



## Trust Wide SEND Policy & Information Report

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Gail Khan	Trust Board	7 Feb 2022	1.3	February 2023
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For the purpose of this policy the following representatives need to sign off this document:	
Role/Department & Responsibilities	Name
Trust Chair	Phil Shire

Website:	
Yes/No	YES (Trust and School)

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## Diversity Policy Statement

The Trust willingly accepts not only its legal responsibilities and those detailed in the Equality Act 2010 but also wishes to embrace best practice in all areas of its work to secure equality of both treatment and outcome for all.

The Trust is therefore committed to ensuring that no-one is treated in any way less favourably on the grounds of personal differences such as race; national, ethnic or social origin; gender (including reassigned gender); sexual orientation; religious belief; age; disability; marital status; caring responsibilities or political or other personal beliefs.

We will implement all necessary action and training to ensure that the commitment of the Trust with regards to equality of treatment and outcome are fulfilled and will regularly monitor and review progress made in this respect.

This statement should therefore be applied in accordance with this policy.

## 1. Aims

### 1.1. Impact Academies:

- are communities where hearts and minds connect. Each Academy is built around a clear set of values which are focused on transforming the lives of our students
- transform learning through high quality teaching, coaching and using what works best from research. All our academies are on a journey of continuous improvement, whilst ensuring student and staff wellbeing is at the heart of our work
- have high expectations of all students. Ambitious academic and personal development targets are set to ensure each student makes outstanding progress.
- reinforce positive attitudes to learning; reasoning, resilience, responsibility, reflection and respect are key learning characteristics cultivated in our academies
- provide clarity of vision enabling us to develop shared goals with leaders feeling empowered to share their skills and knowledge for the benefit of the wider trust. Our leaders inspire, motivate and lead with emotional intelligence
- place the development of effective relationships at the heart of their work. How we connect with each other, the community, culture, our learning and the wider world is the foundation of everything we do. Our relationships are built on mutual respect, professional trust and challenge
- invest in the personal development of students and professional development of staff. Impact
- provide all students with opportunities to make a contribution to their communities and beyond.

At Berry Brow Infant and Nursery Academy, we are committed to providing an inclusive, caring education that serves the needs of our community. We care about the children in our charge and want them to become exemplary role models who can make a positive contribution to society and make their families proud.

Staff are committed to Quality First Teaching, taking into account the needs of every individual child. At Berry Brow Infant and Nursery Academy, we strive to give all children an education which helps them to make progress consonant with their potential. We believe that by allowing children to have a wealth of wider experiences outside of the classroom that this will then, in turn, support them with their academic achievements.

Where we feel like we need further support/guidance, Berry Brow Infant and Nursery Academy work closely with a number of outside agencies to help us provide extra support for each and every child.

### 1.2. This policy will:

- Demonstrate how we live out the values and principles set out above through our care and attention to those pupils/students who have additional learning needs
- Set out how our academies will support and make provision for all pupils/students with special educational needs (SEND) by
  - listening to children as individuals and ensure that we are meeting all their needs

- working with parents as partners to ensure that the views of the child and the family are an integral part of any SEND decision making process
- ensuring the early identification of learning difficulties
- providing the appropriate resources and support to enable all children to access education
- making all reasonable adjustments to help a child overcome any barriers to learning, enabling them to close any academic gap with their peers
- monitoring the outcomes and progress for all children
- ensuring that all children can participate fully in all aspects of academy life, including off-site visits and residential trips
- regularly reviewing all accessibility arrangements
- ensuring that all children develop life skills, confidence and social skills to enable them to become successful and independent adults
- Explain the roles and responsibilities of everyone involved in providing for pupils/students with SEND.

**1.3.** This policy satisfies the requirement for the Trust to comply with relevant legislation and statutory guidance and is based on the following advice from the Department for Education (DfE):

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils/students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.
- The Equality Act 2010
- The Public Sector Equality Duty
- The Governance Handbook
- The School Admissions Code

This policy complies with our Funding Agreement and Articles of Association.

#### **1.4. Definitions**

- A pupil/student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:
  - A significantly greater difficulty in learning than the majority of the 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/academies.
- 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/academies.

## **2. Roles and responsibilities**

### **2.1. The SENDCO**

The SENDCO is Ms Rachel Hancox.

The role of the SENDCO is to:

- Work with the Headteacher/Principal, SLT and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils/students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils/students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise and support on applications for additional funding to support the delivery of targeted provision
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils'/students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils/students with SEND up to date
- Ensure the academy archives and retains records for the requisite period of time.

### **2.2. The SEND governor**

The role of the SEND governor is to:

- Help raise awareness of SEND issues at governor meetings
- Advocate on behalf of the cohorts of pupils/students within the academy who have additional needs and experience any barriers to achieving their potential
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the governing board on this
- Work with the Headteacher/Principal, SLT and SENDCO to determine the strategic development of the SEND policy and provision in the academy.

### **2.3. The Headteacher**

The role of the Headteacher is to:

- Work with the SENDCO, SLT and SEND governor to determine the strategic development of the SEND policy and provision within the academy
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Ensure that the designated person for CLA is included in the decision regarding SEND provision for all CLA

### **2.4. Class teachers**

The role of every class teacher is to:

- Manage the effective progress and development of every pupil/student in their class
- Work 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
- Work with the SENDCO to review each pupil's/student's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy.

### **2.5. Teaching Assistants/Learning Mentors/Learning Support Assistants**

The role of specialist support staff is to:

- Support the effective progress and development of every pupil/student to whom they are allocated
- Work closely with teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENDCO to review each pupil's/student's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy.

### **2.6. Parents**

The role of parents is to:

- Engage with the academy to effectively plan provision to meet the needs of their children
- Support academy staff in their efforts to deliver maximum positive outcomes for their children
- Share with academies appropriate information that will help the academy to best support and meet the needs of their children

### **2.7. Local Authorities**

The role of local authorities is to:

- Exercise their legal duties to identify and assess the special educational needs of children and young people for whom they are responsible
- Facilitate the development of these children and young people and to help them achieve the best possible educational and other outcomes
- Carry out Education, Health and Care Needs Assessments. These assessments may lead to an Education, Health and Care Plan (EHC plan) being produced. An EHC plan sets out the additional support the child or young person needs and the school/academy or other institution they will go to
- Once special educational provision has been specified in an EHC plan, the LA has a legal duty to provide it
- Publish a Local Offer containing information about all the services and support it expects to be available for children and young people with SEND and/or disabilities for whom they are responsible
- Consult children, parents and young people in developing the Local Offer and in periodically reviewing it.

### **3. SEND Information Report**

#### **3.1. The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example speech and language difficulties and autism
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment, trauma, bereavement, social skills
- Sensory and/or physical needs, for example, visual impairments
- Moderate learning difficulties

#### **3.2. Identifying pupils with SEND and assessing their needs**

At Berry Brow Infant and Nursery Academy, staff are constantly monitoring the children in their care to decide if they need support above and beyond quality first teaching. When a teacher has a concern about a child's needs, they will approach the SENDCO, Ms Hancox. Ms Hancox will then carry out an observation of the child before deciding on the next steps.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers



- Widens the attainment gap

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil 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.

### **3.3. Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- We take into account the views of the pupil
- 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 the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support and parents will sign to confirm that they are happy that their child will be added to the school's SEN register and receive additional support.

### **3.4. Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Each child will receive an appropriate plan (IEP or MSP unless they have an EHC Plan) which will be reviewed at a minimum of once per term and shared with parents.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **3.5. Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At Berry Brow Infant and Nursery Academy, we work closely with new schools that any of our pupils may be moving to, be that end of Year 2 or in-year transfers. We ensure that extra transition days are in place, where needed, to support each individual child with what can sometimes be a challenging experience.

New schools are invited to EHCP annual reviews for us to share information and to make the transition as seamless as possible.

### **3.6. Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Phonics
- Gross and fine motor skills work
- Wellcomm language intervention
- Speech & Language Therapy
- Occupational Health targets

### **3.7. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Supporting the children through wider opportunities.

### **3.8. Additional support for learning**

We have a number of teaching assistants/other members of staff who are trained to deliver interventions such as: Speech & Language Therapy recommended interventions, phonics and Occupational Health recommended interventions.

Teaching assistants will support pupils on a 1:1 basis if stipulated in an EHC Plan.

Teaching assistants will support pupils in small groups for interventions and pre-teaching before lessons.

We work with the following agencies to provide support for pupils with SEND:

- SEMH outreach
- Cognition & Learning Outreach
- Complex Communication & Interaction Outreach
- Occupational Therapists
- Speech & Language Therapists
- MHST (Mental Health Support Team)
- Educational Psychologists
- CAMHS
- Locala

### **3.9. Expertise and training of staff**

Ms Hancox has been SENDCO at Berry Brow Infant and Nursery Academy since September 2012 with a Postgraduate Certificate in Special Educational Needs from Edge Hill University.

We have a team of teaching assistants who are trained to deliver SEND provision through quality first teaching.

### **3.10. Securing equipment and facilities**

At Berry Brow Infant and Nursery Academy, we work closely with health care and other outside agencies to ensure that our children are provided with appropriate equipment and resources to suit their SEND needs.

### **3.11. Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals once per term at a minimum

- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps
- Holding annual reviews for pupils with EHC plans
- A yearly SEND review from an outside agency

### **3.12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

At Berry Brow Infant and Nursery Academy, we attend events each year specifically aimed at children with SEND.

All pupils are encouraged to take part in sports day/drama productions/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Appropriate arrangements are made for any child with a disability, in line with our Accessibility Policy.

All of our site is accessible to wheelchair users, with the site hosting ramps and all being on one level. The school has wide corridors and a disabled toilet accessible for pupils.

At Berry Brow Infant and Nursery Academy, we have zero tolerance for any form of discrimination and continually teach the children about respect through our core value, assemblies and PSHE lessons.

Our school Accessibility Policy can be found on our website.

### **3.13. Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of social skills group to promote teamwork/building friendships etc.

We have a trained ELSA (Emotional Literacy Support Assistant) who can support our pupils with their emotional and social development on a referral basis. Referrals can be made from class teachers or parents.

We have a zero-tolerance approach to bullying.

### **3.14. Working with other agencies**

At Berry Brow Infant and Nursery Academy, we work closely with other agencies to help us support our pupils and their families:

We work closely with health (Locala) and support school nurse visits to help our pupils.

We are a Mental Health Support Team (MHST) school and have received whole staff training from this offer to support the mental health of our pupils.

We use the services of specialist outreach teachers from Kirklees in the four areas of SEN: Cognition & Learning, Communication & Interaction, SEMH and Physical & Sensory to give staff the training and resources needed to support a range of SEN needs.

We work closely with our Early Help Consultant to complete Early Help Assessments for families who feel that they need extra support at home.

### **3.15. Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCO (Ms Hancox) or the headteacher (Miss Horsbrough) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **3.16. Contact details of support services for parents of pupils with SEND**

In Kirklees, parents can access support through:

<https://www.kias.org.uk/>

### **3.17. Contact details for raising concerns**

Rachel Hancox (SENDCO) – rhancox@berrybrow.co.uk or 01484 663965

Sarah Horsbrough (Headteacher) – 01484 663965

### **3.18. The local authority local offer**

Our contribution to the local offer can be found on our website.

Our local authority's local offer is published here:

[Local Offer Home](#) | [Kirklees SEND Local Offer](#)

## **4. Admission arrangements for pupils with SEND**

Pupils with SEND will have a robust transition programme tailored to their individual needs. Those with EHC plans will follow the legal process guided by SENDACT. Visits to site are welcomed and any accessibility arrangements can be made. The SENDCO is happy to be part of any change of provision arrangements and will follow the consultation process outlined by the local authority.

The SENDCO will work with parents and families to ensure a supportive and successful admission to Berry Brow Infant and Nursery Academy is had.

Students will engage in assessment at the start of their placement at Berry Brow Infant and Nursery Academy to ensure the right support is given from the very beginning.

## **5. Monitoring Arrangements**

This policy and information report will be reviewed by Trust Improvement & Compliance Co-ordinator **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the trust board and recommended by the academy governing body.

## **6. Links with other policies and documents**

This policy links to our policies on

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions
- Safeguarding & Child Protection Policy

<b>Sign off</b>	
Adopted by IMPACT Trust Board on:	May 2024
Chair of IMPACT Trust Board:	Phil Shire
Next Review Date:	May 2025