAL</b>	English as an additional language
<b>EHCP</b>	<b>Educational Health and Care Plan</b> Legally enforceable document that describes the special educational and / or healthcare needs of the child and how these needs will be met
<b>EPS</b>	Educational Psychology Service
<b>HI</b>	Hearing Impaired
<b>LA</b>	Local Authority
<b>MLD</b>	Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum
<b>MSI</b>	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties
<b>ODD</b>	Oppositional Defiance Disorder

<b>PMLD</b>	Profound and Multiple Learning Difficulties. Pupils with complex learning needs and other significant physical difficulties
<b>SALT</b>	Speech and Language Therapist
<b>SEMH</b>	Social Emotional and Mental Health
<b>SEND</b>	Special Educational Needs and Disability
<b>SENDIAS</b>	Special Educational Needs and Disability Information Advice and Support Service (Parent Partnership)
<b>SLCN</b>	Speech, Language and Communication Needs
<b>SpLD</b>	Specific Learning Difficulties
<b>SLCN</b>	Speech, Language and Communication needs

**Statement of Special Educational Needs**

Legally enforceable document that describes the special educational needs of the child and how these needs will be met (gradually being replaced by **EHCP**)

<b>Statutory Assessment</b>	Multi-disciplinary assessment by the LA of a child's educational need
<b>VI</b>	Visually Impaired