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| **Last reviewed:** |   |
| **Next review due by:** |   |



**SEND Policy**

**Enquire Learning Trust**

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**Introduction**

The Enquire Learning Trust is a single legal entity, therefore references to “the Trust” in this policy should be considered as inclusive of its Academies.

The Trust have a responsibility to ensure our academies are welcoming, inclusive and supportive to those pupils with Special Educational Needs and Disabilities (SEND) who currently attend our academies and those that may attend in the future. This Policy is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice, 2015 alongside the following legislation:

• Equality Act 2010: advice for schools DfE Feb 2013

• Part 3 of the Children and Families Act 2014 which sets out schools’ responsibilities for pupils with SEND

• The Special Educational Needs and Disabilities Regulations 2014, which set out schools’ responsibilities for education health and care (EHC) plans, SEND coordinators (SENDCOs) and SEN Information report

**Policy Statement**

Enquire Learning Trust recognises the achievements and abilities of all of our pupils. We value the contributions that every child can make to the educational and cultural life of our academies. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. All staff will actively seek to raise achievement, remove barriers to learning and increase physical and curricular access for all. All pupils with SEND are valued, respected and equal members of our community.

This policy works in conjunction with other relevant policies all of which safeguard the interests and welfare of pupils. Policies are reviewed annually or updated if national guidance requires it during the course of the year. Relevant policies can be found on each Academy’s website. These include:

* Enquire Learning Trust Academy improvement policy
* Accessibility Plan
* Anti-bullying Policy
* Safeguarding Policy
* Behaviour and Exclusions Policy
* Managing Medicines Policy
* SEND Information Report (Local Offer)

**Principles**

We value all the pupils in our Trust equally and recognise the entitlement of each pupil to receive the best possible education. The principles of this Policy involve:

* A clear focus on raising the aspirations and expectations of pupils
* Promoting equality of opportunity
* Identifying pupils SEND early and making timely provision
* Providing access to high quality teaching to improve outcomes for pupils with SEND
* Working in partnership with pupils, parents/carers and external agencies

**Policy Aims**

* Ensure that all academies work with regard to the SEND code of Practice (2015), by implementing the graduated approach using the Assess, Plan, Do, Review cycle.
* Increase the depth of knowledge and expertise of all staff in meeting the needs of pupils with SEND across the Trust.
* Work collaboratively with pupil, parents/carers and external partners to meet the needs of pupils with SEND across the Trust.
* Build capacity within the Trust in order to meet the needs of pupils with SEND, in the current context of diminishing access to external services including local authorities and health.

**Definition of Special Educational Needs and Disabilities**

Definition of Special Educational Needs

A child of compulsory school age or a young person has a learning difficulty or disability if he or she;

Has a significantly greater difficulty in learning then the majority of others of the same age or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she has a learning difficulty all disability and will require special educational provision upon entering school.

Definition of Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is;

“a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.”

Children and young people with such conditions do not necessarily have SEN but a disabled child or young person may be deemed to have SEN if they require special educational provision.

Childrens’ needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. The following four broad areas give an overview of the range of needs that Trust schools plan for:

• Communication and interaction difficulties

• Cognition and learning challenges

• Social, emotional and mental health difficulties

• Sensory and/or physical impairment.

**Communication and Interaction Difficulties**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with an Autistic Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and Learning Difficulties**

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health Difficulties**

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Sometimes these difficulties are a direct result of loss or bereavement and can be long-lasting. Often high levels of anxiety are associated with children on the Autism Spectrum Continuum. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

**Sensory and/or Physical Difficulties**

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access school life. Sensory needs relating to the environment are often associated with the Autism Spectrum Continuum. Some pupils with a physical disability (PD) require additional and ongoing support and equipment to access all the opportunities available to their peers

**Roles and Responsibilities**

**The Trust Board**

**Board of Trustees**

•The Board of Trustees is responsible for ensuring SEND policies and procedures are in place and adhered to across the Trust.

• It ensures that the Trust creates a culture of inclusion, valuing the contributions that every child can make to the educational and cultural life of our academies. It ensures that Academies offer an inclusive curriculum to ensure the best possible progress for all pupils whatever their needs or abilities.

• The Board of Trustees, through the Scheme of Delegation, delegates the day to day management and implementation of SEND to the Academy Education Committee and Principals of each Academy within the Trust.

The Trust Board maintains a clear oversight of SEND provision across all schools through the Trust Improvement Board. The Trust Board has an identified SEND Trustee with responsibility for:

• Raising awareness of SEN and disability provision issues at Trust Board meetings

• Monitoring the quality and effectiveness of SEN and disability provision within individual schools and across the Trust and updating Trustees on this.

• Working alongside the Executive team, Headteachers and SENDCOs to determine the strategic development of the Trust’s SEND policy and provision.

**Chief Executive Officer (CEO)**

• The CEO will ensure that procedures are in place to monitor that SEND policies and procedures are in place and adhered to across the Trust.

**Director and Officer**

**The Academy Improvement Committee (AIC)**

In line with Trust Scheme of Delegation, the AEC ensures that the Academy:

• Ensures the Academy fosters a culture where the inclusion of all pupils is paramount, and staff feel confident to challenge over any concerns.

• They have regard to the requirements of the Code of Practice for Special Educational Needs (2014)

• They are fully informed about SEND issues, so that they can play a major part in academy self-review.

• Develops a training strategy that ensures all staff receive information about the Academy’s SEND arrangements on induction, which is regularly updated.

• Monitors performance of SEND pupils on a regular basis.

**The Principal**

The principal of each Trust academy is responsible for the day to day management of all aspects of the academies work including provision for pupils with SEND. The principal is responsible for informing the Trust of all developments with regard to SEND.

• Creates a culture where the inclusion of all pupils is paramount, and staff feel confident to challenge over any concerns.

• Ensures that the SEND Policy is implemented and followed by all staff

• Allocates sufficient time, training, support and resources, including cover arrangements, when necessary, to enable the SENDCo to carry out their role effectively.

• Works closely with the SENDCo and ensures job descriptions reflect the role.

• Ensures induction and training of all staff.

• Works closely with the Central Trust team and CEO as required.

• Monitors and reports to the AIC about the implementation of the SEND policy and related procedures and outcomes.

• The Principal may delegate this role to a designated member of SLT.

**The SEND Coordinator**

•Work with the Principal and Trust colleagues to determine the strategic development of SEND policy and provision.

• Engage and collaborate with other Trust SENDCO’s to develop and share effective SEND practice through the Trust’s SENDCO Forum.

• Have day-to-day responsibility for the operation of the Trust’s SEND Policy and the coordination of specific provision made to support individual pupils 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 with SEND receive appropriate support and high quality teaching.

• Advise on the graduated approach to providing high quality SEN support • Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.

• Be the point of contact for external agencies, especially the local authority and its support services.

• Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

• Work with the headteacher and Trust Inclusion Lead to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

• Ensure the school keeps the records of all pupils with SEND up to date.

• The SENDCo will take lead responsibility for SEND arrangements. This is explicit in the role holder’s job description.

• This person will have the appropriate status and authority within the Academy to carry out the duties of the post.

• The SENDCo will be given the time, funding, training, resources and support to provide advice and support to other staff on SEND arrangements, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. The SENDCo’s responsibilities include:

• Overseeing the day to day operation of the school's SEND policy

• Co-ordinating the provision for young people with special educational needs

• Ensuring that an agreed, consistent approach is adopted

• Liaising with and advising other school staff

• Helping staff to identify young people with special educational needs

• Carrying out assessments and observations of young people with specific learning problems

• Supporting class teachers in devising strategies, drawing up My Support Plans, setting targets appropriate to the needs of the child, and advising on appropriate resources and materials for use with children with special educational needs and on the effective use of materials and personnel in the classroom

• Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process

• Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents

• Maintaining the academy's SEND register and records

• Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information

• Contributing to the in-service training of staff 8

• Liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one to the other.

**Teachers**

Each class teacher is responsible for: • Ensuring provision starts with high quality teaching and in class differentiation • Being aware of the school’s procedures for the identification and assessment of, and subsequent provision for, pupils with SEND • Working with the SENDCO to decide the action required to assist the pupil to make at least expected progress • Implementing recommendations made by external support services / professional • Working with the SENDCO to collect all available information on the pupil as part of the graduated approach • Facilitating effective and informed classroom partnerships with teaching assistants • Developing and reviewing pupil profiles for pupils and keep parents informed of progress • Working with pupils to deliver the individual programme set out in their targets • Developing effective relationships with parents/carers • Encouraging pupils to participate in decision-making • Being involved in the development and review of the school’s SEND practices • Carrying out regular and accurate assessments to track pupil progress and identify the next steps to learning • Working with the SENDCO to identify their own training needs around SEND Teaching Assistants

**Teaching Assistants**

Each teaching assistant is responsible for:

• Working collaboratively and under the direction of teachers/SENDCO

• Providing class / subject teachers with pupil specific information

• Developing positive working relationships with pupils, teachers, parents and professionals • Assisting with the identification and effective provision of appropriate resources

• Using assessment data to inform appropriate levels of support and challenge

• Assisting with the recording, monitoring and evaluation of pupils’ progress

• Promoting pupil independence and facilitating peer collaboration

• Providing pupils with quality live / written feedback to move learning on

• Attending meetings and undertaking appropriate INSET

• Working alongside the SENDCO and teaching staff in the preparation of pupil profiles

**All Staff**

• Staff are responsible for following the guidance in this policy and as provided by the SENDCo to support the learning and development of pupils within the Academy.

**Admission to a Trust academy**

In every instance, when a parent/carer seeks a place for their child at a Trust school, the headteacher will direct a member of staff to seek information about the pupil and complete an admission form. When a pupil is transferring from another school, the Trust requests a copy of school records including National Curriculum Assessments; Pupil Protection file (where appropriate), and details of any SEND including pupil profiles, literacy, language and maths continuums or the most recent individual education, health and care documentation. For pupils with an EHC plan or SENAR (Birmingham), the local SEND team will consult with the school to ensure needs can be appropriately met as part of the admissions process. Parent/carer preference will also be integral to all decisions made.

As part of the identification process, the SENDCO may collate any of the following information which helps build up the profile of the pupil:

• Health details, e.g. general health, vision, hearing, emotional factors attendance data

• Home language information

• Assessment information

• A record of consultations with pupils, parents/carers and support services (where applicable)

• Adjustments made to improve performance

• Classroom observations to help identify strengths and areas of difficulty

• Pupil’s independent work, teaching and learning style

• Reading/writing/spelling skills – persistence and severity of problems

• Phonological awareness – phoneme-grapheme correspondence, sound blending

• Monitoring progress using Early Learning Goals where appropriate, National Curriculum assessment, standardised tests, teacher assessments, banded literacy and numeracy progress trackers

• Pupil profile targets/reviews

• Information relating to interventions and strategies that have been used with outcomes and evidence of progress

• Involvement of the pupil in monitoring their own progress

• Pupil views on what’s working/not working

• Observations and views from outside agencies

Following the gathering of this information a holistic profile can be built of the pupil, which will support the class teacher in incorporating appropriate strategies and help to inform future planning and provision. NB. The Trust’s Admissions policy is available on the Trust website.

**Identification, Assessment and Review**

The SEND Code of Practice 2015 sets out a graduated approach to meeting pupils SEN.Where a pupil is identified as having special educational needs, academies should take action to remove barriers to learning and put effective special educational provision in place. This support should take the form of a four-part cycle of “Assess, Plan, Do, Review” and is known as the “Graduated Approach.” This approach recognises that there is a continuum of special educational needs and that where necessary increasing specialist expertise should be involved. Through this approach decisions and actions are revisited, refined and revised with a growing understanding of what supports the pupil in making good progress and securing their identified desirable outcomes.

Further detailed information on the graduated approach is available in the SEND code of practice pages 100-102.

The  Assess Plan Do Review approach should be adopted at all stages of the Graduated Approach cycles 1,2 and 3 and not just for pupils undergoing education health care  ( EHC) needs assessments or have an EHC plan in place.

 Assess

A clear analysis of the pupils needs should be carried out by those teaching and supporting    the pupil.

Assessment should be reviewed regularly to ensure that support is matched to need.

Where there is little or no improvement in the pupils progress further advice and guidance should be sought . This may include specialist teachers or professionals from health ,social care or other agencies beyond the Academy. ​​​​​​​

Plan

Academy staff should work with the pupil and their parents to agree the outcomes they are seeking (desirable outcomes) the actions and strategies and support to be put in place and a clear date for review.

The actions and strategies provided should be selected to meet the desirable outcomes identified for the pupil based on reliable evidence of their effectiveness. Any related staff development needs should also be identified and addressed.

Do

The class teacher remains responsible for planning and implementing provision for the pupil daily even where actions and strategies involve group, or one to one teaching delivered by other staff.

The Senco will support the class teacher in the further advice and guidance on meeting the needs of the pupil.

Review

The effectiveness of the implementation of the actions and strategies and their impact on achieving the desirable outcomes should be reviewed at least termly.

The pupil and parents' views should be considered as part of the review of the quality and impact of the support provided.

Following the review any changes to this support and desirable outcomes should be implemented.

Desirable Outcomes

The SEND code of practice makes it clear that in meeting the needs of pupils with special educational needs that;

Desirable outcomes are not a description of the support or provision that is in place for a pupil.

Desirable outcomes describe the benefit or difference made to a pupil as a result of an action/strategy/ intervention and as such, there should be a focus on outcomes from the earliest stages of identifying and supporting pupils with SEND.

Any planning and delivery of support should always be focused on the desirable outcomes that have been identified for the pupil i.e. how such support will contribute to achieving the agreed desirable outcomes and should be based on reliable evidence of effectiveness.

Support should be reviewed regularly as part of the Assess Plan Do Review cycle and be adapted or replaced depending on how effective it has been in achieving the agreed desirable outcomes.

Using the Graduated Approach means recognising that there is a continuum of special educational needs and that needs are met through the addition of a range of actions and strategies and increasingly specialist interventions as the level of need increases.

**Trust Graduated Approach**

Within the Trust, we operate a common system known as ‘the graduated approach’ with emerging needs known as ‘cycle 1’, SEN support known as ‘cycle 2’ and for pupils in receipt of an EHCP, ‘cycle 3’.

**Where there is an emerging SEN (Cycle 1) academies in the Trust will:**

* Complete a Cycle 1 Graduated Approach with parents
* Discuss and record parental information and views
* Record pupil’s views
* Examine data and/or previous school/Health records
* Try strategies for up to 12 weeks
* Review and record the impact of strategies with parents across a range of contexts both at home and at school to understand whether need is contextual/situational and to inform strategies needed

Following the review decide whether to:

* Discontinue Cycle 1 if concerns have been addressed; pupil progress will continue to be monitored through whole school systems
* Maintain at Cycle 1 for a maximum of 1 more term if required
* Consider with SENCo a move to Cycle 2
* Pupil will be placed on the SEN register if agreed

**For pupils placed on the SEN register (Cycle 2) academies in the Trust will:**

* Teacher, SENCO and parents meet to determine whether pupil will go on the SEND register
* If agree to place on register, implement a Cycle 2 of Graduated Approach
* Collate and record parent and school view on Summary of Need sheet and record Pupil Voice on GA template
* Refer to the Desirable Outcomes column below
* Refer to suggested Actions/Strategies column below
* Produce a SEN Support Plan detailing desirable outcomes, actions and strategies to address need, and provision on GA template
* Implement actions and strategies for up to 12 week.
* Review impact of Cycle 2 SEN Support Plan with parents on at least a termly basis on GA template
* If remaining on SEN register write a further SEN Support Plan
* If needs have been addressed, in agreement with parents, remove from SEN Register and continue to monitor through whole school systems
* If pupils….. Consider a request for EHC needs assessment (see section on EHC needs assessments

**For pupils with an Education, Health and Care Plan (Cycle 3) academies in the Trust will:**

* Change code on SEN register to indicate pupil has EHC plan in place
* Refer to described outcomes and provision as set out in EHCP
* Outcomes detailed on some EHCPs may require adaptation to provide the termly SEN Support Plan at Cycle 3
* Continue to plan, do, review against the outcomes and provision
* Produce and review a termly SEN support plan using GA Template
* Conduct Annual Review of EHCP and submit LA Annual Review Report
* Continue to act on external advice from educational and health agencies
* Carry out and review further assessments as advised

**Request for an Education, Health and Care assessment**

Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the academy having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to

* evidence of the child or young person’s academic attainment (or developmental milestones in younger children) and rate of progress
* information about the nature, extent and context of the child or young person’s SEN
* evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person’s SEN
* evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
* evidence of the child or young person’s physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
* where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life

Where, despite the Academy having taken relevant and purposeful action, through the graduated approach, to identify, assess and meet the SEND of the pupil, the pupil has not made expected progress in meeting their desirable outcomes, the Academy and/or parents should consider a request to the Local Authority for an Education, Health and Care (EHC) needs assessment. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a review of the pupil’s SEN support plan. The application for an Education, Health and Care assessment will combine information from a variety of sources including parents, teachers, SENDCo, social care, health professionals and Educational Psychologists. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. The decision will be made by a local authority panel which will include people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. The local authority can require schools to convene and hold annual review meetings on its behalf. The “assess / plan / do / review” cycle will still continue, and further agencies and professionals may get involved.

**Supporting pupils with medical needs**

The Academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (Jan 2015) is followed. Specific personalised arrangements are put in place in the Academy to support pupils with medical conditions.

**Monitoring and Evaluation of SEND**

Governance arrangements

**Storing and managing information**

**Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Each Trust school publishes its accessibility plans within its Local Offer/SEND Information. These can be found on each school’s website.

**Training and Resources**

**Enquire Learning Trust SEND Offer for Academies 2022-2023**

**Key Colleagues**

**Anne Munro** – Director for SEND

**Ellen Patel** – SEND officer

**Paula Anderson** – West hub SEND Lead

**Gemma Holloway** – North hub SEND Lead

**Dawn Coates** – East hub SEND Lead

**SEND Collaborative members**

**Anne Munro** – Director for SEND

**Ellen Patel** – SEND officer

**Laura Partington –** Educational Psychologist

**Rachel Cooper –** Vulnerable Pupils Lead

**Paula Anderson** – West hub SEND Lead

**Gemma Holloway** – North hub SEND Lead

**Dawn Coates** – East hub SEND Lead

Other colleagues invited as required

**Educational Psychologist and Class Teacher Discussion Sessions (via Teams)**

Laura Partington – Educational Psychologist

**Whole School Development**

Advice, guidance and support on all aspects of SEND practice

* SEND Handbook
* Phone calls, email, Teams, Twitter
* Enquiry walks
* CPD offer:

-SENDCO Network days (1.0 day per term)

-SEND hub meetings (0.5 days per term) -Academy staff meeting by request (in person or virtual)

-A range of CPD opportunities available as see out in Enquire Learning Trust CPD offer 2022-2023.

-A range of CPD opportunities available as see out in Enquire Learning Trust CPD offer 2022-2023

Review and Development

* Planning and development sessions
* SEND Deep Dive
* Enquiry walks
* Academy bespoke projects

**Meeting the needs of individual pupils**

Advice and guidance for meeting the needs of pupils with SEND across the 4 areas of need.

* SEND Handbook
* Phone calls, email, Teams, Twitter
* Graduated Approach
* Discussions/recommendations for SEND support plans
* Virtual discussion for teachers with an Educational Psychologist
* Request to weekly SEND Collaborative for solution focused approaches
* Follow up visit from SEND Collaborative member for further advice and support (face to face/virtual)
* Advice on making a referral for statutory assessment for an EHCP
* Advice and support on appeals to tribunals
* Advice and training on assessment
* Advice for annual reviews
* Advice on access arrangements
* Advice on SEND funding arrangements
* Advice on transition (new to school or leaving school)

The SEND Collaborative foster a solution focused approach to meeting the needs of pupils with SEND. The team provide a weekly opportunity for academies to bring individual pupil cases to the collaborative. This provides a framework to engage in reflection and to think and plan proactively about what might be the best strategy in a given situation.

In addition, academy staff are able to book a 1:1 session with an Educational Psychologist, to explore individual, group or whole class issues in relation to pupils with SEND. Furthermore, they can discuss other issues for example, a teaching or pedagogical issue or discuss a specific tool, model or approach. These sessions are all delivered via TEAMS and they do not come out of your core EP allocation.

**Complaints Procedure**

Can be found on the Enquire Learning Trust website