Trust Policy

Special Educational Needs and Disabilities (SEND)

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Policy/Procedure management log

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1. Vision and values

Nova Education Trust is committed to creating transformational schools that belong to their communities and where all students and staff achieve more than they thought possible. High quality teaching and learning is fundamental to providing a transformational education. Children and young people who have special educational needs and disabilities will achieve their ultimate potential through a fully inclusive education. Our schools will champion their rights, enable their high achievement, and support their holistic development as valued members of our communities.

We value the abilities and achievements of all of our students and are committed to providing the best possible environment for learning for each student. The aim for all of our students is inclusion, ensuring that they have access to a broad and balanced mainstream education within school and assimilation into the community outside of school. We recognise that high quality teaching along with appropriate support and intervention, as identified through this policy and school provision, will enable all students to have a positive experience and be most successful.

Embedded within our schools are our trust values: Work Hard, Be Kind.

2. Aims and objectives

All Nova Education Trust schools follow the trust SEND policy. This policy aims to ensure that students with SEN are fully included in the life and community in all of our schools and have equal opportunity to fulfil their potential. The policy, in its design and implementation, compliments the trusts ethos and values, and aims to identify and reduce barriers to learning.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND
- Set out how our schools will:
    - Support and make provision for students with special educational needs and disabilities
    - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
    - Help students with SEND fulfil their aspirations and achieve their best
    - Help students with SEND become confident individuals living fulfilling lives
    - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Set out how our schools will support student transition:
    - EYFS only: Help students with identified or possible SEND make a successful transition into education.
    - Primary only: Help students with identified or possible SEND make a successful transition into secondary settings.
    - Secondary schools only: Help students with SEND make a successful transition into post-16 and/or adulthood.
    - Post-16 and Further Education only: Help students with SEND make a successful transition into Higher Education, work and/or adulthood pathways.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

3. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for 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 coordinators (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 children with a disability or with special educational needs

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

4. Inclusion and equal opportunities

At Nova Education Trust we strive to create inclusive teaching environments that offers all students a broad, balanced and enriching curriculum, no matter their needs, abilities or differences. We are committed to offering all students the chance to thrive and fulfil their aspirations and potential.

We will achieve this by making reasonable adjustments and/or adaptations to teaching, curriculum, approach and the school environment, ensuring students with identified SEND are included in all aspects of school life and supported on their journey to adulthood.

5. Context

The 2015 SEND Code of practice identifies the need to explore targeted support if a student:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Within the 2015 SEND Code of Practice, the levels of support are now classed as SEN Support and 0-25 Education Health and Care Plans EHCP. Across the Trust we have adopted a Four tier Graduated Approach for the identification and, the targeted support of those with SEND. (See Appendix 2)

Under the Equality Act 2010 some students with SEN may also have a disability that requires additional or different educational provision to be made for them. This is defined as 'a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. Within this definition 'long term' is defined as 'a year or more' and 'substantial' as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy and cancer 'where a disabled child or young person requires special educational provision they will also be covered by the SEN definition'.

6. Definitions

6.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision and/or adjustments to be made for them.

They have a **learning difference, difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

6.2 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.

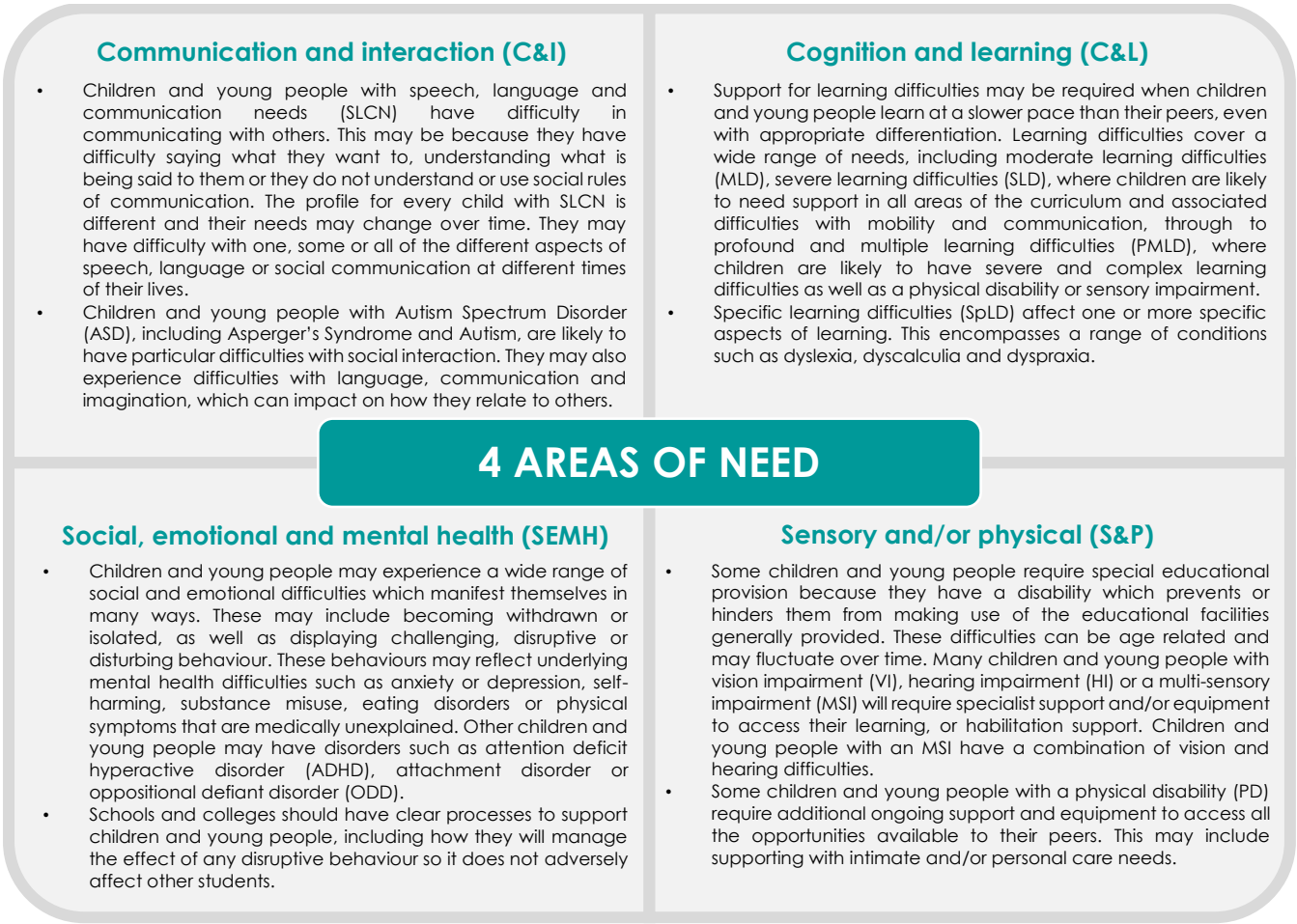
The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

6.3 Special educational provision

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

7. The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas, as identified in the SEND Code of Practice (2014). Students can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the appropriate time.



8. Roles and responsibilities

In order to have a truly inclusive school, SEND is recognised as everyone's responsibility. The universal offer must provide effectively for all students, meeting needs through an ongoing assessment of progress and of the everchanging need. Those who have SEND are watching and learning from us constantly. It is important that all staff 'demonstrate inclusivity in our own behavior, classroom management, words and all actions if we want them to go on to be able to thrive in and promote diverse communities' (Code of Practice 2015).

Names and roles for key post holders within each school can be found within the SEND Annual report available on individual school websites (see Section 9).

8.1 The Headteacher

The Headteacher will:

- Work with the SENCO, other senior leaders and the SEND link governor to determine the strategic development of the SEND policy and provision within the school
- 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
- 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

8.2 The SENCO

The SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students

- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the headteacher, 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 headteacher, 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
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher 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

8.3 The local governing body / Board of trustees

The local governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual.

The local governing board and board of trustees will:

- 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
- Inform parents when the school is making special educational provision for their child
- 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
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, 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
- Make sure that all students from year 8 until year 13 are provided with independent careers advice

8.4 The SEND link governor / Chair of Governors

The SEND governor will:

- 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

8.5 Teachers and teaching support staff

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted/differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Creating an SEND friendly environment, ensuring those with identified needs are able to function and access the space, and overall learning.
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the student and the school
    - Listen to the parents' concerns and agree their aspirations for the student

8.6 The parent / carer

Parent and carer partnership working is essential to ensuring the student is best understood and needs can be met most successfully both in and out of school.

Parents or carers of a student on the SEND register will be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child. This may be with the SENCO and/or class teacher and/or a member of the learning support team
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress
- The school will take into account the views of the parent or carer in any decisions made about the student.
- Expected to engage with external support when offered, as appropriate.

Parents or carers should inform the school if they have any concerns about their child's progress or development.

8.7 The student

Students will be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

8.8 The trust Lead SENCO

The role of the trust Lead SENCO is to provide expertise, support and guidance to local SENCOs and schools, and raise overall standards and progress in learning and attainment through coordinating the provision for children with Special Needs and Disability (SEND), monitoring standards and assessing progress across a group of schools.

The trust Lead SENCO will:

- Contribute and lead on the development of aspects of the trust strategy for SEND.
- Provide support to academies through the delivery of the SEND strategy.
- Support the development of policy, procedures and embed best practice at strategic and operational level for provision of students with SEND.
- Work with SENCOs, Headteachers and SLT on the strategic development of provision for students with SEND.
- Be involved in the appointment of SENCOs and provide training and coaching support for SENCOs with regard to:
    - Leadership strategies and effective systems and processes for the management of SEND
    - Monitoring, evaluating and supporting broad areas of need identification and recording
- Provide challenge to academies through regular audits of provision and follow-up support as appropriate.
- Ensure the Trust's SEND policy and related policies and procedures are followed and adhered to.
- Monitor the quality of the SEND provision and disseminate good practice as appropriate.
- Identify key professional development needs and ensure appropriate training is delivered to all relevant staff and monitored for effectiveness.
- Provide advice, guidance and practical strategies to teachers and SENCO's across Trust schools.
- Advise on the SEND arrangements across the Trust.
- Support the leadership of the Nova SENCO network and develop relationships with other SEND networks operating in the locality.
- Secure high-quality teaching and learning for students with SEND ensuring the effective implementation of Education Health Care Plans, Student Support Plans – Individual Education Plans, Individual Behavior Plans.
- Support each school to ensure a nurturing culture and bespoke provision for students with complex needs.
- Support SENCOs in the successful deployment of staff and resources across their school
- Provide advice and guidance to schools on making reasonable adjustments to meet the needs of students with SEND.

9. SEND information report

Each school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Each information report will identify arrangements for meeting the Equality Act 2010 and include the following information:

- Breadth of SEND provided for
- A summary including SENCO contact details, arrangements for consulting students with SEND and their parents/carers, for assessing and reviewing the student's progress towards outcomes, transition arrangements, approaches to teaching those with SEND, the expertise and training of staff to meet the needs of those with SEND including how specialist support will be secured.
- An evaluation of the effectiveness of provisions available
    - Identification of how those with SEND are engaged in activities across the school and how these are adapted to ensure inclusivity
    - Provision for improving emotional and social development, including pastoral support arrangements and prevention of bullying
    - How other support bodies including Health and Social Care, Local Authority Services, voluntary organisations are involved in meeting the students' needs with SEN and provides support for families
    - Arrangements for handling complaints from parents / carers of students with SEND
    - The Schools contribution to the Local Offer including information pointing to the Local Authorities Local Offer
    - A member of the Governing Body as a SEND link should be named
    - Effectiveness of the use of resources and expertise should form part of the whole school monitoring and review processes and link into whole school improvement and development planning
    - Progress of those with SEND should form part of the School review cycles with termly reviews of provisions for those on Waves 1-3 and an Annual Review for Wave 4

10. Parent / carer partnership and engagement

The Trust stands by the principles of coproduction. All Nova Schools will ensure that it is working in partnership with parents and carers, the Local Authority, education professionals, other education partners or relevant agencies whose support will be relevant in ensuring the ambitions of the students are fulfilled in relation to accessing education, key transition points, post-16, adulthood, independent living, participation in society and being as healthy as possible in adult life.

11. Our approach to SEND support

11.1 Identifying students with SEND and assessing need

Our aim is to identify children who have any difficulties as soon as possible, so that appropriate support can be given from an early age. The first step in identifying children who have special educational needs is through quality first teaching, using the graduated approach of assess, plan, do, review. SENCos are responsible for sharing this approach to all staff and creating a strategic system to allow a clear understanding of teacher responsibility prior to children being assessed and added to the school's SEND register.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is not matching age related expectation
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

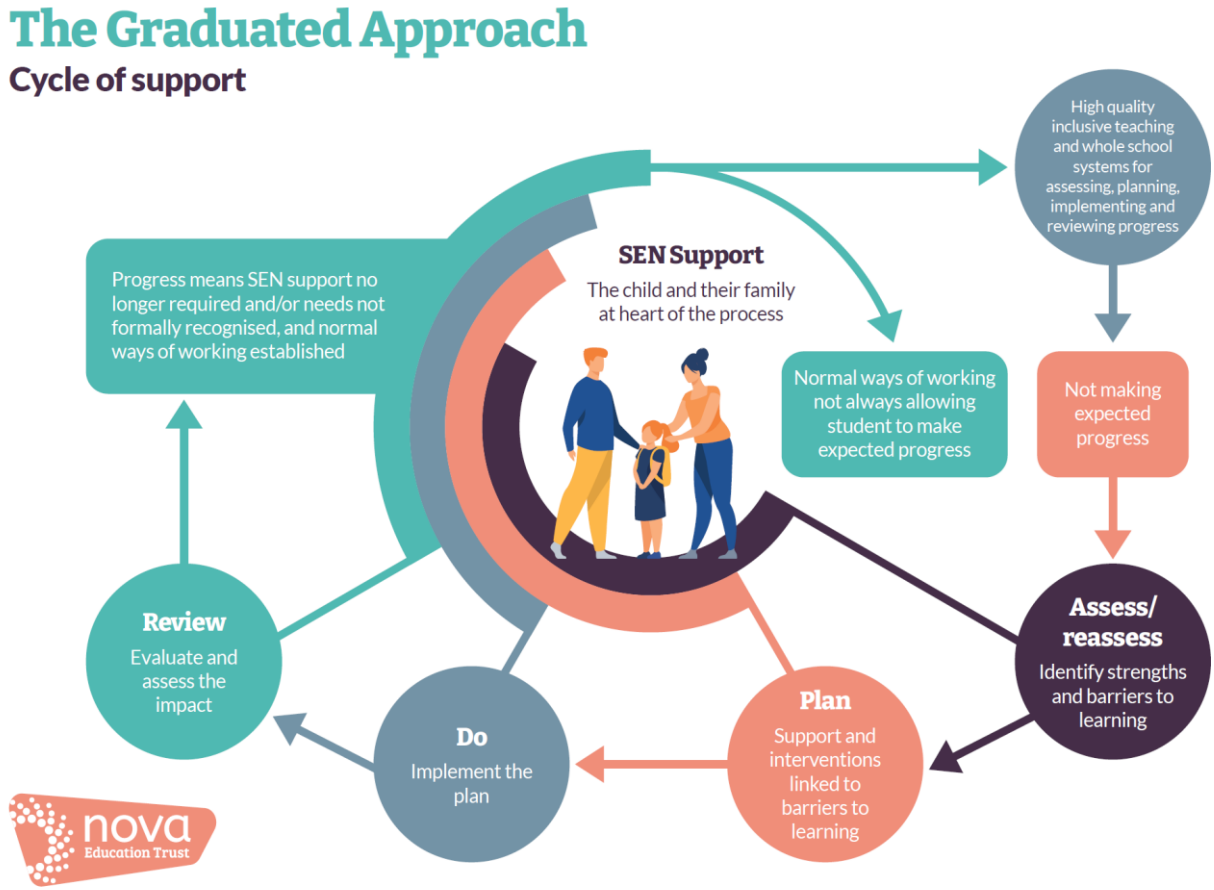
When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

11.2 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place.



This support will be delivered through successive rounds of a 4-part cycle, Assess-Plan, Do-Review, known as the graduated approach.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

11.3 Consulting and involving students and parents

The School will put the student and their parents at the heart of all decisions made about educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to Provision Map and shared with the parents if requested.

Where the graduated approach has been applied but expected progress is still not being achieved and/or a diagnosed need means that an EHC needs assessment is the appropriate next step, parents / carers will be consulted and consent requested.

11.4 Tiers of support

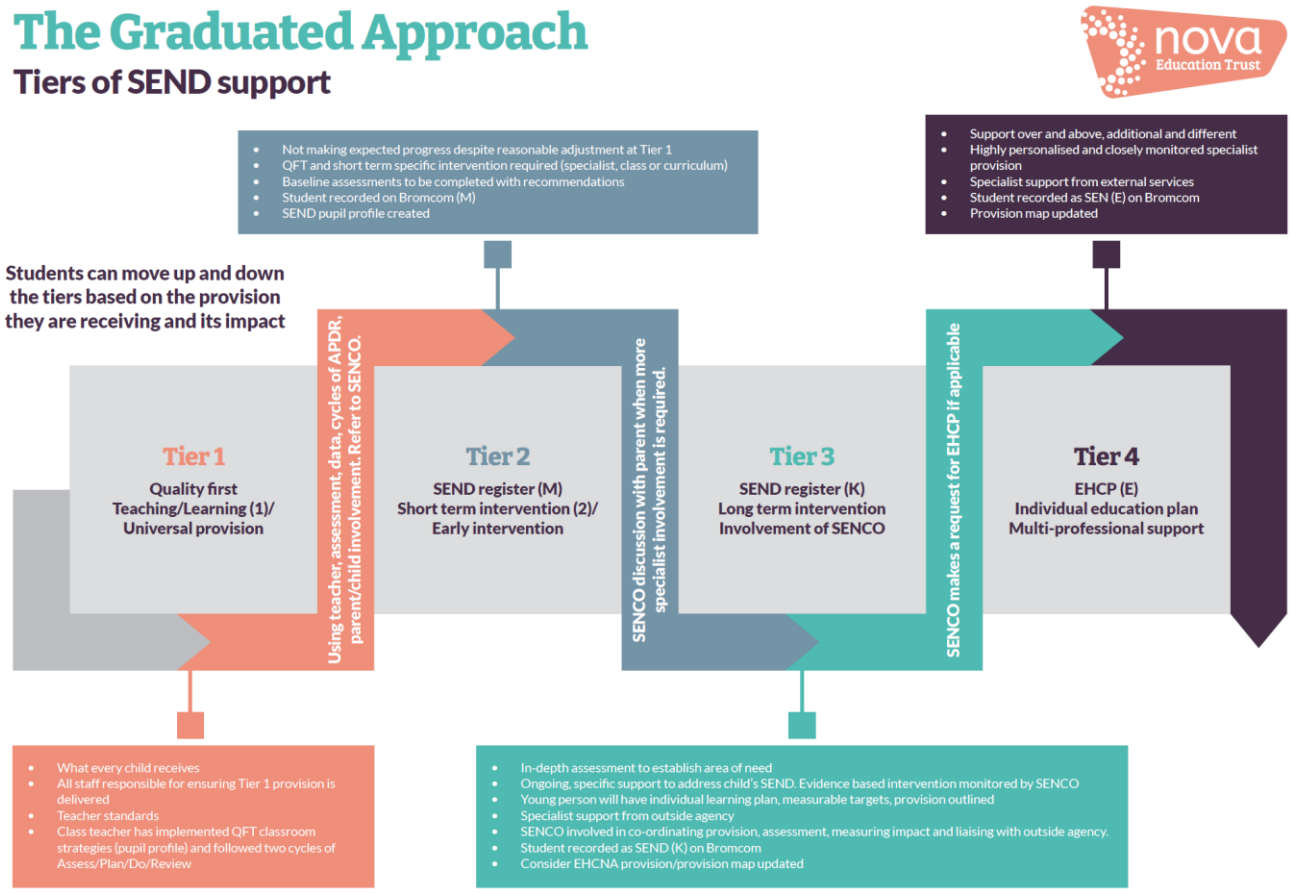
School-based SEN provision (K)

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these students is funded through the school's notional SEND budget. On the census these students will be marked with the code K.

Education, health and care (EHC) plan

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought. The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these students will be marked with the code E.

Below outlines our approach to tiers of SEND support.



11.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEN by:

At school level:

- Tracking students' progress, including by using Provision Maps MIS
- Carrying out the review stage of the graduated approach (see below)
- Using student questionnaires and regular student voice opportunities
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents

At trust level:

- Trust quality assurance and development visits
- Trust SENCO networks and sharing of best practice across our schools

12. Expertise and training of staff

Training will regularly be provided to teaching and support staff as part of the schools' annual continual professional learning (CPL) calendar.

The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional learning.

Where a student has a specific need that requires staff to bespoke training, this may be delivered in house by the SENCO or by an external professional, on an ad hoc basis.

13. Links with external agencies & the Local Offer

The school recognises that it will not always be able to meet all the needs of every student purely with the school-level provision. Whenever necessary the school will work with external support services such as:

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Relevant local authority SEND services

In addition, parents and professionals can find further information on additional services and support available by local authority on the Local Offer page. Links to each of the websites can be found below. Dependent on the area of need, current plan in place, and the provision requesting, the local authority may be according to the school's location/current provision package or on the child's home address:

- **Derbyshire:** www.localoffer.derbyshire.gov.uk/home.aspx
- **Lincolnshire:** www.lincolnshire.gov.uk/homepage/131/send-local-offer
- **Leicestershire:** www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability
- **Leicester City:** https://families.leicester.gov.uk/send-local-offer
- **Nottingham City:** www.nottinghamcity.gov.uk/information-for-residents/education-and-schools/special-educational-needs-service/
- **Nottinghamshire:** www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9
- **Rutland:** https://www.rutland.gov.uk/rutland-information-service/send-local-offer

14. Admissions and accessibility arrangements

The admissions arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND. Admission arrangements are also in accordance with the schools associated Local Authority protocols. Please refer to individual schools' Admissions Policy (2022) for further information.

14.1 Students with an identified need without an EHCP

Students identified as having a special educational need are required to inform the school in advance so the appropriate provision can be planned for with the necessary levels of support offered.

14.2 Students with an identified need and an EHCP

When a child with an Education, Health and Care Plan is looking to start a new school at a key transition point or mid-year, a local authority consultation will take place with the proposed new setting to ensure they can meet the need(s) and targets identified in the plan before enrolment.

Where an EHCP student is named at the provision a bespoke program of transition and intervention may be required initially to support the student's positive transition into the school.

14.3 Mid-year admissions

Mid-year admissions follow the arrangements listed above. Unless they are superseded by procedures in the local authority fair access panel (FAP).

14.4 Transition between and within schools

Individual plans will be drawn up for children requiring additional transition activities. These will be completed alongside feeder/receiver schools and parents.

Transition events and programs will avoid unfairly disadvantaging prospective students with a disability or special educational needs. School will adopt an aspirational child centred approach in relation to transition.

14.5 Accessibility arrangements

Please see schools individual Accessibility Plans for additional information. These can be found on the schools website.

15. Complaints and trust support

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO and/or Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve your concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our schools should be made to the Headteacher in the first instance. They will be handled in line with the trust's Complaints Policy available on the school website.

If the parent or carer is not satisfied with the school's response they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

Should a parent or carer wish to raise a concern to the trust regarding SEND without making a formal complaint and/or you would like further advise, parents may contact: SEND@novaeducationtrust.net

16. Monitoring and evaluation arrangements

We will evaluate the effectiveness of this policy and overall SEND provision across the trust and within our schools by evaluating:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

This policy will be reviewed by the trust Director of Inclusion **every 2 years**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

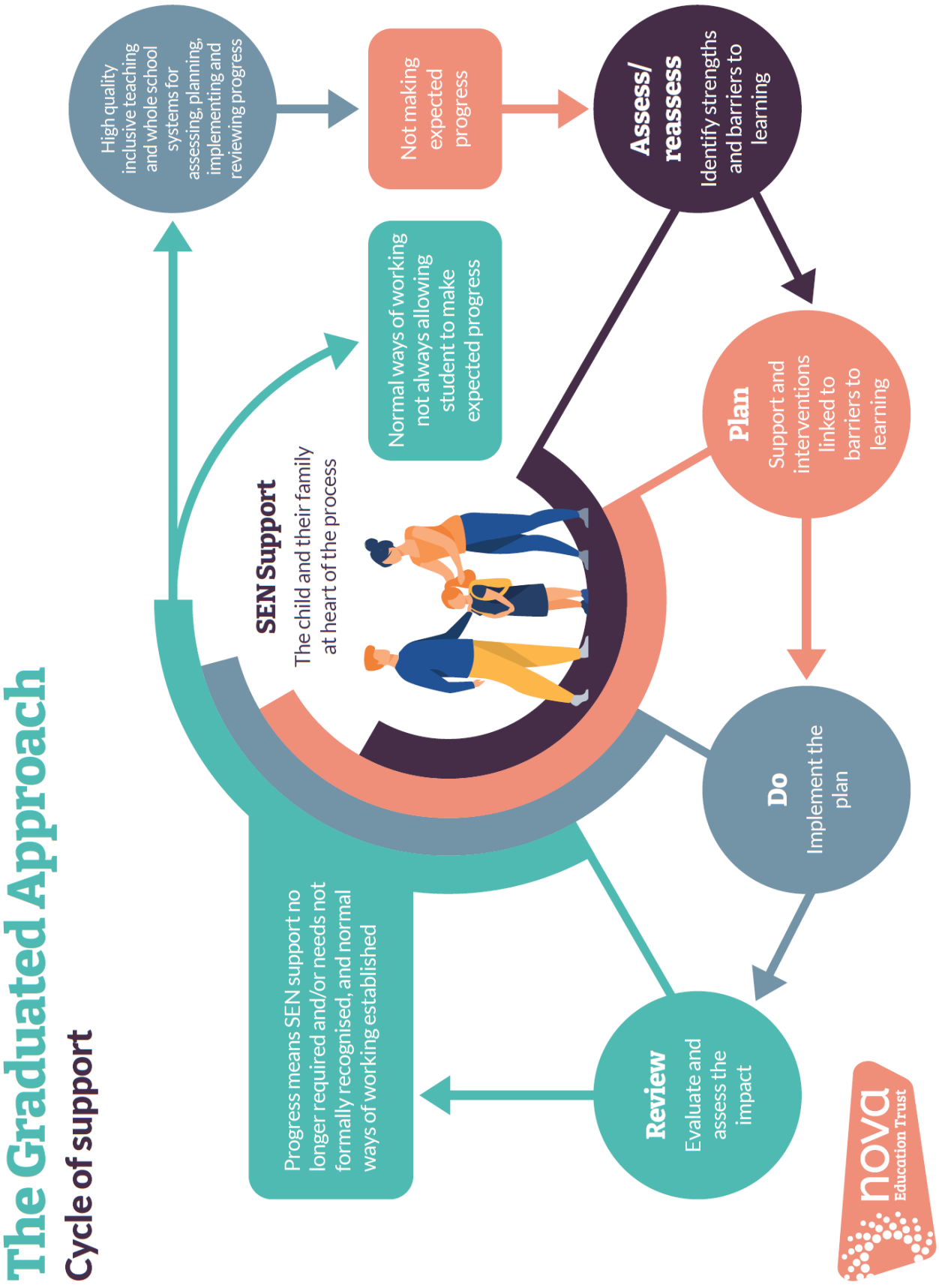
The policy will be approved by the Nova Education Trust Board of Directors and then locally by the Local Governing Body.

17. Links to other policies and documents

This policy links to the following documents:

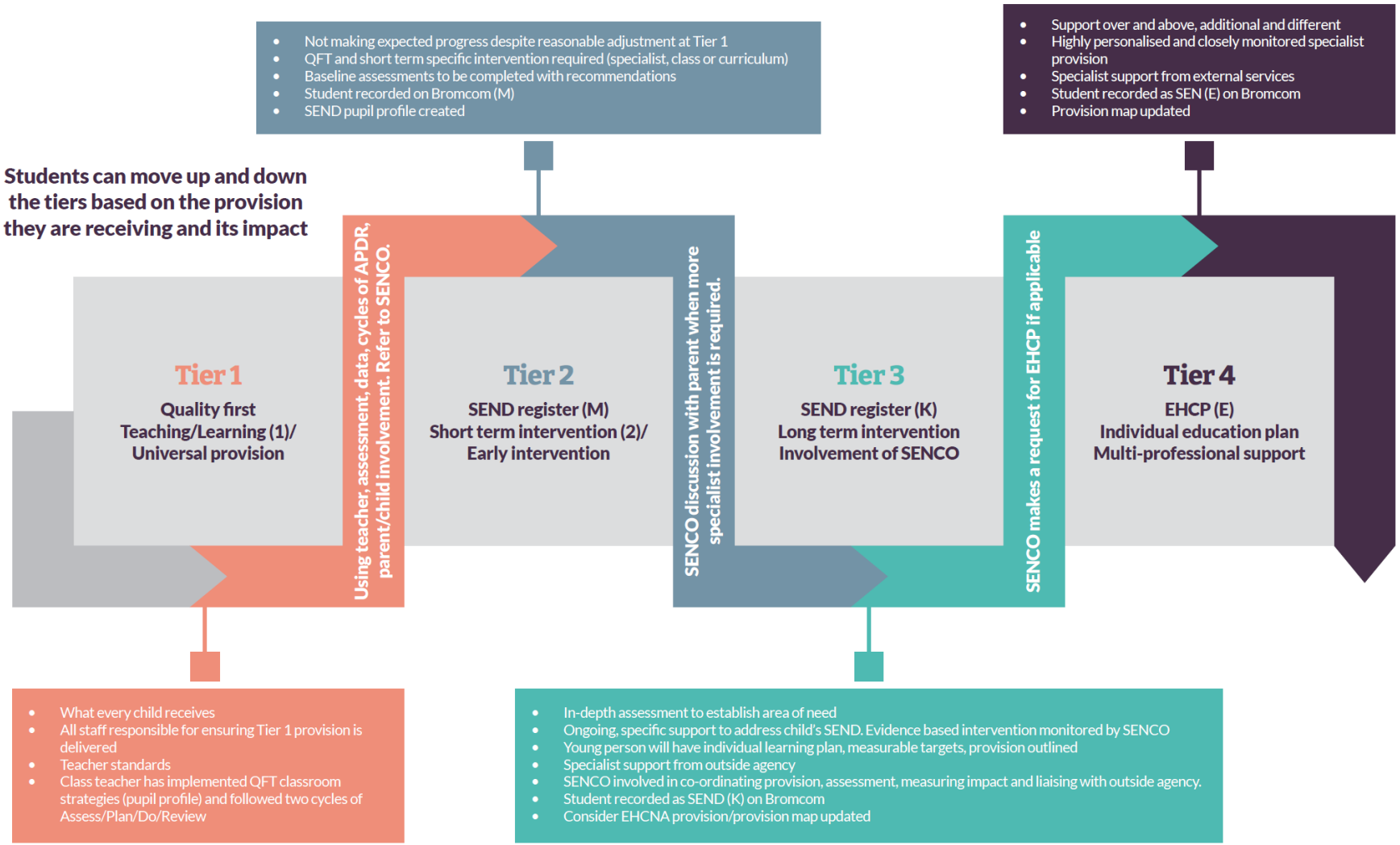
- Accessibility plan (2022)
- Acceptable Use Policy (2022)
- Anti-Bullying Policy (2022)
- Attendance policy (2022)
- Behaviour policy (2022)
- Complaints policy (2021)
- Educational Trips and Visits (2022)
- Equality information and objectives (2021)
- Intimate care policy (2022)
- Supporting students with medical conditions policy (2022)
- Safeguarding Policy (2022)
- SEN information report (individual school websites)

Appendix 1: Graduated Approach – Cycle of Support, Identifying Need



The Graduated Approach

Tiers of SEND support



The Graduated Approach

Assess Plan Do Review

ASSESS	**Identify** Class or subject teacher identifies pupil as needing SEN support. Class teacher(s) and SENCO should carry out clear analysis of pupil's needs. This should include progress, pupil views, parent views and attainment.	**Reassess** Review the initial assessment regularly to ensure support matches the pupil's needs, barriers to learning are identified and a clear picture of the interventions are put in place.	**Specialist input** In some cases, additional support may be needed from health and social care professionals. SENCO should seek support from specialists with parental consent.	**Parents** Parents should be made aware of their child being identified as possibly requiring SEND support.
PLAN	**Intervention** The teacher(s), SENCO, parents and pupil should agree after discussion of evidence-based interventions and support to be put in place, and the expected progress.	**Targets** All teachers and staff who work with pupils should be made aware of the child's SEN. Targets should be measureable and recorded and a clear **review date** should be chosen.	**SEN support** If it is agreed to give a pupil SEN support (K), the pupil's parents **must** be formally notified.	**Parents** Parents should be involved in decision-making. They should be fully aware of the planned support and interventions.
DO	**Implement** The teacher should work closely with any TA or specialist staff to plan and assess the impact of interventions and how they can be linked to classroom teaching.	**Daily support** The class/subject teacher should remain responsible for working with the pupil daily. The teacher retains responsibility for group or one-to-one interventions away from the main class.	**SENCO role** The SENCO should support the teacher in further assessment of the pupil's strengths, needs and advise on the effective implementation of such support.	**Parents** Parents should be advised and guidance offered how to reinforce the provision at home to support progress, where possible.
REVIEW	**Evaluate** The effectiveness of the support and its impact on the pupil's progress should be reviewed in line with the agreed review date.	**Restart cycle** The teacher and SENCO should revise the support based on pupil progress. They should decide on changes to secure good and expected progress and development.	**EHC plans** Where appropriate, referrals for an EHC assessment (EHCNA) should be made in order to support specialist provision which cannot be met with the graduated approach.	**Parents** Parents should have clear information about the impact of the support and interventions, enabling them to be involved in planning the next steps.