Educational Strategy Team

SEND Policy

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Why do we have this policy?

A coherent framework of educational policies, toolkits and resources that constitute a cognitive education model designed to maximise our success in transforming life chances for all.

Who does this policy apply to?

This policy applies to all individuals and entities who engage with or are impacted by the Thinking Schools Academy Trust operations. This includes, but is not limited to:

- Employees, contractors, and volunteers working for or on behalf of the organisation.
- Business partners, vendors, and suppliers interacting with the organisation.
- Any other stakeholders or parties whose actions may directly or indirectly influence or be influenced by this policy.

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School specific SEND Information

Name of School:	**Maritime Academy**
Designation:	**Mainstream Secondary school**
SENCO:	**Mrs M Hall**
Headteacher:	**Mr M Evans**
SEND Link Governor:	**Mr D Morrison**
Local Authority:	**Medway**
Resourced Provision Information:	**n/a**

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The Trust's Standard Policy

1. AIMS

Thinking Schools Academy Trust (TSAT) expects that every teacher is a teacher of SEND. Quality First Teaching is vital and always expected; however, some students need further, targeted additional support to help them achieve and progress. We strive to support all students to enable them to achieve; at school, in the community and in making successful transitions between schools and in preparation for adulthood. To do this, many steps are taken to support them through their learning journey.

We believe in providing every possible opportunity to develop the full potential of all students. Students have the right to a broad and balanced education, including extra-curricular activities where appropriate and full access to the National Curriculum. All students are valued, and their self-esteem promoted. We work in close partnership with parents/carers and all those agencies who play an active and valued role in the student's education.

2. OBJECTIVES

- To work within the guidance provided in the SEND Code of Practice (2014) and in line with the Graduated Response to SEND (SEND code of practice: 0 to 25 years - GOV.UK) To identify and monitor students' individual needs to ensure a robust transition at each stage of their education so that appropriate provision can be made to raise attainment;
- To maximise outcomes for students with SEND and their families;
- To plan and deliver an effective, scaffolded, differentiated and when required, adapted and personalised curriculum, to meet the needs of students with SEND, to help them overcome their barriers to learning.
- To promote independence through preparation for the next stage of their education and adulthood from the earliest opportunity.
- To actively seek the voice of the student and their parents/carers in the identification and co-production and review of any targets.
- To work in close partnership with parents/carers, with a more specific focus with those parents/carers who have their own additional needs.
- To ensure that through effective, focused training that all who are involved with students are aware of the procedures for identifying their needs, supporting and teaching them

- To provide regular training, support and advice to all staff working with students with special educational needs and/or disabilities
- To work in close partnership, where appropriate, with outside agencies to support students who have special educational needs.

3. LEGISLATION AND GUIDANCE

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice has due regard to legislation, including, but not limited to, the following:

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

4. DEFINITION OF SPECIAL NEEDS & DISABILITY

4.1 **Special Educational Needs**: A student or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

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

4.3 A child under compulsory school age has special educational needs if they fall within a definition above or would so do if special educational provision was not made for them (Clause 20 Students and Families Act 2014).

4.4 Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4.5 The Code of Practice does not assume that there are hard and fast categories of special educational needs but recognises that students' needs and requirements may fall within or across four broad areas (see below).

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

4.7 The school will make their best endeavours to make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5. AREAS OF NEED

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Speech, language and communication needs (SLCN), which could mean that the student has difficulties with speech production (e.g. stammering, stuttering and the ability to form sounds), the understanding of language (receptive), the expression of language (expressive) or combination of all three. Additionally, students with sensory impairment (i.e. Hearing Impairment) may also have related SLCN needs. This area includes it also includes difficulties with the social use of language. For example, students with neurodiversity often have needs that fall in this category.
Cognition and learning	Students with cognition and learning difficulties often learn at a different pace or in a different way than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties (SpLD), which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties (MLD)

	• Severe learning difficulties (SLD) • Profound and multiple learning difficulties (PMLD) which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health (SEMH)	Social, emotional and mental health may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit hyperactive disorder (ADHD) inclusive of both attention deficit and hyperactive-impulsive symptoms, or attachment disorder • Suffered adverse childhood experiences (ACEs) or trauma These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with sensory and/or physical needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) • A physical impairment These students may access their learning through specialist support and/or equipment including habilitation support. They may need ongoing additional support and equipment to access all the opportunities available to their peers.

There may also be situations where students have more than one diagnosis/need. Comorbid conditions are those that exist alongside the student's primary SEND diagnosis. It may be useful to look at the collective impact of these.

6. RESPONSIBILITIES AND ACCOUNTABILITIES

6.1 Academy Governing Board

The AGB of each school within TSAT are responsible for entrusting the Headteacher with the duty of ensuring that the school is as inclusive as possible and treats all students and staff in an equitable way. They monitor and review the SEND policy and all other statutory policies as defined by the DfE. They should set out their duties as set out in the following guidance: https://www.gov.uk/government/publications/sen-and-disability-duties-guidance-for-school-governing-boards/special-educational-needs-sen-and-disabilities-guidance-for-school-governing-boards

AGBs must have a lead member (SEND Link Governor), or a committee led by a lead member who has specific oversight of the school's arrangements on SEN and disability. There is a close connection between the duties relating to SEN and equality duties relating to disability.

The Academy Governing Board is responsible for making sure the following duties are carried out:

- **Ensure information is published on the school website about how the school is implementing this SEND policy, in a SEN Information Report**
- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Collaborate with and inform parents/carers when it is considered that special educational provision is required for their student
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum

- Have a clear approach to identifying and responding to SEND
- Ensure schools aspire to meet parents/carers at least 3 times in an academic year and provide an annual report for parents/carers on their child's progress.
- Record accurately and keep up to date the provision made for students with SEND
- Publish information about the arrangements for the admission of disabled students, the steps taken to prevent disabled students being treated less favourably than others, the facilities provided to assist access of disabled students, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- In our Secondary schools all students from Year 8 until Year 13 are provided with independent careers advice

6.2 The SEND link governor

- Champion the school's support for students with SEN and disabilities, including good practice in student engagement
- Ensure that the board has the information it needs for assurance about the school's practice
- Work closely with the head teacher or principal, senior leadership team and (in the case of mainstream schools) the SENCO
- Responsibilities under the Equality Act 2010 may benefit from the oversight of the same lead governor, trustee or sub-committee as the 2014 Act responsibilities or they may sit with other equalities responsibilities.
- Individual schools will ensure that their SEND link Governor is named in their school SEND Policy and on their school website.
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.3 The Role of the Trust (Via Regional Director/Deputy Regional Director)

- Headteachers in all schools are aware of the importance of identifying and providing for those students who have special educational needs.
- The Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties towards all students with special educational needs, providing strategic support to the Headteacher.
- A qualified teacher is designated as SENCO for every school in TSAT.
- Ensure that there is a named LAC Designated Teacher (who may or may not be the SENCO).
- Ensure Headteachers have an awareness of the Young Carers and Looked After Students who are also SEND.
- Information regarding the arrangements for the admission of disabled students is published, including the steps taken to prevent disabled students being treated less favourably that others, the facilities provided to assist access of disabled students, and their accessibility plans.
- Provide training and networking opportunities for SENCOs to liaise across the Trust

6.4 The Role of the Headteacher

- Ensure the necessary provision is made for any student in their school who has special educational needs.
- Ensure the SENCO is a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must hold a National Award in Special Educational Needs Coordination or a National Professional Qualification for SENCO (NPQ) within three years of appointment
- Work with the SENCO, SEND link governor and Regional Director to determine the strategic development of the SEND Policy and provision within the school
- **The SEND Policy and SEN Information Report is published on the school website.**
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Where the school been informed by the LA that a student has special educational needs, that systems are in place to ensure those needs are made known to all who are likely to teach them.
- Ensure arrangements are in place to support students with medical conditions or disabilities including Personal Emergency Evacuation Plans (PEEP)
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Be accountable for the wider inclusive culture of the school
- Report progress re SEND performance and the development of a culture conducive to supporting SEND to the to the AGB and the Trust via the Regional Director or their Deputy.
- Managing the effectiveness of the policy for the posts within their structures
- Establishing effective communication and collaboration within their school and region
- Working with their teams to establish local principles for effective delivery of the policy.
- Effective implementation, monitoring and evaluation of the impact of the policy within their school
- Ensuring all staff are clear on expectations of this policy and the school's principles.

6.5 The Role of the SENCO

The SENCO is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing day to day operation of the SEND policy including class and individual SEND records
- Consistently demonstrate standards expected of a SENCO as set out in the NPQ framework.
- Ensuring key information / documentation is passed across to the new setting in a timely manner.
- Be familiar with the role of the Local Offer
- Coordinating and monitoring the implementation and impact of the required provision for students with SEND
- Working alongside staff to assist them in identifying, assessing and planning for students' needs and ensuring that students make progress
- Liaising with designated teacher where a Looked after Child has SEND
- Advising on graduated approach to SEND Support
- Advising on use of delegated budget/ other resources
- Liaising with parents/carers of students with SEND following initial consultation with class teachers
- Links with other education settings and outside agencies
- Ensuring that SEND records are up to date contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Alongside the Exams Officer or other relevant staff ensure appropriate assessment and Exam Access Arrangements (EAA) are in place for those with additional needs.

6.6 The Role of the Teacher

Teachers are responsible and accountable for the progress and development of the students in their class, including students who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated/scaffolded for individual students, is the first step in responding to students who have, or may have SEND. Teachers will also;

- Have high aspirations for every student. With advice and support from the SENCO, clear

targets are set and reviewed regularly.

- Apply the first cycle of the graduated approach using their professional expertise to apply the Assess, Plan, Do, Review model within their classroom.
- Seek practical advice in a timely way about teaching strategies and information about the types of special educational need from the SENCO and engage in their own level of refection and research so that they are aware of their own impact.
- Keep the SENCO updated with changes in the provision or environmental needs of the student.
- Will involve parents/carers and students in planning and reviewing the progress of SEND students involving the SENCO as needed.
- Will ensure that the views and aspirations of parents/carers and students are sought and regular updates on progress provided.
- Will use school systems and process for raising concerns about students.

In order for staff to keep up to date with information, they have access to:

- The TSAT SEND Policy
- Guidance on identification of SEND in the Code of Practice
- Information on individual student's Special Educational Needs and/or Disabilities, for example student centred planning, student profiles/provision mapping, outside agency reports and targets set Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through the SEN Information Report on each school's website. A range of support, both general and targeted.

7. PARTNERSHIP WITH PARENTS AND CARERS AND THE VIEWS OF YOUNG PEOPLE

7.1 Partnership plays a key role in enabling students and young people with SEND to aspire and achieve. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs. All parents and carers of students with SEND are treated as partners and given support to play an active and valued role in their child's education.

7.2 Students and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. Student voice and views will be considered in making decisions that affect them, when possible.

7.3 Our schools' websites contain details of our SEND Policy, the SEN Information Report including the arrangements made for students in our school with special educational needs.

7.4 At all stages, schools will keep parents and carers fully informed and involved. It is essential that schools take account of the wishes, feelings and knowledge of parents and carers at all times. They will encourage parents and carers to make an active contribution to their child's education and have regular meetings to share the progress of special needs students with their parents and carers. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child with an ambition for this to be 3 times a year and be provided with an annual report on their child's progress.
- Asked to provide information about the impact of SEN support outside school and any changes in the child's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student

7.5 Schools will inform parents and carers of any planned outside intervention, seeking consent and share the decision-making process by providing clear information relating to their child's education.

7.6 Parents and carers will continue to be consulted and kept informed of the action taken to help their child and of the outcome of any action. Parents and carers will be invited to meet regularly with class teachers and SENCO and will have specific opportunities to discuss learning targets and progress regularly. The SENCO will support further assessment of the student where necessary, assisting in planning for their future needs in discussion with colleagues and parents and carers.

7.7 Parents or carers should inform the school if they have any concerns about their child's progress or development, initially through the class teacher or tutor.

8. SEND SUPPORT

8.1 If a student has been identified as having a special educational need, appropriate provision will be put into place. TSAT follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEND support.

8.2 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 student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

8.3 Assess

- This involves clearly analysing the student's needs using the class teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers.
- More detailed assessments may be administered, and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.
- SEND students will not necessarily sit standardised testing as outlined in the assessment timetable, if to do so will negatively impact up on their profile and self-esteem as a learner.

8.4 Plan

- Planning will involve consultation between the teacher, support staff (where appropriate), SENCO, parents/carers and, where appropriate, outside agencies, to plan the personalised learning, strategies and support required to stabilize and then enable so that the child can overcome their learning barriers.
- Clear, achievable targets will be set regarding the impact on progress, development and/or behaviour that is expected and a clear date for review.
- From cycle 2 of the Graduated Approach parental involvement will be sought to reinforce or contribute to progress at home.

8.5 Do

- Class teachers remain responsible for working with the student on a day-to-day basis.
- They will retain responsibility even where the personalised learning may involve group or one-to- one teaching away from the main class teacher.

- They will work closely with teaching assistants (TA) to plan and assess the impact of support and interventions and links with classroom teaching.
- The SENCO will provide strategic support during this stage.

8.6 Review

- Initial reviews of learning and of a student's progress will be made within the normal assessment cycles with an ambition to review students on the SEND register termly in addition to this.

  Where a SEND need has been identified and from cycle 2 of the graduated approach:

  the review will evaluate the impact of and plan or provision that is in place; it will also take account of the views of the student and parents/carers.
- The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again.
- Student progress will be monitored on a termly basis in line with the SEND Code of Practice.
- The success of SEND provision and personalised learning for students with SEND are recorded on their provision map or other appropriate format which is updated on a regular basis. This will identify whether provision is effective and indicate the next best steps.

8.7 Occasionally a student may need more expert support from an external agency. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a recommended programme of support is usually provided to the school and home.

8.8 If a student's needs are complex or severe, we may suggest that we make a request for a statutory assessment (RSA) from the local authority which may lead to an Education and Health Care Plan (EHC Plan).

- This document will describe a student's SEND and the provision recommended. EHC Plans can involve the Local Authority (LA) providing extra resources to help a student.
- These could include extra funding to support the student in school, specialised equipment or attendance at a specialist school.
- This additional provision is reviewed annually or sooner if required and for example could include parents/carers, class teacher, SENCO, the student and possibly other professionals. Clear evidence of need will be provided to make the case for additional support.

8.9 At all stages of the cycle, schools will ensure that the parents/carers are kept fully informed and are alerted when there is involvement which is additional to and different from the student's

peers. They will also be kept fully informed as and when their child has made sufficient progress to have additional support removed once the impact of it has been accessed and evaluated.

9. IDENTIFICATION OF SEND – QUALITY FIRST TEACHING

9.1 The school will assess each student's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the student's pre-school years or if the student already has an identified Special Educational Need or Disability, this information may be transferred from other partners in their Early Years Setting, or previous school setting and the class teacher and SENCOs will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the student within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the student's achievements and experiences to form the basis for planning the next steps of the student's learning.

10. ONGOING IDENTIFICATION OF SEND

10.1 All schools will have local mechanisms for the ongoing identification of SEND.

10.2 Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Schools must bear in mind that these conditions can be age-related and fluctuate over time.

10.3 As part of the Graduated Response, there is for example, a standardised approach across the trust schools for the recording of a concern and the potential identification of SEND, using standard checklists and indicators for the 4 broad areas of need. These are completed by class teacher as part of the referral process in the first instance and later with the SENCO and include parents/carers input and used to inform the Assess, Plan, Do, Review process.

10.4 Once a pupil has been identified as possibly having SEND there will be additional monitoring by staff in order to gauge their possible difficulties.

10.5 The student's class teacher will adapt the environment, pedagogy and curriculum to meet individual needs, working closely with the SENCO.

10.6 The SENCO will be consulted in order to ascertain if further support, advice, training, adaptation and resourcing may be needed.

10.7 Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

11. SUPPORTING PUPILS WITH MEDICAL NEEDS

11.1 At TSAT we recognise that students with medical conditions may need additional support so that they have full access to education, including school trips and PE where appropriate. Some students with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).

11.2 If a student has a medical need, where appropriate a detailed Health Care Plan is compiled with support from a qualified school nurse/ medical professional in consultation with parents/carers. These are discussed with all staff who are involved with the student. When a Health Care Plan is implemented the required staff training will also be implemented.

11.3 Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both student and staff member. In these cases, then a medical risk assessment is also completed.

11.4 If a student has a medical need or disability that affects mobility an agreed Personal Emergency Evacuation Plan (PEEP) will be in place.

12. ENGLISH AS A SECOND LANGUAGE

12.1 The identification and assessment of the Special Educational Needs of students whose first language is not English require particular care. Where there is uncertainty about a particular student, a teacher will look carefully at all aspects of the student's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from Special Educational Needs and Disabilities.

12.2 Parents and carers will be informed and students will start to be involved in decisions taken about their learning at this stage, if appropriate. If a student still doesn't make progress, advice will be sought from the appropriate support service, a plan will be drawn up to identify actions to be taken to meet needs, and the student will move to the 'SEND support' register. The plan will reflect the following information.

- The short-term targets set for the student.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the student in their learning.
- What the student can do to help move their learning on.
- How the student can be successful and their view on their targets.
- The review date.

12.3 Plans will be reviewed and updated regularly by teachers and teaching assistants three times a year in collaboration with parents.

12.4 If, despite further interventions and support from outside agencies, there are still significant concerns about the student's progress in learning, the student may be assessed for an Education Health Care Plan in accordance with Local Authority guidance. This assessment is likely to be triggered when three or four successive cycles of plan-do-assess-review interventions have not helped the student to move on in their learning.

12.5 The information gathering process will be coordinated by the SENCO, and class teachers will take responsibility for keeping records which will have been developed through a process of continuous assessment, both formative and summative, as outlined in the Code of Practice.

12.6 It is necessary for schools to refer to the Graduated Response Document from their local authority area, to ensure that they are aware of and accessing all the available support through external support and signpost parents/carers to this site so that they are fully informed and empowered in ensuring the best for their child.

13. REQUEST FOR EDUCATIONAL HEALTH CARE PLAN (EHCP)

13.1 The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25: the child's parent, a young person over the age of 16 but under the age of 25, and a person acting on behalf of a

school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible).

13.2 A request can be made by the school to the Local Authority if the child has demonstrated significant cause for concern and through consultation with the school Educational Psychologist and/or Inclusion Partner of equivalent, and where a student's needs cannot be met. The Local Authority will be given information about the student's progress over time and will also receive documentation in relation to the student's special educational needs and disabilities and any other action taken to deal with those needs, including any resources or special arrangements put in place.

13.3 Where the school makes the request, they will provide evidence which reflects the significance of our concerns. The evidence may include:

- Previous individual education plans and targets for the student.
- Records of regular reviews and their outcome.
- Records of the student's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Academic assessments and other assessments, for example from an advisory specialist support teacher or Educational Psychologist.
- View of parents and carers and views of the student.

13.4 The parents and carers of any child who is referred for an EHCP will be kept fully informed of the progress of the referral by the LA. Students with An EHCP will be reviewed annually. When this coincides with transfer to secondary placement or post -16 or further education, the SENCO from the secondary school will be invited to attend. This Phase Transfer review is usually held in Term 5 of Year 5. Where a student has Education Health Care Plan, this will be reviewed annually, as required by legislation.

14. THE USE OF OUTSIDE AGENCIES

14.1 These services may become involved if a student continues to make little or no progress or the school requires further support despite considerable input and adaptations. They will use the student's records to establish which strategies have already been employed and which targets have previously been set.

14.2 The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the student directly. The student's individual targets will set out strategies for supporting the student's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the intervention recorded in the plan continues to be the responsibility of the class teacher.

14.3 Outside agencies may become involved if the student:

- Continues to make little or no progress
- Continues working at National Curriculum levels substantially below that expected of students of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the student's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received more carefully monitored intervention the student makes less than expected progress

14.4 When assessment visits are arranged with outside professionals, parents/carers are informed beforehand wherever possible; and an appointment made for the professionals to meet with parents/carers before or after they work with a student.

14.5 An up-to-date list of agencies that have been liaised with is included in the SEND Information Report, on the school website.

15. COMPLAINTS PROCEDURE

15.1 Schools will endeavour to respond to the needs of all students and will consider how best to do this with the resources at their disposal. Whilst every attempt is made to work in collaboration with parents and carers to provide for the educational needs of all the students there may be occasions where the parent or carer feels that the school is not acting in the best interests of the student.

15.2 At this point parents/carers should bring their concerns in the first instance to the attention of the class teacher / tutor as outlined in the TSAT Complaints Policy. If they are not satisfied, then they may refer to the SENCO for further assistance. If in the unlikely event of the needs of the student not being met at this point, the parents/carers are encouraged to refer to the headteacher.

15.3 Where difficulties are unresolved the complainant should follow TSAT's Complaints Policy which is available on the Trust website: Thinking Schools Academy Trust- Complaints and Concerns

15.4 Parents/carers of students with special needs are always made aware of the following local authority area support groups should they need additional support or advice.

Local Authority	Weblink
Medway	Medway SENDIASS - Family Action

16. TRAINING AND CONTINUING PROFESSIONAL DEVELOPMENT

16.1 We aim to keep all school staff up to date with relevant training and developments in relation to the needs of students with SEND. Relevant SEND focused internal training via the Education Drive Team and external opportunities are made available to all teaching and support staff where appropriate. Schools will access external training as part of the staff's CPD and to ensure that students' needs are catered for by highly trained staff.

16.2 SENCOs must regularly attend relevant SEND courses, disseminating relevant information to staff and the Headteacher and have access to advice and supervision as required from the Education Strategy Team.

17. ADMISSIONS ARRANGEMENTS

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. Please see individual school's admissions arrangements on the school website and refer to the school's Accessibility Plan for further details regarding fairer access provision.

18. TRANSITION ARRANGEMENTS

Many strategies are in place to enable a student's smooth transition to and from a TSAT school and transition between year groups and key stages. These include:

- Discussions between the previous or receiving settings/teachers prior to the student joining/leaving
- All students attend a transition session where they spend some time in school and then with key staff in their new school i.e. new class teacher/Head of Year
- Additional visits are also arranged for students who need extra time in their new school/class. These may include home visits.
- Primary SENCOs will liaise with secondary schools, and secondary schools will liaise with post-16 providers to pass on information regarding students with SEND. They will also work with EYFS settings that feed into the school. Consideration will be given to enhanced transition by parents/carers and the SENCO for the entire student population
- In the case of casual admissions, the school will make their best efforts to work with previous school(s) and parents/carers to gain all pertinent information relating to any SEND needs

19. FUNDING

19.1 The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual student's needs.

19.2 Students who receive additional funding from the Local Authority are reviewed annually as stated in their Provision Agreement. The school then makes recommendations to the relevant Local Authority.

20. RESOURCED/ENHANCED PROVISIONS

For schools with local authority resourced provisions, local agreements are in place and these should be referred to for expectations and monitoring arrangements.

21. RELATED POLICIES

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

This policy should be read in conjunction with the following TSAT/School policies:

- Medical conditions
- Accessibility Plan/Policy