



# ILLUMINATE MINDS TRUST

# Special Educational Needs and Disabilities (SEND) POLICY





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## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

- *The kinds of special educational need for which provision is made within Illuminate Minds trust*

At Illuminate Minds Trust we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance Dyslexia; Dyspraxia; Speech and language needs; Sensory Impairments; Autism; ADHD and Behavioural difficulties. If there are other kinds of special educational need which do not occur as frequently and with which the trust is less familiar, we may be able to access specific training and advice so that these kinds of needs can be met.

Decisions on the admission of pupils with an Education, Health and Care plan are made with the Local Authority. These are then posed to the Head Teacher to make a decision if their needs can be fully met within Illuminate Minds Trust. Every endeavour is made to try and accommodate needs where possible. There are times where we may be unable to make reasonable adjustments due to the legislation below.

*Section 39(3) of the children and Families Act 2014 stipulates that where a request is made to the Local Authority to secure that a particular school or other institution is named in the EHCP Plan the Local Authority must secure that the EHC Plan names the school or other institution specified in the request unless subsection (4) applies.*

*Subsection (4) applies where:*

- a) The school or other institution is unsuitable for the age, ability, aptitude or special educational needs of the child/young person concerned, or*
- b) The attendance of the child/young person at the requested school or other institution would be incompatible with:
  - i) The provision of efficient education for others, or*
  - ii) The efficient use of resources**

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

- *Information about the policy for identification and assessment of pupils with SEN*

At Illuminate Minds Trust we monitor the progress of all pupils 3 times a year to review their academic progress. We also use a range of assessments with all the pupils at various points eg Reception baseline assessment, Y1 phonics



screening, speech link, language link, dyslexia screener, visual stress test and end of KS1 and KS2 national testing. This is alongside continuous assessment by class teachers regarding the progress of their pupils.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Some examples of extra support are interventions such as bespoke small group teaching (pre and post), mentor support or screening by the speech and language team.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

At Illuminate Minds Trust we are experienced in using the following assessment tools such as Language Link, Speech Link, Visual stress tests, Dyslexia screening tools, SDQ, Boxall profiles. In addition, we have access to external advisors and practitioners who are able to use an extensive range of assessment tools, these include Speech Therapists, Specialist Speech Therapy Service, Occupational Therapists, Physiotherapists, school nurses, Sensory impairment teams - HI and VI advisory team and the ASD advisory team.

Following this, some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents/carers, we will use a range assessment tools to determine the cause of the learning difficulty, we may also seek external advice from the Early Intervention Team.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and recorded on a SEND Passport, reviewed at Parent teacher consultations and refined / revised, if necessary, parents have access to this at any time with a login to EduKey.

At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available through Quality First teaching. The pupil will be added to the SEN register and will be monitored by the SENCo.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The SEND passport will be shared with the 'Team around the child' for a consistent approach.

### 3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.



## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Illuminate Minds Trust we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*.

We follow the Bexley Quality First Teaching and Special Educational Needs Support Toolkit to ensure that our teaching conforms to best practice.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Every pupil in the school has their progress tracked 6 times per year. In addition to this, pupils with special educational needs may have more frequent assessments where needed. At Illuminate Minds Trust we use Pre-Key Stage standards for pupils working below age related expectations.

If these assessments do not show adequate progress is being made the SEND provision plan will be reviewed and adjusted accordingly.

*The school's approach to teaching pupils with special educational needs:*

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Illuminate Minds Trust we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice 2015, 6*.

At Illuminate Minds Trust we follow the strategies in Quality First Teaching and Special Educational Needs Support Toolkit on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans to ensure that there are no barriers to accessing our fully inclusive curriculum.

All clubs, trips and activities offered to pupils at Pelham and are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity or family support will be sought if more appropriate or suitable. Additional risk assessments are carried out to ensure pupils' safety.

At Illuminate Minds Trust we understand that an important feature of the schools within the trust is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE lessons, circle time and assemblies, as well as indirectly with each conversation adults have with pupils throughout the day. This is embedded within our Relationships and Behaviour Policy.

For some pupils with the most need for help in this area we also can provide the following: access to Draw and Talk therapy sessions, learning mentor time, Dog mentor sessions, external referral to MHST, CHEWS or CAMHS, a dedicated safe space to use when upset or agitated, personalised Five-point scale and access to the class regulation station.

For some families that feel that they need additional parental support, we may refer or sign post the family to external services such as, Family Lives, Family Well Being, Living with Autism, Bexley Voice, SNAP, Young Carers (see Bexley Local Offer).

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.



## Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### Definition of SEN

A child or young person has 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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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. *SEN Code of Practice (2015, p 15).*

### 5.2 Disability

#### Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015, p16).

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.



### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

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

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>



## 6. Roles and responsibilities

### 6.1 The SENCO

*The name and contact details of the SEN Co-ordinator*

The SENCO at Fairford Academy Barnehurst is Aman Aujla, who is a qualified teacher and has been accredited with the National Award for SEN Co-ordination. You can contact the SENCo by emailing [fairfordadmin@illuminateminds.org](mailto:fairfordadmin@illuminateminds.org) with the subject FAO: SENCo.

The SENCO at Pelham Primary School is Wojciech Bialek, who is a qualified teacher and is currently undertaking the National Award for SEN Co-ordination. You can contact the SENCo by emailing [pelhamadmin@illuminateminds.org](mailto:pelhamadmin@illuminateminds.org) with the subject FAO: SENCo.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SEND, Inclusion and Safeguarding lead at Illuminate Minds Trust is Beverley Evans.



## 6.2 The board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## 6.3 The SEND link governor

The SEND link Trustee is Brenda McHugh

The SEND Trustee will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## 6.4 The headteacher

The headteacher will:

- Work with the Director of SEND and SEND link Trustee to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and Trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development



- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

### 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

### 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

### 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.



## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their 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 a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### 8.2 Consulting and involving pupils and parents

All parents of pupils at Illuminate Minds Trust are invited to discuss the progress of their children three times a year during parents' consultations as well as SEND surgeries on alternate terms, this is an opportunity to discuss and have an update on their child's SEN needs. In addition to this, they will receive a written report at the end of the academic year. We are happy to arrange meetings outside these times. As part of our normal teaching arrangements (quality first teaching), all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this quality first teaching provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is



being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review which is reviewed at least three times a year. SEND passports and Learning plans are working documents which are fully accessible to parents and carers, who can also contribute their views.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil, including their SEN Case Officer. Information will be made accessible for parents prior to the Annual review.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

### **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS and Google Drive, and will be made accessible to staff in the pupil passport.

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

#### **3. Do**

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

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

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils



- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.



- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## 8.4 Levels of support

### School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## 8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO

## 9. Expertise and training of staff

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

All staff across Illuminate Minds Trust have had the following training: Safeguarding, Team Teach Level 1, Using the Quality first teaching toolkit, Little Wandle Phonics and Early Reading, Education Endowment Foundation Effective use of Teaching Assistants, Relationships and Behaviour Policy, Five point scale and emotional support, Behaviour management strategies, Using Comic strip conversations, Identifying SEN.

We have also provided the following enhanced and specialist training to members of our SEN support teams across Illuminate Minds Trust:

BSL level 1 training is offered to all staff.

- Draw and Talk
- Therapeutic play
- PECS training
- Chatterbox
- BLAST
- Lego Therapy



- Chatty champions
- Lego therapy
- Jump Ahead
- Sensory Circuits and use of sensory trails
- Precision teaching
- Dog mentor training
- Delivering care plans

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can enlist include Educational Psychologist, (SLA) Speech and Language therapist, (SLA), Occupational therapists, Specialist teaching services, Autism Advisory Teaching service amongst others. The cost of training is covered by the notional SEN funding.

## 10. Links with external professional agencies

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

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

Bexley Information, Advice and Support Service (IASS) provides a free and confidential information, advice and support service, for parents and carers of children and young people with special educational needs or a disability from birth to age 25. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents/carers, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations. IASS services provide information and advice about: How special educational needs are assessed by schools, colleges and the Local Authority (LA)

- Who parent/carers and young people can talk to in school, college or within the LA about any concerns
- The SEN Code of Practice, the Equality Act and the Care Act
- The Statutory Assessment process for Education, Health and Care (EHC) Needs Assessments
- EHC Plans & Annual Reviews
- EHC Plan Appeals and Tribunals
- Parents/carers rights and responsibilities
- Meetings and reviews about a child or young person's needs
- What parent/carers can do if they are not happy with a decision made about their child's SEN



IASS can be contacted on: 02030455976

Email: [bexleyIASS@bexley.gov.uk](mailto:bexleyIASS@bexley.gov.uk)

Website: [www.bexleyIASS.co.uk](http://www.bexleyIASS.co.uk)

## 11. Admission and accessibility arrangements

### 11.1 Admission arrangements

Decisions on the admission of pupils with an Education, Health and Care plan are made with the Local Authority. These are then posed to the Head Teacher to make a decision if their needs can be fully met within Illuminate Minds Trust. Every endeavour is made to try and accommodate needs where possible. There are times where we may be unable to make reasonable adjustments due to the legislation below.

*Section 39(3) of the children and Families Act 2014 stipulates that where a request is made to the Local Authority to secure that a particular school or other institution is named in the EHCP Plan the Local Authority must secure that the EHC Plan names the school or other institution specified in the request unless subsection (4) applies.*

*Subsection (4) applies where:*

- a) The school or other institution is unsuitable for the age, ability, aptitude or special educational needs of the child/young person concerned, or*
- b) The attendance of the child/young person at the requested school or other institution would be incompatible with:
  - i) The provision of efficient education for others, or*
  - ii) The efficient use of resources**

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### 11.2 Accessibility arrangements

The Trust aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

At the heart of our vision is the belief in inclusive, educational excellence. We recognise the need to make all reasonable provisions for the admission and education of pupils with disabilities. We expect all Senior leaders and staff to ensure that: the curriculum is continually reviewed to ensure that pupils with disabilities are not disadvantaged in any way and that all subjects and activities are available to them.

Leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, to allow the movement of pupils with disabilities around the schools.

Leaders will review the admissions policy so that reasonable adjustments may be made for pupils with disabilities seeking admission to the academy.

Training for both teaching and support staff is implemented and evaluated so that they are aware of, and able to meet, the needs of pupils with disabilities leaders monitor and evaluate a range of student data to ensure that the needs of pupils with disabilities are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning.

We will keep up to date with developments.

The Trust's Accessibility Plan will be made available online on each school's website, and paper copies are available upon request.

## 12. Complaints about SEND provision

The normal arrangements for the treatment of complaints at Illuminate Minds Trust are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENDCo to resolve the issue before making the complaint formal to the Head Teacher. If parents are still not satisfied, they are advised to contact the Chair of the Governing Body or CEO of the trust.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCO/headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO/headteacher in the first instance. They will be handled in line with the school's complaints policy [Complaints Procedure | Illuminate Minds Academy Trust](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, [Get Informed - Disagreement Resolution & Mediation - Bexley IASS](#). You can request mediation by contacting [Get Informed - Disagreement Resolution & Mediation - Bexley IASS](#).

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

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

- › All staff's awareness of pupils with SEND at the start of the autumn term
- › How early pupils are identified as having SEND
- › Pupils' progress and attainment once they have been identified as having SEND
- › Whether pupils with SEND feel safe, valued and included in the school community
- › Comments and feedback from pupils and their parents

### 13.2 Monitoring the policy

This policy will be reviewed by Director of SEND and SENCOs **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full Trustee board.

## 14. Links with other policies and documents

This policy links to the following documents:

- › SEN information report
- › The local offer
- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives

- › Supporting pupils with medical conditions policy
- › Attendance policy
- › Safeguarding / child protection policy
- › Complaints policy