



Special Educational Needs and Disability (SEND) Policy

Date: July 2020

REIGATE PARK PRIMARY ACADEMY

Special Educational Needs and Disability (SEND) Policy

<u>Contents</u>	<u>Page</u>
1.0 Introduction	4
1.1 What is inclusive education?	4
1.2 Inclusion and the Academy Trust	4
1.3 Inclusion of Adults and Pupils	4
2.0 Aims	5
3.0 Legislation and guidance	5
4.0 Definitions	6
5.0 Staffing	7
6.0 Roles and Responsibilities	7
6.1 Role of the SENCO	7
6.2 Board of Trustees	8
6.3 The Executive Principal/Head of Academy	8
6.4 Role of the Class Teacher	8
6.5 Teacher of the Deaf	9
6.6 Role of Teaching Assistant	9
6.5 Role of Teaching Assistant for the Deaf	10
7.0 Admissions	10
8.0 Allocation of Resources	10
9.0 Identification, Assessment and Provision	11
9.1 Early Identification	11
9.2 Assessment	11
10.0 The Code of Practice Graduated Response	12
10.1 SEND Monitor	12
10.2 SEND Support	12
10.3 Referral for an Education, Health Care Plan	14
11.0 Education, Health Care Plans	14
12.0 SEND Provision	15
12.1 The range of provision	15

13.0 Monitoring Pupil Progress	15
14.0 Record Keeping	16
15.0 Partnerships with parents	16
16.0 SEND Inset	17
17.0 Achieving Educational Inclusion	17
18.0 Evaluating the Success of our SEND Policy	18
19.0 Complaints Procedure	19
20.0 Links with External Agencies/Organisations	19
21.0 Links with Other Policies	20
22.0 Equality Impact Assessment	20
23.0 Data Protection Statement	20
24.0 SEND Policy Review	21
Appendices	21

1.0 Introduction

This policy outlines how Reigate Park Primary Academy will provide an inclusive environment for the benefit of all children attending the Academy. The Academy provides enhanced resources within a mainstream environment for pupils who are deaf and have an Education, Health and Care Plan.

It is recommended that this policy is read in conjunction with the Academy Access Plan and Supporting children with Medical Conditions document.

1.1 What is inclusive education?

Inclusive education is a process where teaching and learning is adapted to the needs of the child, not the child fitted to the system. All children are treated equally, with the same expectations.

At Reigate Park, we recognise that there are different groups with different needs and we will always work together to ensure all needs are met to avoid exclusion.

As an inclusive academy, we promote education which values and accepts all children as equal members of the academy community. We acknowledge children have the right to achieve as much as they can in their academic, physical, social and emotional development. Our SEND Policy reinforces the need for teaching that is fully inclusive.

1.2 Inclusion and the Academy Trust

The Academy Trust will ensure that appropriate provision will be made for all pupils with SEND.

1.3 Inclusion of Adults and Pupils

It is recognised that there are discrete groups of adults working within the Academy who need to feel included, supported, valued and have equal opportunities in the same way as children. We aim to put in place strategies and procedures to ensure everyone feels included as equal members of the academy team. Identified groups of adults include:

- Teachers
- Teachers of the Deaf
- Teaching Assistants for the Deaf
- Teaching Assistants
- Administration Staff
- Cleaning staff
- Parents
- Parent Helpers
- Student Teachers
- Young people on work placement
- Visiting Professionals

2.0

Aims

Our SEN policy and Information Report aims to:

- Set out how Reigate Park Primary Academy will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

This policy is in place:

- To ensure that all pupils receive their entitlement to a broad, balanced and relevant curriculum.
- To ensure that the provision is appropriate to the needs of all pupils; promoting high standards and enabling them to reach their potential and achieve their best.
- To become confident aspirational individuals, living fulfilling lives and making successful transition into adulthood.
- To ensure that provision for children with Special Educational Needs is central to curriculum planning and to recognise and record strengths, successes and create a positive self-image.
- To ensure all staff accept responsibility for the planning, organisation and delivery of appropriate educational material for children with Special Educational Needs.

We recognise that many pupils will have special needs at some time during their academy life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

3.0 Legislation and guidance

The policy and information report are 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
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality act 2010: advice for school DfE Feb 2013
- Schools SEN Information Report regulations (2014)

- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- Teachers standards 2012
- Derby City's Local offer

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

4.0: Definitions

A pupil has SEN if they have a learning difficulty or disability which requires special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A pupil may also have SEN if they have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Making higher quality teaching normally available to the whole class (QFT) is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the following four areas-

Communication and interaction (SLCN, ASD)

Cognition and Learning (SPLD, MLD, SLD, PMLD)

Social, emotional and mental health (SEMH)

Sensory and/or physical impairment (MSI, HI, VI, PD)

SEN Support but no specialist assessment (NSA) (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional, mental health and may reflect other underlying difficulties.

Children and young people with some health condition or disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Identifying and assessing SEN for children whose first language is not English requires particular care. Schools need to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or disability.

Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

Consideration must be given to the assessment in a child's home language and non-verbal ability.

Reigate Park Primary Academy will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

5.0

Staffing

The SEND team at the Academy is:

Executive Principal:	Mrs L Thorne
Head of Academy:	Mrs K Ratcliff
Assistant Principal/SENCO:	Mrs S Harrison
Assistant Principal/SEN&D Phase Leader	Miss K Pearce

6.0

ROLES AND RESPONSIBILITIES

6.1

The role of the SENCO

The SENCO, with support from SEND Phase Leader plays a crucial role in the Academy's SEND provision. This involves working with the Executive Headteacher/ Head of Academy/Trust to determine the strategic development of the policy. Other responsibilities include:

- Use progress data effectively
- Have up-to-date knowledge of local and National SEND initiatives and Policy.
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy'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
- Attend Trust and LA SEND HUB meetings
- Liaise with potential next providers of education/ new staff to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Share SEN information in accordance with GDPR
- Work with the Principal and Board of Trustees to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy maintains an up-to-date register and records for all children with SEND
- Arrange appropriate whole school and individual SEND training and Toolbox Talks.
- Ensure efficient deployment of TAs to support SEND pupils.

- To arrange SEND staff training days, to include outside agencies where appropriate.

6.2 The Board of Trustees

The Board of Trustees will:

- Help to raise awareness of SEN issues at Trustee meeting
- Have regular board discussions- including feedback from SENCo meetings as requested.
- Review and discuss Annual SEND Information Reports.
- Monitor the quality and effectiveness of SEN and disability provision within the Trust and update the Board on this
- Work with the Principals to determine the strategic development of the SEN policy and provision in the Trust.
- Use of P and S committee to determine the impact of new policy and process, with reference to the SEND Information Report.

6.3 The Executive Principal / Head of Academy

- The Principal and Head of academy will:
- Work with the SENCO and SEN Trustee to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Be responsible for the Performance Management of the SENCO and hold them to account
- Ensure appropriate transition arrangements are planned for SEN learners.
- Review the procedures and practices in school as part of the ongoing self-evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.
- Ensure a SEN Information Report is written annually, is evaluated by Trustees and is shared on the academy website (please see the school's website for the SEND Information Report)

6.4 Class teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class through QFT (Quality First Teaching) and high-quality provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions/analysis groups and how they can be linked to classroom teaching
- Working with the SENCO to review the progress and development of each pupil and ensuring appropriate provision and intervention
- Keeping up to date individual provision mapping for each child.
- Annotating, updating and reviewing MEPs.

- Ensuring smooth transition for pupils with SEN through liaison with teacher, parents and SENCO.
- Ensuring they follow this SEN policy
- Be held accountable for progress and provision of SEND pupils through progress meetings and performance management system.

6.5

Teachers of the Deaf

The Teachers of the Deaf play a crucial role in the Academy's SEN provision for all children who have access to enhanced provision because they are deaf. Their responsibilities will include:

- Working closely with the SENCO/SEND Phase Leader
- Coordinating and chairing meetings to review children's progress including Statutory Annual Reviews
- Agreeing with the SENCO/SEND Phase Leader and class teachers suitable strategies for the successful inclusion of deaf children in the mainstream environment.
- Arranging individually tailored programmes of support for deaf children.
- Ensuring on-going liaison with class teachers and Teaching Assistants of the Deaf in order to monitor each child's progress and effectiveness of these programmes of work.
- Ensuring that each child receives an education that meets his/her Statement/EHC Plan of Special Educational Need.
- Providing Audiology Advice/support to other members of staff.
- Ensuring that each child receives a broad and balanced curriculum.
- Providing suitable interventions.
- Liaising with outside agencies.
- Developing constructive relationships with parents in order to inform them about their child's progress and participation in all aspects of Academy life.
- Supported by teaching assistants of the deaf, provide Deaf Awareness training for mainstream children and staff.

6.6

Teaching Assistants

Their responsibilities include:

- Working closely with teachers.
- Agreeing with SENCO and class teachers suitable strategies for the successful inclusion of special needs children in the mainstream environment.
- Help to deliver individually tailored programmes of support for children under the guidance of teacher and SENCO.
- Ensuring on-going liaison with class teachers and teachers of the Deaf in order to monitor each child's progress and effectiveness of these programmes of work.
- Liaising with teachers/SENCO/SEND Phase Leader in order to provide suitable interventions.
- Contributing to the planning and preparation of Academy's activities and visits.

- Contributing to the training and assessment of work experience students
- Helping to organise and participate in meetings with parents/carers
- Contributing to the development and delivery of targets
- Assisting with resolving behavioural and emotional problems of children

6.7

Teaching Assistants of the Deaf

Their responsibilities will include all those for Teaching Assistants above and also the following, which are more specific to the post:

- Working closely with the SENCO/SEND Phase Leader/Class Teachers/Teacher of the Deaf
- Agreeing with the SENCO, SEN Phase Leader, Teachers of the Deaf and class teachers suitable strategies for the successful inclusion of deaf children in the mainstream environment.
- Enabling deaf children in the Academy to access learning through the use of BSL, SSE, and visual support materials.
- Help to deliver individually tailored programmes of support for deaf children under the guidance of Teachers of the Deaf.
- Ensuring on-going liaison with class teachers and Teachers of the Deaf.
- Liaising with Teachers of the Deaf in order to provide suitable interventions.
- Supporting Teachers of the Deaf in delivering deaf awareness training for mainstream children, and staff.

7:0

Admissions

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

In common with other maintained schools, the Local Authority (Derby City Council) administers admissions into the Academy.

8.0

Allocation of Resources

The Academy has a budget allocation for mainstream SEN. The Principal/Head of Academy/Trust ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

The budget allocation for pupils who access enhanced resources because they are deaf, (even if they do not have Education Health Care Plans), is dependent on the Service Level Agreement as allocated by the Local Authority.

Resources for SEN are managed by the SENCO/SEN&D Phase Leader, in conjunction with Teaching Assistants.

Reigate Park has withdrawal rooms for Intervention Programmes, Speech and Language Support and Behaviour Management.

9.0

Identification, Assessment and Provision

At Reigate Park Primary Academy we have adopted a whole-school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the Academy.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO/SEN&D Phase Leader, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

9.1

Early Identification

Early identification of pupils with SEND is a priority. The Academy will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Foundation Stage profile scores and their progress against the criteria contained in the 'Ages and Stages' documentation
- Their performance in Curriculum subjects judged against assessment requirements.
- Pupil progress in relation to the Curriculum objectives in English and Maths

9.2

Assessments

Assessments made will be through:

- Observations
- Records from feeder Academies/schools, etc.
- Information from parents
- Foundation stage assessments
- Foundation stage profiles
- Target setting
- British Vocabulary Scale Assessment
- Pupil tracking
- Formal standardised assessments

(for a full list of assessment tools please see the school's provision mapping in the SEND section of the school's website).

10.0

Code of Practice Graduated Response

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

The Code of Practice advocates a graduated response to meeting pupils' needs.

10.1

SEND Monitor

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap
- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENCO should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the Academy to help better understand the needs of the child.
- The child is recorded as being monitored; this does not mean they will automatically be placed on the SEN register.

10.2

TAREGETED SEND SUPPORT/SPECIALIST SEND SUPPORT

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help the Academy ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents (once an external professional is involved in supporting a child, this then becomes 'Specialist SEND support').

Plan

Planning will involve consultation between the teacher, SENCO/SEND Phase Leader and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Target Planning and Reviewing document which will be shared with staff, parents and the pupil.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCO will support with further assessment of the pupils strengths and weaknesses.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO/SEN Phase Leaders/Teachers of the Deaf, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents and pupils.

Specialist SEND Support

Some children need further support from professionals outside the school. Once an external professional is involved with your child, this then becomes Specialist SEND support.

10.3

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the Academy, parent, health or social care. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- The pupil
- SENCO
- SEN Phase Leaders
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health, Care panel.

Further information about EHC Plans can be found via the Derby City Website on their Local Offer page.

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

11.0

Education, Health and Care Plans

- a) Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The Academy and the child's parents will be involved

developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHC Plan.

- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the Academy named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the Academy, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

12.0 SEND Provision

On entry to the Academy each child's attainment will be assessed. This will help to inform the Academy of a child's aptitudes, abilities, and attainments. The records provided help the academy to design appropriately differentiated learning programmes. For pupils with identified SEND the SENCO/SEN Phase Leader/class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments, provide regular feedback on achievements/ experiences for planning next steps in learning
- Involve parents in a joint home-academy learning approach

12.1 The range of provision

The main methods of provision made by the Academy are:

- Full-time education in classes, with additional help and support by class teacher/teaching assistant/teaching assistant for the deaf, through a differentiated curriculum.
- Periods of withdrawal to work with a Teaching Assistant, or for children accessing enhanced resources because they are deaf and have an EHCP, a Teacher of the Deaf/Teaching Assistant of the Deaf.
- In-class support with adult assistance
- Attendance at a specialised withdrawal room within the Academy e.g. Teaching Assistant supporting children with speech and language.

13.0 Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support for mainstream pupils. Adequate progress is that which:

- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access

- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour.

14.0 Record Keeping

The academy will record the steps taken to meet pupils' individual needs. The class teacher/teachers of the deaf/SENCO/SEN Phase Leader will maintain the records and ensure access to them. The academy record will also include:

- Information from parents
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

15.0

Partnership with Parents

Reigate Park Primary Academy firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The Academy recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The Academy aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- encouraging parents and carers to inform the Academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the Academy will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the Academy can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of the parent partnership services e.g. SENDIASS.

16.0 **SEND INSET**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The Academy's INSET needs will be included in the annual Academy Improvement Plan. Please see the Academy's SEND Information Report 2020 for further information about staff training.

17.0 **Achieving Educational Inclusion**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We do this through:

Teaching and Learning

We analyse the attainment of pupils to ensure that all pupils achieve as highly as possible. We also use formative assessment to help plan lessons, taking into account the abilities of all children. Where a child falls just below the expected level, targets are set, worked towards and learnt which will enable that child to accelerate their achievement. Where the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work which is in line with that child's individual needs. This means that, as part of the Academy's intervention programmes, some children will work at a Curriculum level below that which is age appropriate.

Teachers supported by Teaching Assistants will ensure that all children:

- Feel secure and know that their contributions are valued.
- Appreciate and value the difference they see in others.
- Take responsibility for their own actions.
- Participate safely, in clothing appropriate to their religious beliefs.
- Are taught in a variety of groupings, within mixed ability classes, that allow them all to experience success.
- Use materials that reflect a range of social and cultural backgrounds without stereotyping.
- Have a common curriculum experience that allows for a range of different learning styles.
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Teachers supported by Teaching Assistants/Teaching Assistants for the Deaf will ensure that work for disabled children and children with additional needs:

- Takes account of their pace of learning and the equipment they use
- Takes account of the effort and concentration needed in oral work, or when using, for example vision aids or sign language
- Is adapted or offered alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Allows opportunities for them to take part in educational visits and other activities linked to their studies

- Includes approaches that allow hearing-impaired children to learn another language or about sound in science and music, visually-impaired children to learn about light in science and to use visual resources and images both in art and design, and technology, and enables physically impaired children to access in PE
- Uses assessment techniques that reflect their individual needs

Communication

The school uses a Total Communication approach to the teaching and learning of deaf pupils. This approach ensures that pupils can access their work through their preferred mode of communication, be that British Sign Language, spoken English, Sign Supported English, and/or pictures and symbols.

18.0

Evaluating the success of our SEND Policy

The SENCO will meet at least annually with the Executive Principal/Head of Academy to discuss the success of the policy against the specific objectives which are given under 'The SEND Aims of the Academy' at the beginning of this policy. The Academy adopts the Revise, Revisit, Refine and Refresh approach to ensure that the Academy is successfully meeting the needs of SEND pupils and parents as well as suitable training and supporting staff.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

Considering the views of:

- Teachers
- Parents
- Pupils
- External Professionals

Progress will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- Use of standardised tests – SATs, Foundation profile scores
- Academy tracking systems (PIVATS/Target Tracker)
- PIVATS tracking will be used alongside Target Tracker if a child has more than one area of need (one of which must be C&L) and this impacts on progress.
- Success through intervention tracking.

In addition the Academy will publish an annual SEND Information Report which can be viewed on the Academy's website which details the key SEND information for the year.

19.0

Complaints Procedure

The Academy's complaints procedure can be reviewed in full on the Academy's website: http://www.reigate.theharmonytrust.org/serve_file/364417

The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

20.0

Links with External Agencies/ Organisations

The Academy recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils. Derby City Council's Local Offer webpage is a good source of support and information about services locally that can be very helpful to families it will signpost you to other useful agencies and services. www.derby.gov.uk/sendlocaloffer

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychology Service
- STEP's Autism Service
- STEP's Physical Impairment Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy.
- Occupational Therapy
- Children's Centre Multi Agency Team (MAT)
- Physiotherapy Service
- Professional training for Academy staff to deliver medical interventions
- Parent Partnership Service/Umbrella Service (to support families through the SEND processes and procedures).
- School Nurse
- Children and Adolescents Mental Health Team (CAMHS)
- Deaf Children and Adolescents Mental Health Team (Deaf CAMHS)
- School Paediatrician
- Behaviour Support Service
- Audiologists from Children's Hospital

In addition, links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer
- Social Services
- SENCOs in other Derby Academies

21:0.

Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour policy

Equality information and objectives (Feb 2013)

Supporting pupils with medical conditions (April 2014)

Safeguarding policy

Admissions policy

EAL policy

GDPR policy

Anti-bullying policy

22:0

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote and encourage equality in our academies.

23.0

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy

What ?	Probable Content	Why ?	Who ?	Where ?	When ?
SEND policy	Name, address,	Required to be	SENCOs, Principal /	Kept on file at	Held on file for

personal information	retained as part of	SLT, Trust central team, staff or	academy (and Trust central	DOB + 25 years
----------------------	---------------------	-----------------------------------	----------------------------	----------------

As such, our assessment is that this policy : **Has Few / No Data Compliance Requirements**

Has A Moderate Level of Data Compliance Requirements

Has a High Level Of Data Compliance Requirements

Yes

24.0

SEND Policy Review

The Academy considers the SEND Policy document to be important and undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the Academy Improvement Plan.

Appendices

- 1) Concern Monitoring Referral Form
- 2) Whole School Provision Mapping
- 3) One Page Profile Example
- 4) Parent Voice
- 5) Graduated Response Leaflet