



# Special Education Needs & Disability Policy

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**All references to the *Trust* in this policy refer to The Harmony Trust and all its academies.**

## 1. Introduction

This policy outlines the framework for The Harmony Trust to meet its duties and obligations to provide a high-quality education to all its pupils. This includes pupils with special educational needs and / or disabilities (SEND). It sets out our approach to enabling effective provision and the principles we apply for children and young people with SEND in all our academies.

The SEND Policy seeks to support the guiding principles of the Trust by recognising the need to provide the structure for a pupil-centred process that engages pupils, families, the academies and other professionals in planning for and implementing high quality, needs-led provision. The Harmony Trust will strive to ensure that all our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all pupils, whatever their needs or abilities, as a result of everyone working together.

The Harmony Trust therefore intends to work within the following **principles**, which underpin this policy:

- Providing the Right Support in the Right Place and at the Right Time including Specialist Provision within our academies where appropriate.
- Developing high quality provision to meet the individual needs of children and young people with SEND.
- Ensuring the accurate and early identification of children and young people's needs.
- Enabling the involvement of children, parents and young people in decision making over their support.
- Collaboration between Education, Health, and Social Care services to provide support.
- Ensuring effective progress through effective and evidenced-based interventions.
- Prioritising leadership of SEND.
- Planning for the Successful preparation for the next phase including secondary school and adulthood.
- Investing in our staff through high quality CPD.
- Securing the appropriate resources, funding and staffing and using them effectively to meet pupil needs.

## 2. Vision

### **"Believe, Achieve, Succeed".**

Our Trust motto 'Believe, Achieve, Succeed' reflects our aspirations for all our children including those pupils with SEND.

The Trust is committed to improving outcomes for all pupils through providing an appropriate and high-quality inclusive education to all members of the Academy community. The Trust places inclusion at the heart of all its provision and seeks to develop a range of inclusive services to support learners with specific needs to ensure they are given the opportunity to fulfil their potential now and in the future. The Trust is ambitious for its academies and pupils and believes that with the right support everyone can achieve their best, regardless of their circumstances or background. We recognise that parents want choice with regard to where their child is educated and are therefore committed to developing Specialist Provision within our academies. We continue to develop our Inclusion Hubs which provide support for pupils with complex needs within our mainstream academies as an integrated offer.

### 3. Our Aims

As a Trust we aim to:

- ensure that all pupils receive their entitlement to a broad, balanced, and relevant curriculum.
- ensure that there is an equitable, quality offer to all our pupils with SEND across the trust.
- ensure that the provision is appropriate and responsive to the needs of all pupils; promoting high standards and enabling them to reach their potential and achieve their best.
- develop confident aspirational individuals, living fulfilling lives and making a successful transition into adulthood.
- plan for effective transition between settings and to plan for successful induction into the academy.
- provide Specialist Support where it is needed, developing Inclusion Hubs that offer integrated provision within mainstream settings.
- ensure that provision for children with Special Educational Needs & Disabilities is central to curriculum planning and to recognise and record strengths, successes and create a positive self-image.
- identify the roles and responsibilities of all staff in providing for pupils' special educational needs through reasonable adjustments, to enable all pupils to have full access to all elements of the school curriculum and staff accept responsibility for the planning, organisation, and delivery of appropriate educational material.
- listen to, consider, and respond to parents'/carers' and pupils' views to develop high levels of confidence and partnership.
- communicate effectively and ensure that information is shared appropriately through the SEND Information report.
- ensure a high level of staff expertise to meet pupils' needs through well targeted, continuing, professional development.
- support pupils with medical conditions towards full inclusion in all academy activities by ensuring consultation with health and social care professionals.
- work in co-operation and through productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### 4. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 Years (Jan 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs Code of Practice: 2015
- Special Educational Needs and Disability Act 2001
- Local Authority (LA) Policy and Guidelines
- Equality Act 2010: advice for schools, DfE (Department for Education), Feb 2013
- Schools SEN (Special Educational Needs) Information Report Regulations (2014)
- Accessibility Planning [3-year anticipatory duty]
- Statutory guidance on supporting pupils with medical conditions April 2014
- Safeguarding and Child Protection Policy
- Children and Families Act 2014 (and related regulations).
- Teaching Standards 2012

It also considers the recommendations of the HM Government Green Paper 'SEND Review: Right Support, Right Place, Right Time (2022).

This policy operates in conjunction with the following Trust policies:

Teaching and learning, Assessment, Behaviour, Child protection and Safeguarding, Anti-bullying, Equal opportunities, Admissions, Exclusions, EAL, GDPR, Mental Health and wellbeing, Accessibility plan, Admissions Policy, Supporting Pupils with Medical Conditions Policy, Complaints Policy

## **5. Definition of special educational needs & disabilities**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice, 2014)*

## **6. The four areas of need**

The SEND Code of Practice defines four broad areas of need. The purpose of defining the area of need is to work out what action the academy should take in order to meet need and support the pupil appropriately. As an inclusive Trust, we provide support for pupils who may fall into at least one of four areas, though many children will have multiple needs. We recognise that needs may cut across more than one area and that they may also change over time. All areas of need will have a varying degree of impact upon the pupil's ability to function, learn and succeed. To fully identify the appropriate provision an understanding of strengths in each area should be established.

### **1. Communication and Interaction Difficulties**

Pupils may have speech, language and communication needs (SLCN) and have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Pupils with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **2. Cognition and Learning Difficulties**

Pupils may demonstrate features of moderate, severe, or profound learning difficulties; specific learning difficulties such as dyslexia or dyspraxia which require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to pupils with physical and sensory impairments and autistic spectrum disorder.

### **3. Social, Mental and Emotional Health Difficulties**

Pupils may be withdrawn or isolated, disruptive, and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

### **4. Sensory and/or Physical Difficulties**

Pupils may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

**The Harmony Trust guide to SEND** provides further detail of each of the four areas and provides advice and guidance as to appropriate and evidence-based intervention.

Pupils experiencing difficulties in any one or a combination of these areas may be entered on either the academy's' Medical register or SEND register or both.

Before identifying a pupil as having a SEND, we always consider factors and issues which are not necessarily defined as SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provides under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour
- Trauma and childhood experience

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 SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Identifying and assessing SEND for children whose first language is not English requires particular care. Academies 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 SEND. (Code of Practice 6.24). Consideration must be given to the assessment in a child's home language and non-verbal ability.

## **7. Admissions**

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children on SEND support; those with Education, Health and Care Plans and those without. The Local Authority administers admissions into all Harmony Academies. the Academy.

The Harmony Trust operates its admission procedures in accordance with the policy agreed by the Board of Trustees and in line with relevant LA statutory requirements. This policy will not discriminate on grounds of race, religion, disability, special need, or ethnic origin. Each academy will make an assessment of the contextual factors placed upon the academy and in particular cohorts when requested to admit a pupil with SEND. **The academy will not automatically refuse a request for a place to pupils on the grounds that they have special, social, education or behaviour needs or because they have a history of disruption.** Whilst consideration will always be given to staffing needed to support applications for pupils with SEND, equipment, and environmental needs, these will not result in refusal to offer a place but will lead to consultation with the local authority regarding appropriate allocation of resources. Similarly, our academies are willing to consider offering new opportunities to pupils who may have experienced difficulties previously where it is



reasonable to do so. Parents/carers and pupils may be asked to make agreements as to future conduct and attendance, but such an agreement will not be used as a condition of entry.

## **8. Roles & Responsibilities**

The Harmony Trust expects that **all staff are responsible for the outcomes of pupils with SEND** and that they will uphold its inclusive values and aspirations for all pupils.

### **8.1. The Board of Trustees**

The legal responsibilities of governing boards in relation to pupils with SEND are set out in the Children and Families Act 2014 and the statutory guidance, the SEND Code of Practice: 0 to 25 years.

They require Trust Boards to:

- Use 'best endeavours' (do everything they can) to ensure that pupils with SEND get the support that they need.
- Ensure that relevant policies have been approved and monitor their effectiveness.
- Ensure that the necessary SEND information is published on the academy/trust website.
- Ensure that adequate resources are allocated to provision for pupils with SEND.
- Ensure a suitably qualified or experienced SENDCo has been appointed and is working effectively.

As a multi-academy Trust, the Board of Trustees delegate their responsibilities for the day-to-day monitoring of the quality of provision in its academies. The CEO and Director of Education report on a termly basis to the Performance and Standards Committee with regard to the quality of provision and the overall effectiveness of its academies, this includes for those pupils with SEND. The SEND Trustee sits on the Performance and Standards Committee and fulfils the duties outlined above on behalf of the board. The SEND Trustee also has a particular focus on provision and quality of experience of pupils with SEND when visiting and working with particular academies.

The Role of the SEND Trustee

- To challenge and support the Executive Leaders of the Trust, who are responsible for ensuring the provision for SEND pupils including the CEO and Director of Education
- To lead on behalf of the board in ensuring that all pupils with SEND get the support they need.
- To act as the board's specialist on SEND and champion the needs of pupils with SEND at board level.

The appointed trustee should take the lead on ensuring the effectiveness of SEND provision. However, the Board of Trustees retains collective responsibility.

The full duties of the SEND Trustee are outlined within the Harmony Trust Scheme of Delegation

### **8.2. The CEO/ Director of Education**

The CEO will work with his Executive Leadership Team and the Inclusion Service to determine the strategic development of the SEND policy and provision in the Trust. As the line manager of all Academy Principals, the CEO will support and enable principals to share their strengths and the contextual challenges through academy visits and one to one sessions. Progress and Standards meetings in each academy monitor the attainment and achievement of SEND pupils, challenging underperformance if appropriate. Pupil, staff, and parent forums, all of which are led by the CEO

will ensure that the views of these stakeholders in relation to SEND are listened to and acted upon as part of the governance model of the trust.

Through the Performance and Standards committee, the Director of Education will report on the Trust wide, and academy needs and to evaluate the impact of policy, practice, and process. The Director of Education will also provide an overview of the quality of provision for all pupils across all academies and from this will support the development and implementation of the SEND section of the strategic plan.

The role of both the CEO and Director of Education is to challenge and support the academies as per the Differentiated Model agreed by Trustees. The CEO is accountable for the outcomes of all pupils including those with SEND.

### **8.3. The Executive Principal/Principal/ Head of Academy**

The Executive Principal/Principal and Head of Academy will work with the Inclusion Service to:

- Ensure that the trust SEND policy is adhered to and followed within their own academy.
- Be responsible for the implementation of the SEND Strategic Plan within their own academy.
- **Uphold the inclusive vision, values, and practice of the Trust.**
- Work with the SENCO in their academy to ensure that provision is of high quality so that all pupils receive well matched and appropriate teaching and learning according to their needs.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Be responsible for the Performance Management of the SENDCo and hold them to account for fulfilling the roles and responsibilities outlined within this policy and the Code of Practice.
- Monitor the progress and attainment of pupils with SEND through regular pupil progress meetings.
- Ensure that resources are deployed effectively and efficiently to meet pupil need.
- Ensure the deployment of staff so that appropriate transition arrangements are planned for SEND 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.
- Identify academy development needs and request the appropriate support, advice and resources to ensure improvement.
- Ensure a SEND information report is written annually and is shared on the academy website.
- Develop effective relationships with parents so that they feel valued, supported and included.

### **8.4. Head of Inclusion**

The Head of Inclusion will have the strategic responsibility for all aspects of Inclusion which includes the provision for those pupils with SEND.

This will include but is not limited to:

- Be responsible and accountable for the effective delivery of the Inclusion Service.
- Develop and deliver the strategic vision for the service which aligns with the Strategic Development Plan and responds to trust wide priorities, organisational need, legislation, and national initiatives.
- Be responsible & accountable for statutory requirements related to the service.
- Develop, manage, and implement the Trusts approved Inclusion Strategy.

- Support the development of models for both specialist provision, integrated provision and SEND leadership and outreach through the Inclusion Hub model.
- Where needed support individual academies and/or Principals in the delivery of the Inclusion Strategy.
- Develop partnerships with relevant Local Authorities so that we maximise opportunities for effective strategic partnerships and can fulfil commissioning arrangements.

### **8.5. Trust Senior Leader for SEND and Trust Leader for SEND**

The Trust Senior Leader for SEND will be responsible for the leadership and management of those included within the Inclusion Team including the Trust SENDCos. This team will be responsible for the implementation of strategic priorities identified by the Director of Education from the Trusts Strategic Plan.

The SEND Development Team will:

- Plan the implementation of the strategic plan priorities at the appropriate time for each academy.
- Provide Policy guidance and frameworks to support academies in their statutory responsibilities.
- Monitor, support, and challenge academies to ensure that provision is well planned and matched to pupil need.
- Support academies in their evaluation of provision and the development planning through a peer inquiry process.
- Enable Professional Development opportunities through training, development programmes, networks, work hubs and individual and small group support where needed.
- Develop the SEND Area of the Trust Universal Resource Library to include resources, curriculum information, guidance, and training materials.
- Be able to plan bespoke academy support which is commissioned through the academy visits schedule.
- Role model excellence through leadership and hands on support as and when needed.
- Provide expert advice to individuals, academies and the Executive Leadership Team where needed.
- Engage with the relevant Local Authorities and services as and when appropriate.

### **8.6. SENCO / Trust SENDCo**

As a Trust we are developing new ways of working so that we can maximise resources and develop specialism and expertise. There are both Trust and Academy SENDCos who fulfil the role of the SENDCo either within one academy or across multiple academies.

**The SENCO has the responsibility to:**

- Work with the Principal and Inclusion Service to determine the strategic development of the SEND policy and provision in the academy.
- Have (or be working towards) the National Qualification of NASENCo Award.
- Use progress data effectively to identify achievement and appropriate intervention.
- Have up-to-date knowledge of local and National SEND initiatives and policy.
- 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.



- Maintain accurate records for pupils with SEND.
- Ensure that the SEND Register is kept up to date so that SEND Profiling is accurate and drives the provision and practice at the academy.
- 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.
- Monitor and review Individual plans and EHC plans on a regular basis ensuring that targets are appropriate and well matched to pupil need.
- 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.
- Engage with trust wide support and development opportunities including attending Trust SEND Hub meetings and Local Authority networking opportunities.
- 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 SEND 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 about 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 surgery sessions.
- Ensure efficient deployment of TAs to support SEND pupils.
- To arrange SEND staff surgery days, to include outside agencies where appropriate.

## 8.7. Teachers

### **All teachers are teachers of SEND.**

Each class teacher is responsible for:

- Developing an inclusive classroom ethos.
- Ensuring effective relationships with all pupils and their parents/carers.
- Knowing the needs of individual pupils in their class and have read and are aware of relevant plans and records that detail strengths and targets for improvement.
- The progress and development of every pupil in their class through QFT and high-quality provision.
- 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 SENCO to review the progress and development of each pupil and ensuring appropriate provision and intervention.
- Seeking support and advice in relation to pupil need and SEND.
- Ensuring smooth transition for pupils with SEND through liaison with teacher, parents and SENCO.
- Ensuring they are familiar with and follow this SEND policy.
- Be held accountable for progress and provision of SEND pupils through progress meetings and performance management system.
- Developing effective relationships with parents and keeping parents informed of pupil progress.

- Working with the SENCO to identify their own training needs around SEND.

### **Specialist Support Assistants**

Specialist Support Assistants form part of the Inclusion Service. They are deployed to support academy priorities, to meet need and to improve provision and staff expertise. Their role is to work in the identified academy to

- Determine and if needed deliver the interventions needed by the pupil in line with targets and recommendations by expert practitioners.
- Support with the development of appropriate learning environments and resources to support pupils.
- Develop and deliver CPD for the academy staff to secure sustained improvement.
- Support parents as appropriate.

### **8.8. Teaching Assistants including Peripatetic SEND TAs**

Their responsibilities include:

- Providing a range of scaffolds that enable curriculum access and develop pupil independence in learning and social development.
- Working closely with teachers.
- Agreeing with SENCO and class teachers, suitable strategies for the successful inclusion of special needs children in the mainstream environment.
- Knowing individual pupil needs and the relevant target and strategies from the child's individual plan.
- Ensuring on-going liaison with class teachers in order to monitor each child's progress and effectiveness of these programmes of work.
- Liaise with teachers/SENCO to plan, deliver and assess suitable interventions.
- Helping to organise and participate in meetings with parents/carers.
- Contributing to the development and delivery of targets.
- Working with the SENCO to identify their own training needs around SEND.

## **9. Identification, Assessment and Provision**

The Trust has adopted a whole-school approach to SEND policy and practice. All staff must be committed to the principles and aims of this policy. 'Early identification and support' is one of the fundamental principles of this policy.

All adults are responsible for identifying pupils with SEND and, in collaboration with the SENCO, 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 either academically or socially 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 should 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.

- Appropriate screening for SEMH, for example, The Boxall Profile.

Parents may also raise concerns regarding their child's progress. This will usually be to the class teacher; they should ensure that the information is passed to and discussed with the SENDCo.

## 9.2. Assessment

Assessments made will be through:

- Observations
- Records from feeder Academies/schools, etc.
- Information from parents / carers
- Formal standardised assessments and pupil progress.
- Reports and information from external agencies

## 10. The Graduated Approach

When a pupil has been identified as requiring SEND support the SEND Code of Practice sets out a graduated response to meeting pupils' special educational needs. This involves a cycle of *"Assess, Plan, Do and Review."*

### 10.1. Monitoring the progress of SEND Pupils

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 lower 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

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 SEND register.

The SENDCo should begin to develop an electronic file which will include a chronology and record of teacher concerns and any information or comments made by parents. The SENDCo will then give advice and support with reference to the Academy provision map and monitor the pupils progress during half termly reviews with the class teacher and through discussions with the Principal/Head of Academy.

If little or no progress towards meeting the initial concern has been made and the pupil has not been identified as having SEND, the SENDCo may choose to move the pupil on to the Academy SEND register and advise targeted or specialist support.

### 10.2. Targeted SEND support/Specialist support

Where it is determined that a pupil does have SEND, 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, will revise the support outcomes and based upon the pupil's progress and development make any necessary amendments going forward, in consultation with parents and pupils.

### **10.3. Request for an Education, Health and Care Plan (EHC)**

An EHC Plan is for pupils who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

The EHC Plan is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This process focuses on what is important for the pupil, i.e., what they and you want to achieve now and in the future.

As part of the *assess, plan, do, review cycle* and with the agreement of the parents and other professionals involved with a child a request may be made by the Trust to the LA for an EHC Plan. A request is only made if a pupil has demonstrated significant cause for concern over time and it is felt that additional resources or a change of placement is required in order to meet the pupil's needs. The LA will be given information about the pupil's progress over time and will also receive documentation in relation to the pupil's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- previous individual plans and targets for the pupil
- records of regular reviews and their outcomes
- records of the child's health and medical history where appropriate
- attainment in literacy and numeracy
- education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- views of the parents
- views of the pupil

Parents have the right to appeal against a decision not to issue an EHC Plan. 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. 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.

## 11. SEND Provision

For pupils with identified SEND the SENCO/class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class and reasonable adjustments that should be made including additional resources such as fidget toys, coloured overlays etc
- 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

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, through a differentiated curriculum.
- Periods of withdrawal to work with a Teaching Assistant, or for children accessing enhanced resources who have an EHC plan.
- In-class support with adult assistance.
- Attendance at a specialised intervention room within the Academy e.g., Teaching Assistant supporting children with speech and language programmes or specific interventions – time limited.
- Inclusion Hubs – Specialist Provision developed within an academy by the leaders and the Inclusion Service.



## Record keeping

Each academy will record the steps taken to meet pupils' individual needs. The class teachers and SENDCo will maintain the records and ensure access to them. The Academy record will also include:

- The Academy SEND Register
- Information from parents
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other outside agencies
- A chronology which shows evidence of the *assess, plan, do, review* process
- Individual Plans (IPs) or Educational, health, care plans (EHCPs) which include termly reviews of targets.
- One-page profiles
- Parent and pupil voice collected during termly reviews
- Parental agreement signed annually by parents
- Log of initial SEND concerns including 'Concern referral for SEND monitoring' and 'Concern questionnaire for SEND monitoring' documents

Records of pupils with SEND need to be retained by the Academy until the pupil has reached the age of 25 years.

## 12. Monitoring and evaluation

The role of the Trust is to effectively monitor, support and challenge its academies. The Harmony Trust Differentiated Model outlines how the Trust fulfils its role. Trust Leaders at all levels (Executive Leaders, Principals, SEND Leaders) regularly monitor and evaluate the quality of provision we offer all pupils. All staff are involved in the review, development and evaluation of the SEND policy.

Its effectiveness is considered in light of the following performance indicators:

- Academy SEND Monitoring cycle which may include SEND inquiries
- IP/EHCP SMART target monitoring
- Regular updates of the academy SEND register
- Levels of differentiation by task and by outcome reflected in planning and evident in learning walks.
- Collation of children's and parents'/carers' comments following review meetings
- Termly book reviews
- Analysis of pupil progress data through pupil progress meetings
- Monitoring and evaluating interventions
- Termly meetings with teachers and a member the academies' SEND team.
- Staff training audits
- Collation of pupil, parent and staff views through forums.
- Moderation of learning for pupils accessing PIVATs Assessment Tool and the DfE Engagement Model

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Trust monitoring may also include peer inquiry supported and led by the Inclusion Service which will form a trust wide perspective of strengths and recommendations for improvement.

### **13. Involvement of external support services**

The Trust recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND. The Local Authority's offer webpage is a good source of support and information about services locally that can be very helpful to families and will signpost you to other useful agencies and services.

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

### **14. Criteria for exiting the SEND record**

Where a pupil has received appropriate provision and has made the expected or indeed accelerated progress, then during the review process with the pupil and parents, that pupil may be removed from the *SEND support* category. The pupil will continue to receive high quality universal support through quality first teaching and progress will continue to be monitored so that the child does not become at risk of falling behind.

### **15. Partnership with parents**

Partnership plays a key role in enabling pupils with SEND to achieve their potential. It is important that the views, thoughts and feelings of all stakeholders are taken into account. Parents are their child's first educator and should feel valued and listened to.

Each 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.
- Focusing on the child's strengths as well as areas of additional need, treating every child as an individual.
- Allowing parents and carers opportunities to discuss ways in which they and the Academy can help their child.
- Agreeing outcomes/targets for the child.
- Making parents and carers aware of the parent partnership services available from the Local authority.
  - Oldham Local offer: [https://www.oldham.gov.uk/info/200368/children\\_with\\_disabilities](https://www.oldham.gov.uk/info/200368/children_with_disabilities)
  - Derby Local offer: <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>
  - Tameside local offer: <https://www.tameside.gov.uk/localoffer>

### **16. Pupil participation**

Each academy actively seeks the opinions of pupils when determining their educational offer including the support available and adjustments that will be made. For those pupils who are identified as requiring SEND support, where appropriate, we: -

- listen to the thoughts feelings and opinions of pupils and enable all pupils to contribute even where communication may be a barrier.

- involve the pupil in decision making regarding the methods by which their individual needs will be met.
- invite the pupil to attend all or part of review meetings with a focus on celebrating achievement and success.
- involve the pupil in the implementation of their IP.
- aim to further develop the pupil's self-confidence and self-esteem.

## **17. Transition**

We believe in a smooth transition for all pupils, especially for those with SEND. When a pupil moves to a different class/school there are meetings between the teachers/SENCOs so that information can be handed over about pupils' needs. Regular visits should be planned, and a transition plan should be put into place to ensure that all stakeholders can ensure its success.

Where pupils are joining an academy within the Trust transition / induction plans should be made that include the parents, professionals and any previous setting. The academy will work in partnership to ensure that induction is at an appropriate pace and enables the child to achieve success.

The SENDCo may recommend that an Interim Reduced Timetable is put in place to support the induction of a child into the academy. Where this is the case the Principal and Head of Inclusion should agree and the IRT Policy should be followed. An IRT can only be put in place with parental consent and the aim should be to build the child to full time provision as soon as reasonably possible.

## **18. Supporting pupils at school with medical conditions**

We recognise that pupils within the Trust with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case the Trust will comply with its duties under the Equality Act 2010. Please also see *Supporting Pupils at School with Medical Conditions Policy*.

## **19. Training and resources**

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

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

All staff are encouraged to attend courses that help them to acquire the skills needed to support pupils with SEND. Please see the Academy's SEND Information Report for further information about staff training.

## **The Role of the Harmony Trust Development Team**

*(Taken from The Development Team Prospectus)*

The role of the Harmony Trust Development Team is to support the CEO and The Board of Trustees in their ambition for all our academies to be Great Places to Learn and Great Places to work. The progress towards this ambition is through the delivery of the aims set out in the Strategic Plan.

Great academies are where Leaders have the capacity to focus on enabling teachers to teach, children to learn and parents to support so that every member of the community is able to meet their potential. The Director of Education is responsible for the support and development offer to our academies and the co-ordination and quality assurance of the work of the development teams. By establishing our own Development Team in this way, we can ensure we are growing expertise within the organisation, and it enables trust leaders to respond swiftly to identified priorities.

**We aim to improve outcomes for all by:**

- *Developing and delivering quality Continuing Professional Development aligned to the aims of the strategic plan*
- *Facilitating collaboration between academies within the trust*
- *Coordinating and providing bespoke support and intervention based on the needs of individual academies*

The Development Team is committed to ensuring that these three aims are met in all areas relating to SEND. A full CPD offer is available to all staff to ensure that they have the skills and confidence to meet pupil need and ensure progress.

**20. Dealing with complaints**

In the first instance, parents should contact the Principal / SENCO to discuss any concerns that they may have. If parents feel that a complaint has not been resolved satisfactorily, they should follow the guidance in the Harmony Trust Complaints Policy which is available on the Trusts website. We aim to work in partnership and resolve any complaints.

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request. Parents can be signposted to SENDIASS (parent support agency) for support.

**21. 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.

**22. Data Protection Statement**

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

| Data Audit for This Policy |                                     |                                    |   |  |                                 |
|----------------------------|-------------------------------------|------------------------------------|---|--|---------------------------------|
| What?                      | Probable Content                    | Why?                               | Who?  | Where?                                     | When?                           |
| SEND policy                | Name, address, personal information | Required to be retained as part of | SENCOs, Principal / SLT, Trust central team, staff or | Kept on file at academy (and Trust central | Held on file for 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 |
|---|--|--|
|   |  | ✓  |

### 23. SEND Policy Monitoring arrangements

This policy and information report will be reviewed annually. It will also be updated if any changes to the information are made during the year. It will be approved by the Board of Trustees.



## APPENDICES

|    | <b>Documents</b>   |
|----|--|
| 1  | SEN information report                                       |
| 2  | Accessibility plan   |
| 3  | Flow Chart of SEND process                                   |
| 4  | Chronology log - SEND recording of reviews and paperwork.    |
| 5  | Concern monitoring referral form                             |
| 6  | Questionnaire for referral                                   |
| 7  | Parental Agreement   |
| 8  | Pupil voice pro-forma  |
| 9  | Parental voice pro-forma                                     |
| 10 | One Page profile   |
| 11 | Target sheet IP & EHC plan                                   |
| 12 | Provision maps   |
| 13 | PCR questions  |
| 14 | The Harmony trust guide to SEND – Including non- negotiables |
| 15 | SEND register  |