

Ormiston Meadows Academy



Special Educational Needs and Disabilities (SEND)

Date adopted: 27.02/2018

Next review date: 27/02/2019

Policy Version Control

Policy prepared by	OAT Model Policy
Responsible committee	Full Governors
Date approved by committee	27.02.18
Date ratified by LGB (if required)	27.02.18
Description of changes from the model policy (if any)	EIA required

Ormiston Academies Trust

Special Educational Needs and Disabilities (SEND) Policy

Policy Version Control

Policy type	Academy Model Policy
Policy prepared by (name and department)	Sarah Bloomer – Safeguarding
Last review date	November 2017
Description of changes	<p>Added Appendix I (requirements of the SEND information report) to support section 6.2</p> <p>Section 6. Moved 3 criteria from 6.3 to 6.4 to change where the responsibility lies between the Principal and the SENCO.</p> <ul style="list-style-type: none"> ▪ Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported. ▪ Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil. ▪ Identify any patterns in the identification of SEND within the academy and in comparison with national data. <p>Section 11.1 Added in additional support with transition.</p>
Name and date of line manager’s approval	Jason Howard, Dec 2017
Date of Trustees approval	Board meeting 14 th Dec 17
Date released	December 2017
Next review date	Dec 2018

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I. Introduction

I.1 This procedure has been adopted by the Governing Body of Ormiston Meadows Academy on 27th February 2018.

Equality and Diversity : All policies are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, age, religion / belief or political / other personal beliefs.

This policy outlines the framework for Ormiston Meadows Academy to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the academy aims to:

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

Ormiston Meadows Academy will work with the LA within the following principles which underpin this policy:

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

I. Legal framework

This policy has due regard to 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

This policy also 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 (2015) 'Supporting pupils at academy with medical conditions'
- DfE (2016) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'
- DfE (2014) 'Academy admissions code'

2. Policy aims and principles

3.1 This policy outlines the framework for the academy to meet its duties and obligations to provide a high quality education to all of its pupils including pupils with special educational needs and / or disabilities.

3.2 The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class can be considerable, and it is recognised that this situation exists at Ormiston Meadows Academy

3.3 The aims and objectives of the SEND Policy relate directly to those of the Academy, and are also based on the values derived from and are guided by the requirements of the various Acts of Parliament and guidance published pertaining to SEND and the 2015 Code of Practice.

3.4 The Code of Practice (2015) states:

“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”.

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

- has significantly greater difficulty in learning than the majority of others of the same age;
- 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 academies or mainstream post-16 institutions.

3.6 A special educational provision is provision that is different from or additional to that normally available to pupils or pupils of the same age, which is designed to help children and pupil with SEN or disabilities to access the National Curriculum at academy or to study at college.

4. Terminology

4.1 The term 'parents' is employed throughout this policy and elsewhere to refer to any parent, guardian or other responsible adult in 'loco parentis'.

5. Aims

5.1 The aims of Ormiston Meadows Academy are:

- To endeavour to provide exceptional intervention to meet the needs of any pupil who holds a statement of Special Educational Needs (SEN) or Education Health and Care Plan (EHCP), in collaboration with colleagues, other professionals, the young person and the parents.
- To review provision of pupils with a Statement of SEN or an EHCP ensuring that both pupil and parent views are involved in the target setting and review process.
- Delivery of SEN provision will remain the responsibility of the Teacher, and Special Education Needs Co-ordinator (SENCO). Provision and targets will be monitored by the SENCO, to ensure interventions are being carried out.
- To review termly provision for pupils with 'SEN Support'.
- Wherever possible, to ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum.
- To educate pupils with SEND alongside their peers within the normal curriculum of the Academy after giving due consideration to the necessity to meet individual needs.
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their education.
- To enable SEND pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be suitable to promote intellectual, emotional, social and physical development in order that pupils can develop as valuable members of society both now and in the future by encouraging social skills such as politeness, initiative, independence and safety awareness.
- To identify and assess pupils with SEND as early and thoroughly as possible and necessary, through a programme of appropriate testing, this will include reading and comprehension skills and mathematical reasoning.
- To provide concise SEND information about individual children's needs which will be shared appropriately.
- To disseminate good practice through the electronic SEND folder, which contains detailed information about specific needs and ways of meeting those needs in the classroom, this will also include specific training for new staff within the academy.
- To fully involve parents and pupils in the identification, assessment and delivery of SEND and to strive for close cooperation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the attainment of the child, age and levels of understanding will be considered.
- To meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To support and advise teaching staff of their responsibilities towards SEND pupils.
- To implement a programme of Continued Professional Development (CPD) for teaching and support staff.

6. Roles and responsibilities

6.1 Key personnel

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Contact details	Email	Jean.watt@ormistonmeadows.co.uk
	Telephone	01733 231008
Name/Title		Mrs Kelly Moore Vice Princial
Contact details	Email	Kelly.moore@ormistonmeadows.co.uk
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Name/Title		Mrs Naomi James SENCO, HUB Lead, Behaviour, Safeguarding and Looked after Children
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	Telephone	01733 231008
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6.2 The Governing Body has responsibility to ensure the Academy:

- Fully engage parents and / or pupils with SEN when drawing up policies that affect them
- Identify, assess and make SEN provision for all children and pupils with SEN, whether or not they have a statement of SEN or an EHCP
- Use their best endeavours to secure the special educational provision called for by a child or pupil's SEN
- Designate an appropriate member of staff (the SEN coordinator or SENCO) as having responsibility for coordinating provision for pupils with SEN
- Appoint a designated teacher for Looked After Children (LAC) where appropriate
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised
- Publish an SEN information report on an annual basis.
- Publish annual information on the Academy's SEN policy, setting out the measures and facilities to assist access for pupils with disabilities
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the academy's accessibility plan
- Publish accessibility plans setting out how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every three years
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access
- Provide suitable, full-time education from the 6th day of an exclusion of a pupil with SEN, in line with their statement of SEN or EHCP
- Ensure arrangements are in place to support pupils at academy with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Prepare the SEND information report and publish it on the website. See Appendix I for what must be included in the report and published on the academy website.
- HUB

6.3 The Principal has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENCO has sufficient time and resources to carry out their functions
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the Academy
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the pupil are fully understood by relevant academy staff
- Regularly and carefully review the quality of teaching for pupils / pupils 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 pupils and possess knowledge of the SEN most frequently encountered
- Ensure that procedures and policies for the day-to-day running of the academy do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include pupil with SEND in all opportunities available to other pupils.

6.4 The SENCO must:

- Be a qualified teacher
- Attain or be working towards the National Award in Special Educational Needs Coordination within three years of appointment or having been working as a SENCo for more than 5 years.
- Collaborate with the governing body and principal, as part of the leadership team, to determine the strategic development of SEN policy and provision in the Academy
- Work with the governors and the principal to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Undertake day-to-day responsibility for the operation of SEN policy
- Coordinate the specific provision made to support individual children with SEN, including those who have statements of SEN or EHCPs
- Liaise with the relevant designated teacher where a LAC has SEN
- Advise on a graduated approach to providing SEN support
- Advise on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively
- Liaise with the parents of pupils with SEN
- Liaise with early years providers, other academies / academics, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities
- Be familiar with the provision in the local offer and be able to work with professionals providing a support role to the family
- Ensure, as far as possible, that pupils with SEN take part in activities of the Academy together with those who do not have SEN, including on forums
- Ensure that the Academy keeps the records of all pupils with SEN up-to-date
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within the academy and in comparison with national data.
- Support the class/subject teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.

6.5 Class / subject teachers must:

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern.

7. Involving pupils and parents/carers in decision-making

- Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the principal and 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 the LA, parents/carers and, when/where appropriate, the pupil involved.
- Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment.
- The planning that Ormiston Meadows Academy implements will help parents/carers, children and pupil with SEND express their needs, wishes and goals, and will:
- Focus on the pupil as an individual, not their SEND label.
- Be easy for children, pupil and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

8. Arrangements for SEND provision

8.1 Under the new Code of Practice, there are now 4 distinct categories of SEND, these are:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Needs (SPN)

8.2 The Academy's SEND Co-ordinator (SENCO) is responsible for the day-to-day operation of the SEND policy.

8.3 All teachers are teachers of pupils with SEND and as such are key to the delivery of differentiated provision for pupils in their class.

8.4 The SENCO supports teachers and teams in deployment and practice of TA's.

8.5 The nature and extent of intervention and support and the contents of Provision Maps are determined by:

- A statement of SEND
- An EHCP
- Concerns expressed by staff
- Advice from external agencies

- Collaboration with pupils and parents

8.6 Provision is made for those pupils with physical disabilities within our Specialist Main stream Education Provision.

9. Admissions

The academy will ensure it meets its duties under the Academy Admissions Code by:

- Not refusing admission for a child that has named the academy in their education, health and care (EHC) plan.
- Considering applications from parents 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 on the grounds that they do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the Academy Admissions Code for the admission of children without an EHC plan.
- Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the academy website.
- Please visit the academy website , www.ormistonmeadows.co.uk , for specific admissions for our HUB.

10. Allocation of resources

10.1 SEND funding is based on free academy meals and the Index of Multiple Deprivation. There is also funding for LAC and for Pupil Premium.

11. Identification, assessment and provision

11.1 The Academy uses the following systems for the early identification and assessment of SEND pupils:

- *Liaison visits to feeder settings by the SENCO.*
- *Extra Induction days for SEND pupils in the summer term.*
- *Monitoring of data*

11.2 Monitoring of well-being and access to the curriculum.

11.3 Pupils are categorised by either:

- Statement / Education Health and Care Plan
- SEN support
- No SEND support

11.4 Review of Provision

- *Statements of SEND/EHCPs are reviewed annually with staff, parents, pupil and relevant outside agencies; meetings being convened by the Academy.*
- *Intervention strategies are reviewed with staff, parents, the pupil and relevant outside agencies at the end of each cycle and as part of Pupil Progress Meetings.*

11.5 These reviews inform future planning.

12. Procedures and processes

12.1 Admissions

12.1.1 The Academy will ensure it meets its duties under the Academy's Admissions Code as per section 9.

12.2. Effective planning should help parents, children and pupil with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label
- Be easy for children, pupil and their parents to understand and use clear ordinary language and images, rather than professional jargon
- Highlight the child or pupil's strengths and capacities
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach

13. Joint commissioning, planning and delivery

13.3.1 The academy will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Identifying improved system outcomes in consultation with pupils and their parents/carers by:
- Taking early steps to prevent discrimination and hardship.
- Ensuring early identification/recognition.
- Enabling access to services for pupils and their families.
- Establishing how transitions between life stages and settings will be managed, including from early years to primary education and primary to secondary
- Establishing how provision and support services will enable pupils to prepare for their future adult life.
- The academy will draw on the wide range of local data-sets about the likely education needs of children and pupil with SEND to forecast future need, including:
- Population and demographic data.

- Prevalence data for different kinds of SEND and disabilities among children and pupil 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/sources of health inequalities.

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 and pupil with SEND.
- Increasing the proportion of children with SEND whose needs are identified prior to academy entry.
- Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the healthcare plan.
- SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

14. Funding

14.1 The Academy will allocate the appropriate amount of core per-person funding and notional SEND budget outline in the local offer for the SEND provision of its pupils.

14.2 Personal budgets are allocated from the local authority's high needs funding block and the Academy will continue to make SEND provision from its own budgets, even if a pupil has a statement of SEND or an EHCP.

15. Local Offer

15.1 The Academy will cooperate generally with the local authority and local partners in the development and review of the local offer. Details of the local offer may be accessed via the academy website, www.ormistonmeadows.co.uk

16. Identification

16.1 To identify pupils with SEND, the Academy will:

- Assess each pupil's current skills and levels of attainment on entry
- Make regular assessments of all pupils to ensure that the intervention :
 - Ensures that the child's progress is similar to that of their peers starting from the same baseline
 - Matches or betters the child's previous rate of progress
 - Closes the attainment gap between the child and their peers
 - Prevents the attainment gap growing wider

16.2 The academy will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

16.3 Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

- The identification of SEND is also built into the overall approach to monitoring the progress and development of all pupils, as outlined in our Assessment Policy.
- If a parent/carer believes their child may have SEND, they should make the academy aware.
- The academy will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the academy will assess whether a pupil has a significant learning difficulty.

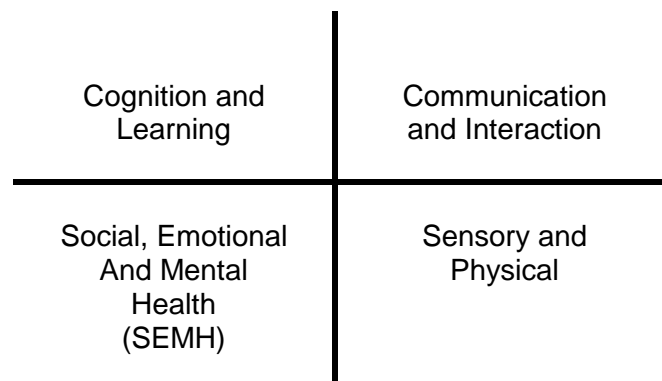
17. Graduated approach

17.1 The academy will, once a potential SEND has been identified, employ a graduated approach to meeting the pupil's needs, including:

- Establishing a clear assessment of the pupil's needs
- Planning with the pupil and pupil's 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 support of the SENCO
- Reviewing the effectiveness of the interventions and making any necessary revisions

17.2 Waves of provision

17.2.1 There are four categories of provision within each 'wave'. These are known as 'Dimensions of Need'. Pupil's needs are identified under a specific 'Dimensions of Need', and support is implemented accordingly.



17.2.3

Wave 1	Quality first inclusive teaching for all pupils	<ul style="list-style-type: none"> ▪ Shows signs of difficulty in developing skills which result in poor attainment across curriculum areas (in one or all of the four categories)
Wave 2	Short-term targeted interventions	<ul style="list-style-type: none"> ▪ Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness ▪ SEMH are not ameliorated by the positive strategies in the classroom ▪ Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment in the classroom ▪ Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum in the classroom
Wave 3	Long-term support, personalised provision including involvement of any outside agencies	<ul style="list-style-type: none"> ▪ Continues to make little or no progress in specific areas over a long period ▪ Continues working at National Curriculum levels substantially below that expected of children of a similar age ▪ Has ongoing SEMH difficulties which substantially and regularly interfered with the child's own learning or that of other pupils ▪ Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service ▪ Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning in the classroom

18. Assessment

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

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

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

18.3 If the decision is taken not to issue an EHCP, the Academy will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the Academy's existing provision.

In tracking the learning and development of pupils with SEND, the academy will:

- Base decisions on the insight of the pupil and their parents/carers.
- Set pupils stretching targets.
- Track their progress towards these goals.
- Review additional or different provision 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, where necessary, will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the SEND Code of Practice broad areas of need:

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

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the academy will consult with parents/carers before involving specialists.

19. Education Health Care Plans (EHCP) / Statement of SEND

- The academy will fully cooperate with the LA when research about the pupil is being conducted.
- The academy will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.
- If the academy decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.
- The academy will meet its duty to provide parents/carers or the individual pupil 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 pupil's outcomes can be met through the academy's existing provision.
- If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- The academy will strive to admit any pupil that names the academy in an EHC plan or EHC needs assessment process.

19.1 The Academy will:

- Ensure that all those teaching or working with a child named in an EHCP are aware of the pupil's needs and that arrangements are in place to meet them
- Cooperate to ensure an annual review meeting takes place, including convening a meeting on behalf of the local authority if requested
- Ensure that sufficient arrangements are put in place at the Academy to host and or conduct the annual review meeting
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited
- Cooperate with the local authority during annual reviews
- Wherever possible ensure that a review of a pupil's EHCP is undertaken at least 7 months before transfer to another phase of education
- Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.
- The academy will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.

- Where necessary, the academy will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- The academy will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

20. Reviewing an EHC plan

Ormiston Meadows Academy will:

- Ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if appropriate.
- 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/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the academy to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil 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/carers 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 and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

21. SEND and Disability Tribunal

21.1 The Academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

- All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
- In all cases, the academy's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
- Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the academy will contact the LA immediately in order to seek disagreement resolution advice, regardless of a EHC plan being place or not.
- Where necessary, the principal will make the relevant parties aware of the disagreement resolution service.
- Parents/carers are made aware that Ofsted can consider complaints relating to whole academy, SEND and early years provision, if the problem has not been resolved informally.
- The academy will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.
- Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the academy.
- If disagreements are not resolved at a local level, the case will be referred to the Education Funding Agency.

- The academy will fully cooperate with the LA by providing any evidence or information that is relevant.
- All staff involved in the care of the pupil will cooperate with parents/carers in order to provide the pupil with the highest standard of support and education.

22. Transition

22.1

- The academy will ensure that the pupil is supported to make a smooth transition to whatever setting they will be moving on to.
- The academy will engage with secondary academies and other schools/academies as necessary to help plan for any transitions.
- The academy will transfer all relevant information about the pupil to any educational institution that the pupil is transferring to.
- If the pupil has been excluded, the academy 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 pupil, the academy may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.
- Helping pupils and parents/carers understand and explore how the support they will receive in academy will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

23. Data and record keeping

23.1 The Academy will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, SEMH and development of all pupils
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND
- Record details of additional or different SEND provision on a provision map

24. Confidentiality

24.1 The Academy will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEND and Disability Tribunal
- On the order of any court
- 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 relating to safeguarding and promoting the welfare of children

- To Ofsted inspection teams as part of their inspections
- To the principal (or equivalent position) of the setting which the pupil is intending to transition to.

25. Staffing policy

25.1 The Academy takes every opportunity to offer CPD on SEND to both teaching and support staff.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- The training needs of staff will be identified through performance management systems, as part of team meetings or on request from staff to meet individual needs. The academy also ensures there is ongoing training to meet the needs of children within the PD HUB.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the academy's SEND provision and practice and to discuss the needs of individual pupils.
- The academy's SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.
- In addition to this the SENCO attends regular HUB meetings to ensure high quality of provision.

26. Monitoring and review

26.1 This policy will be reviewed annually or in the following circumstances:

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- In the event that the policy is determined not to be effective

26.2 If there are urgent concerns these should be raised to the SENCO in the first instance for them to determine whether a review of the policy is required in advance of the review date.

Appendix I

The special educational needs and disabilities (SEND) information report, including details of:

- What SEND provisions are in place.
- The academy's policies for making provision for pupils with SEND, including:
 - How the academy evaluates the effectiveness of its provision for such pupils.
 - The academy's identification and assessment of pupils with SEND.
 - The academy's arrangements for assessing and reviewing the progress of pupils with SEND.
 - The academy's approach to teaching pupils with SEND.
 - How the academy adapts the curriculum and learning environment for pupils with SEND.
 - Additional support for learning that is available to pupils with SEND.
 - How the academy enables pupils with SEND to engage in the activities of the school, together with other children.
 - Support that is available for improving the emotional, mental and social development of pupils with SEND.
- The admission arrangements for pupils with SEND.
- The name and contact details of the SEND coordinator.
- Expertise and training of staff in relation to SEND.
- The preventative measures in place to stop pupils with SEND being treated less favourably than other pupils.
- Equipment and facilities available for pupils with SEND.
- The arrangements in place for consulting pupil with SEND about, and involving parents/carers in, their education.
- The arrangements for consulting parents/carers of pupil with SEND about the education of their child.
- Any arrangements made by the governing body, or the proprietor, relating to the treatment of complaints from parents/carers of pupils with SEND concerning the provision available at the school.
- How the governing body involved other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting their families.
- The contact details of support services.
- The academy's arrangements for supporting pupils with SEND in a transfer between phases of education.
- Information on where the LA's local offer is published.
- The governing body's accessibility plan, along with details of how it complies with paragraph 3 of schedule 10 of the Equality Act 2010.

The report must adhere to:

- Section 69(2) of the Children and Families Act 2014.
- Regulation 51 and schedule 1 of the Special Educational Needs and Disabilities Regulations 2014.
- Section 6 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.