



The Consortium Trust

Where together excellence and pupils thrive

Special Educational Needs & Disability Policy and Information Report

1.1 What do we want for our learners?

It is the Trust's ambition that all pupils achieve their potential during their time at school. By providing children with the right level of challenge, support and encouragement we ensure that all learners access and experience all aspects of the curriculum. Our schools make learning active, inclusive and engaging whilst setting ambitious goals for individuals. We have high expectations of our pupils, and ourselves, to continually strive to be the best we can be. This policy and Information Report set out how we can achieve these aims.

2.0 Legislation and guidance

This policy and information report 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 SEN and disabilities
- > Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- > This policy also complies with our funding agreement and articles of association.

3.0 Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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.

4. Roles and responsibilities

The SENDCO - Each school has a named SENDCO . They will:

- > Work with the Academy Head and SEND Locality Committee member 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 SEND, including those who have EHC plans.
- > Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- > Advise on the graduated approach to providing SEND support.
- > Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- > Be the point of contact for external agencies, especially the local authority and its support services.
- > Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- > Work with the Academy Head and Locality Committee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- > Ensure the school keeps the records of all pupils with SEND up to date



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5.0 **The SEND Locality Committee member** - The SEND Locality Committee Member will:

- > Help to raise awareness of SEND issues at Locality Committee meetings.
- > Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- > Work with the Academy Head and SENDCO to determine the strategic development of the SEND policy and provision in the school.

6.0 **The Academy Head** - The Academy Head will:

- > Work with the SENDCO and SEND Locality Committee Member to determine the strategic development of the SEND policy and provision in the school.
- > Have overall responsibility for the provision and progress of learners with SEN and/or a disability with opportunities for very small group and individual support as appropriate...

7.0 **Class Teachers** - Each class teacher is responsible for:

- > 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 how they can be linked to classroom teaching
- > Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- > Ensuring they follow this SEND policy



The Consortium Trust - SEND Information Report

Editable by Trust Schools

SCHOOL
LOGO

Every child's needs are considered on an individual basis. We are experienced in working with a range of diagnosed conditions including ADHD, Autism, Dyslexia, Dyspraxia, Speech and Language Needs, Visual and Hearing Impairments. Consortium Multi Academy Trust is committed to inclusive learning and wellbeing for all our pupils.

Who are the best people to talk to in school about my child's educational needs and/or disabilities (SEND)?

The Class Teacher: They are responsible for ensuring your child is making progress and liaising with the SENDCO about the support they may need.

The SENDCO: All Schools have a SENDCO (SEN and Disability Coordinator). They are responsible for coordinating the support for pupils with SEND, providing support for staff and communicating with parents. If you are not sure who the SENDCO is, please ask your child's teacher.

The SEND Locality Committee Member: All Schools have an SEND Locality Committee member who can be contacted through the school. They are responsible for monitoring the school's SEND Provision through regular contact with school staff.

How do teachers at my child's school identify and assess pupils with SEND?

We gather information from parents/carers, from teachers, from pupils, and from other agencies.

We use various standardised assessments to monitor your child's progress in school.

We refer children to other agencies for further assessment where needed, in consultation with parents/carers.

What kinds of SEND are provided for at my child's school?

There are 4 main broad areas of SEND:

Cognition and Learning.

Communication and Interaction

Sensory and Physical

Social, Emotional and Mental Health

How does the school communicate with the parents/carers of children with SEND?

Schools use a variety of ways to communicate with parents, including:

- Autumn and Spring term parents' meetings
- Termly progress reports
- Website
- Review meetings
- Meetings with outside agencies
- School blog/Twitter
- E-mail
- Regular letters
- Appointments with staff
- Home school communication books

How do staff communicate with the children who have SEND?

- Children are involved in setting and reviewing their targets
- Visual resources in classrooms to support targets
- Staff give children time to speak and listen carefully to what children have to say
- House points and awards in school
- School council and Pupil Parliament

What are the different types of support available at my child's school?

- All children receive quality first classroom teaching from highly motivated and enthusiastic teachers
- Intervention and support groups run inside and outside the classroom
- Individual support inside and outside the classroom
- Specialist monitoring and assessment from outside agencies where necessary and agreed with parents/carers

These are some of the interventions that are used across Consortium schools.

- Literacy interventions: Beat dyslexia/Clicker/Acceleread/Accelewrite/Toe by Toe/Word Shark/Nessy/Catch up literacy/PAT
- Maths interventions: Plus 1/Power of 2/number shark/ Catch up numeracy
- Specific resources for comprehension and language work or memory
- Social skills groups/lego therapy/nurture room

How is extra support allocated to pupils?

- In class support allocated in discussion with the Academy Head, SENDCo and class teacher
- Intervention groups and individual support is arranged according to need or as specified in EHCP
- Support is funded from the school budget
- High Tariff Need Funding can be applied for where pupils with severe or complex needs require an exceptionally high level of support

How does the school evaluate the effectiveness of provision for pupils with SEND?

- Termly review of all pupils with SEND with the Academy Head, class teacher and SENDCo
- Pre and post intervention data
- Pupil progress meetings
- Book scrutiny
- Lesson observations
- Learning Walks
- Discussion with parents/carers

How accessible is the environment at my child's school?

- All schools are unique and accessibility depends on the age and design of the building.
- Most schools have an accessible toilet and changing facilities.
- Provision can be made for a range of physical and sensory needs.

What other agencies does the school work with to support SEND children?

Where necessary, and in consultation with parents/carers, the school liaises with the following outside agencies in Suffolk and Norfolk:

- Educational Psychology Service
- Speech and Language Therapist/Occupational Therapist
- County Inclusive Support Service
- Sensory Impairment team
- CAF (Common Assessment Framework)/Early Help/Family Support Practitioners
- Community Paediatrician
- School Nurse
- Social Services
- Education Welfare
- Dyslexia Outreach Support
- Special School Outreach (SENDAT)
- In Year Fair Access Panel (IYFAP)
- Education Counsellors and Consultants such as Bells Croft, Gemstones, Break

What is the expertise of the staff and what training is provided at my child's school?

- Qualified Teacher Status for all teachers except trainees
- SENDCO with National Award for SEN Coordination
- First Aiders and access within Consortium to Mental Health First Aiders, Mental Health Champion
- Safeguarding training
- Food Hygiene
- Trained Teaching Assistants/ Higher Level Teaching Assistants
- School Safe Training/Behaviour Management/Manual Handling
- On-going CPD for all staff – topics for 2019/2020 include Adverse Childhood Experiences, Trauma Informed Approaches, mental health, autism and subject specific training

How is transition into and out of my child's school arranged?

- Transition meetings are held with parents/carers, previous schools and settings to plan an individual transition for children
- Children moving on from school to high school have a range of transition activities and taster days.
- Liaison with schools arranged on an individual basis for pupils with SEND to ensure consistency of provision and progress

Who, outside of school, can I turn to for advice and support if I am not happy?

- The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide impartial information for the parents/carers of all children and young people with SEND, up to the age of 25.
- SENDIASS in Suffolk <https://www.suffolksendiass.co.uk/>
- SENDIASS in Norfolk <http://www.norfolksendpartnershiass.org.uk/>
- In some circumstances you can appeal to the SEN and Disability Tribunal. <https://www.gov.uk/special-educational-needs-disability-tribunal>
- All schools and Suffolk County Council or Norfolk County Council have complaints procedures which are followed.

More information

- Please read the Behaviour and Inclusion Policy and Teaching, Learning and Curriculum Policy on the CMAT website.
- You may also have heard about the 'local offer'. This is part of the Children and Families Act 2014. Local Authorities must publish a local offer setting out information about the provision in their area for children and young people with SEND. Schools contribute to the local offer by sending information to the local authority.
- For information about Suffolk's Local Offer visit <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=0>
- [For information about Norfolk's Local Offer visit https://www.norfolk.gov.uk/children-and-families/send-local-offer](https://www.norfolk.gov.uk/children-and-families/send-local-offer)
- This SEND Information Report was reviewed in April 2020 and will be updated annually.
- We value your feedback so please contact the Academy Head or Consortium Multi Academy Trust if you have any comments on this SEND Information Report.

Glossary of commonly used terms

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
EHCP	Education and Health Care Plan (replaced statements in 2014)
IEP	Individual Education Plan (or Support Plan)
LAC	Looked After Child
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs & Disability Coordinator
SENDIASS	SEN & Disability Information Advice and Support Service
SpLD	SpLD Specific Learning Difficulty (dyslexia)

Link to other policies: (Please check links)

- Behaviour and Inclusion Policy
 - <https://consortiumacademy.co.uk/suffolk/primary/consortium-mat/arenas/websitecontent/web/CMAT%20Behaviour%20and%20Inclusion%20Policy%20April%202017v2-56709.pdf>

- Teaching, Learning and Curriculum Policy
 - <https://consortiumacademy.co.uk/suffolk/primary/consortium-mat/arenas/websitecontent/web/CMAT%20Curriculum%20Policy%20-%20December%202016-93641.pdf>
 -

- Single Equality Scheme Framework
 - <https://consortiumacademy.co.uk/suffolk/primary/consortium-mat/arenas/websitecontent/web/CMAT%20Single%20Equality%20Scheme%20Policy%20-%20December%202016-98466.pdf>

Document Control

Changes History

Version	Date	Amended By	Details of Change
v2	11.06.17	Tamsin Little	Please see highlighted red sections
V3	29.04.20	Kathy Brooke	Very minor updating. Please see red tracked changes

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	29/12/2016
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	29/12/2016

Equality Impact Assessment

Date	Name	Details

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