



LITTLEPORT AND EAST CAMBS ACADEMY

An Active Learning Trust School

Special Educational Needs and Disability (SEND) Policy

Reviewed: September 2021
Date of next review: September 2022

Introduction

1 Basic Information

Name of school: Littleport and East Cambridgeshire Academy
Address of school: Camel Road, Littleport CB6 1EW
Telephone Number: 01353 223300
E-mail address: office@lecacademy.org
Web address: www.lecacademy.org
Type of school: Comprehensive
Age Range: 11-16
Gender of pupils: Mixed
Number on Roll: 574
Head teacher: Mr Colin Taylor

Senior Leader with responsibility

for SEND: Mr Jacek Charko

Assistant SENDCo: Mrs Emma Paul

Designated Teacher for

Children in Care and

Care Experienced Children: Mrs Alice Eastham

Designated Teacher for

Safeguarding and Child Protection: Ms Karen Mulqueen

Manager of Pupil Premium:

SEND Support Staff:

12 SEND Teaching Assistants

Alternative Provision Teacher: Mr Des Storey

Intervention Lead: Mrs Emma Paul

2 Statement of Intent

LECA values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning.

3 Principles and Aims

This policy is based on the following principles and aims since they underpin the development of all good educational practice. The purpose, aspirations and goals of pupils with special educational needs and disabilities are the same as for all pupils; it is only the ways in which these are achieved that may be different. SEND refers to the additional requirements of children with learning difficulties and/or physical and sensory disabilities.

The Principles of SEND Provision

a Equal Opportunities

Provision at LECA is based on equality of opportunity, so that all pupils, irrespective of disability, gender, ethnic origin or personal circumstances have an equal right to develop their skills and abilities.

b Inclusion

Pupils with special educational needs and disabilities are educated at LECA, wherever possible, alongside their peers within this mainstream setting. The pupil's needs will be met within an environment that will have a positive impact on their learning. Such an approach means that the pupil will experience welcome, acceptance and real opportunities for friendship and positive relationships as well as challenging learning experiences. It implies full involvement of the young person and parents in decisions about how education will be provided. It also recognises the central place of multi-disciplinary working in effective education.

c Raising Educational Standards

Littleport and East Cambs Academy is committed to raising the educational standards of all its pupils and will therefore promote a culture that encourages high expectations for all learners, including those with special educational needs and disabilities.

d Curriculum Access

All pupils, including those with special educational needs and disabilities will have access to a broad, balanced and inclusive curriculum.

e Decision Making

All parents/carers and children have the right to be heard, their views taken into account and recorded in the decision making process when determining appropriate education. It is clear that pupils, at LECA, will be enabled and encouraged to participate in all decision-making processes that occur in their education, knowing that they will be listened to and that their views are valued.

f Resources

Pupils with special educational needs and disabilities are entitled to their fair share of educational resources. LECA's "notional" SEN budget is there to provide high quality appropriate support from the whole of its budget.

g Meeting Pupils' Educational Needs

LECA believes that pupils with special educational needs and disabilities should have those needs met where possible

The SEND Aims of the Academy

With the above principles in mind the following aims are identified

- To ensure that all pupils at LECA have access to a broad, balanced, relevant and inclusive curriculum, helping raise the achievement of **all** pupils.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all Academy activities.
- To ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this Policy, we believe pupils will be helped to overcome their difficulties.

The development of this policy involved the whole of the Academy, including Governors, teaching staff and support staff. Governors are continually kept up to date with SEND developments, which are reflected in this policy.

This Special Educational Needs and Disabilities Policy should be read in the context of LECA's other Academy policies and other more national and internationally published reports and documentation, such as

The Human Rights Act (1998)

The SEND and Disability Act (2001)

The Special Educational Needs Code of Practice 2015

Children Act (2004)

Equality Act (2010)

Children and Family Act (2014)

Key DfE regulations and circulars on the organisation of special educational needs

The United Nations Convention on the Rights of the Child

All LECA staff are committed to the above principles and aims, which is demonstrated in their daily working contacts with pupils, parents/carers and other interested parties.

Whilst many factors contribute to the range of difficulties experienced by some pupils, we believe that the pupils, parents/carers, teachers and the relevant outside agencies working together can do much to overcome them.

4 Definition of Special Educational Needs and Disabilities

The Children and Families Act (2014), Sections 20 and 21 contain the following statutory definitions:

When a child or young person has special educational needs

- 1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - a) has a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) 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.
- 3 A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- 4 A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Special educational provision, health care provision and social care provision

- 1 “Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:
 - a) mainstream schools in England;
 - b) maintained nursery schools in England;
 - c) mainstream post-16 institutions in England, or
 - d) places in England at which relevant early years education is provided.
- 2 “Special educational provision”, for a child aged under two, means educational provision of any kind.
- 3 “Health care provision” means the provision of health care services as part of the comprehensive health service in England continued under section 1(1) of the National Health Service Act 2006.
- 4 “Social care provision” means the provision made by a local authority in the exercise of its social services functions.
- 5 Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (instead of health care provision or social care provision).

5 Scope of the SEND Policy

The policy covers all pupils at Littleport and East Cambridgeshire Academy who may/will experience some form of difficulty in their learning or have a disability which may arise from a variety of factors, including those related to:

- the pupils themselves
- their learning environment
- their social environment

A pupil who has special educational needs might:

- find it harder to learn than most pupils of the same age
- have difficulty with reading and writing, number work or understanding information
- find it hard to express themselves or understand what someone is saying
- have problems making friends, relating to adults, organising themselves or behaving properly at LECA
- have difficulty adjusting to behavioural norms of school and society at large

- have sensory or physical needs, a disability or a mix of difficulties which affect their access to education

Code of Practice (2015)

All of these pupils may need extra help at LECA.

Pupils who are exceptionally able, pupils who are learning English as an additional language, and Gypsy, Roma, Traveller children would not, 'per se', fall within the statutory definition of special educational needs. Whilst it is recognised that some of these pupils will have individual learning needs which should be provided for, they would not be considered to have a special educational need unless they also had a learning difficulty.

LECA will have due regard for the SEND Code of Practice (2015) on Special Educational Needs and Disability and the relevant Children's Acts, when carrying out its duties towards all its pupils with special educational needs.

6 Staffing

An up-to-date list of SEND and inclusion staff is on the Academy website.

The Special Educational Needs and Disability Co-ordinator (SENDCo), in collaboration with the Principal and Governing Board, plays a key role in helping determine the strategic development of the SEND Policy and provision in the Academy to raise the achievement of pupils with SEND and others.

The SENDCo takes day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for individual pupils with SEND, working closely with staff, pupils, parents/carers and outside agencies. The SENDCo also provides related professional guidance to colleagues with the same aim of securing high quality teaching for pupils with special educational needs and disabilities.

7 Academy Admissions

The Governing Board believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that admissions authorities:

- **must** consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the Academy's published admissions criteria as part of normal admissions procedure;
- **must not** refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs; and

- **must not** refuse to admit a child on the grounds they do not have an EHC plan.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

8 Inclusion

- The Governing Board will ensure that appropriate provision will be made for all pupils with SEND.
- There is a clear expectation at LECA that pupils with SEND will be included in mainstream classes and the curriculum made accessible to all.
- The term 'Inclusive education' goes beyond the meaning of integration. Inclusion implies that LECA is able to change its structures and systems in order to give full access to social and educational opportunities. LECA recognises the potential benefits to all pupils when pupils with SEND are educated alongside their peers. Provision for individual differences in the context of a normal environment will be available in a way which is neither stigmatising nor isolationist.
- When considering the most appropriate provision to meet a pupil's special educational need or disability, any discussion will be based on how best to offer the pupil a positive learning experience.
- LECA will try to ensure that the parents/carers of children with SEND are kept fully informed of matters pertaining to this area of our provision and with the assistance of Cambridgeshire's Parent Partnership scheme endeavour to promote co-operation between parents/carers, Academy, Local Authority (LA) and others to enable young people with SEND to achieve their full potential.

9 Evaluating the Success of our SEND Policy

Indicators that this policy is being successful may be:

- The extent to which standards measured by exam results, have improved generally across groups of pupils with identified SEND.
- A reduction in the number of pupils requiring a graduated response.
- An increase in the number of pupils being discontinued at the SEND support.
- An increase in the number of pupils who have Education Health and Care (EHC) plans.
- An increase in the number of pupils who have moved to the SEND support stage.

In evaluating the success of this Policy, the Academy will consider the views of:

- Academy staff
- Parents/carers
- Pupils
- External professionals

Pupil progress will provide evidence for the success of this SEND Policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting set targets
- Use of standardised tests
- Evidence generated from review meetings.

10 Allocation of Resources

The Governing Board ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this Policy.

11 Identification, Assessment and Provision

At LECA we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as it is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the delivered curriculum and are integrated into all aspects of the Academy.

The SEND Code of Practice 2015 makes it clear that every teacher is a teacher of every child or young person, including those with SEND.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

11a Early Identification and Assessment

Early identification of pupils with SEND is a priority. LECA will use appropriate screening and assessment tools, and ascertain pupil progress through;

- Evidence obtained by teacher observation or assessment
- Pupils' performance in the delivered curriculum, judged against level descriptions
- Pupil progress in relation to objectives in literacy and numeracy initiatives

- Standardised screening or assessment tools e.g. screening/diagnostic tests, reports or observations, records from feeder schools, information from parents/carers, SAT results, pupil portfolios

11b SEND Provision

On entry to LECA, each pupil's attainment will be assessed in order to ensure continuity of Learning from Primary school, or transference from another secondary school. For pupils with identified SEND all relevant staff will:

- Use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support and areas that are strengths
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets
- Involve Parents/Carers in a joint home-school approach

11c The Range of Provision

The main methods of additional provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers through High Quality Teaching by providing a differentiated curriculum
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- Attendance in a literacy workshop, following either the Accelerated Reading Programme or Functional Skills Programme.
- Attendance in a spelling workshop
- Attendance in a handwriting workshop
- Attendance in a speech and language programme
- Attendance on an alternative curriculum programme, which could include, extended work experience, mainstream classes, 1-1 support or 1:1 tuition
- Attendance at a creative arts group
- Attendance in an emotional regulation programme
- Attendance in after school activities

11d English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from an uncertain command of English or from special educational needs.

11e Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support.

Where teachers decide that a pupil's learning is unsatisfactory, the head of subject/faculty is the **first** to be consulted, then the SENDCo if appropriate. All will review the approaches adopted. Where support, additional to that of normal class provision, is required, it will be provided, if possible, within the existing resources of the SEND Team. If, after further consideration, a more sustained level of support is needed, a referral will be made to the weekly inclusion meeting, where decisions as to the next stage of involvement are made and whether further additional support from outside agencies is required. Where concerns remain, despite sustained intervention, LECA will consider completing an Early Help Assessment and seeking the support of outside agencies. Only if a pupil has significant need and specialist practitioners are in agreement will we consider requesting statutory assessment. Parents/carers will be consulted at each stage.

LECA also recognises that parents/carers and relevant others have a right to request a statutory assessment.

11f Record Keeping

LECA will record steps taken to meet pupils' individual needs. The Academy will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile may include:

- Information from previous school
- Information from parents/carers
- Information on progress and behaviour, including Go4Schools data
- Pupil's own perception of difficulties
- Information from health/social care
- Information from other agencies such as the Educational Psychologist, Pupil Support Services or the Locality Team

11g General Learning Difficulties

Teaching SEND pupils is a whole-school responsibility. The core of the teacher's work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in

pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. The Code of Practice states that teachers "should seek to identify pupils making less than expected progress, given their age and individual circumstances". This can be characterised by progress which:

- 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; or
- widens the attainment gap.

The Code of Practice (2015) advocates a **graduated response** to meeting pupils' needs. When they are identified as having SEND, LECA will intervene through SEND support. Chapter VI Sections 28-35 (Broad areas of need) of the Code of Practice 2015 broadly identifies aspects of primary areas of need for our children and young people. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

In addition, the needs of the whole child will be considered which will include not just the SEND of the child or young person e.g.:

- disability
- EAL
- CIC
- Service children
- attendance and punctuality
- in receipt of the Pupil Premium or Pupil Premium Plus

11h SEND support

Pupils will only be entered on LECA's SEND Support Register if a range of relevant strategies have been applied and found to have been unsuccessful. The Code of Practice 2015 states:

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people".

Where this provision has not been successful, additional support may be required and the pupil will be regarded as having a "special educational need" requiring "special educational provision". The pupil's name will be placed on LECA's Support Register. This SEND support will take the

form of a four-part cycle (a graduated approach) which encompasses Assess, Plan, Do and Review.

Assess

The class or subject teacher will carry out a clear analysis of the pupil's needs, drawing on previous progress and attainment, teacher's current assessments and the pupil's development in comparison to their peers and national data. Parents'/carers' concerns will also be taken into serious consideration as will the views of the pupil and external support services if applicable.

Any interventions are reviewed regularly and are matched to need, with barriers to learning identified and overcome. Triggers for intervention will include:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own Learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to Learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Any resulting action plan will incorporate specialist strategies. These may be implemented by the teaching staff but may involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher/professional, often accessed via the Early Help Assessment (EHA)

Plan

Where SEND support is decided upon, parents/carers will be informed and discussions will take place regarding the interventions. All relevant teachers and support staff will be made aware of the pupil's needs, outcomes sought, the support provided and any teaching strategies or approaches required.

Do

The class or subject teacher will remain responsible for working with the pupil. They will work closely with the SENDCo, any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions.

The SENDCo and other appropriate Inclusion staff, in collaboration with subject staff, will decide the action required to help the pupil progress. The actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative Learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Provision of access arrangements, or exam concessions for internal and external exams.
- Staff development/training to undertake more effective strategies
- Access to Local Authority support services for advice on strategies, equipment, or staff training

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly and evaluated as to its success. Changes to support and interventions may then take place as a result of this review. If the review evidences that progress has been made and there is no longer a need for special education provision then the pupil's name will be withdrawn from the support register and the pupil, parents/carers and any relevant others will be notified.

11i Request for Statutory Assessment

LECA will request a statutory assessment from the Local Authority when, despite an individualised programme of sustained intervention within SEND support, the pupil remains a significant cause for concern. A statutory assessment might also be requested by the pupil (over 16 but under 25), a parent/carer or outside agency. LECA will have the following information available:

- The action followed with respect to SEND support
- Records and outcomes of regular reviews undertaken, including Pastoral Support Programmes (PSP) and Individual Alternative Education Programs (IAEP)
- Information on the pupil's health and relevant medical history
- Curriculum levels
- Literacy/Numeracy attainments

- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/carers
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

An Education Health and Care Plan (EHCP) will normally be provided where, after a statutory assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a statutory assessment does not inevitably lead to an EHCP.

An EHC Plan will include details of outcomes for the pupil. These are used to develop targets that are:

- matched to any longer-term outcomes set in the EHC Plan
- of shorter term
- established through parental/carer/pupil consultation
- implemented in the classroom
- delivered by the subject staff with appropriate additional support where needed

11j Review of EHC Plans

EHC Plans must be reviewed annually. The LA will inform the Principal at the beginning of each school term of the pupils requiring reviews. The Principal will organise these reviews and invite:

- the pupil's parents/carers
- the pupil if appropriate
- the relevant school staff
- the SENDCo
- any involved outside agency
- a representative of the LA (if appropriate)
- any other person the LA considers appropriate
- any other person the Principal considers appropriate
- any other person the parent or pupil considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the stated outcomes or objectives
- review the provision made for the pupil in the context of the delivered curriculum and levels of attainment in basic literacy/numeracy and life skills
- consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- set new outcomes for the coming year

At Year 5 or 6 Annual Reviews, the SENDCo of LECA will be invited to attend (if appropriate). This enables the receiving school (LECA) to plan appropriately for transfer. It also gives parents the opportunity to liaise with LECA staff.

Year 9 Annual Reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. It is particularly important in these reviews to seek and to record the views, wishes and feelings of the pupil. These review meetings should have a particular focus on considering options and choices for the next phase of education.

11k The Role of the Governing Board

The Governing Board's responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for SEND pupils
- ensuring that a 'responsible person' (SENDCo) is identified to inform about the EHC Plan all those involved with teaching and supporting pupils with an EHC Plan
- ensuring that SEND pupils have opportunities to be fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities
- being fully involved in developing and subsequently reviewing SEND policy

11l The Role of the Principal/Assistant Principal with responsibility for

SEND

The Principal's responsibilities include:

- the day-to-day management of all aspects of the school including the SEND provision
- keeping the Governing Board well informed about SEND within LECA
- working closely with the SENDCo/SEND and Inclusion team

- helping to inform parents/carers of the fact that SEND provision has been made for their child
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

11m The Role of the SENDCo

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Principal and Governing Board to determine the strategic development of the policy. Other responsibilities include:

- overseeing the day-to-day operation of the SEND policy;
- co-ordinating the provision for pupils with SEND;
- liaising with colleagues, advising on a graduated approach to providing SEN support;
- managing Teaching Assistants (Line Manager);
- advising on the deployment of LECA's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents/carers of pupils with SEND;
- liaising with other schools, education psychologists, health and social care professionals, and independent and voluntary bodies;
- being a key point of contact with external agencies, especially the Local Authority and its support services;
- working with the Principal and College Governors to ensure that LECA meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the College keeps the records of all pupils with SEN up to date;
- making a contribution to Continuing Professional Development (CPD);

For effective co-ordination staff should be aware of:

- the roles of the participants
- the procedures to be followed
- the responsibility all teachers have in making provision for SEND pupils
- the commitment required by staff to keep the SENDCo well informed about pupils' progress
- mechanisms that exist to allow teachers access to information about SEND pupils
- what exactly constitutes a 'level of concern' and at which point increased SEN support is initiated
- mechanisms that exist to alert the SENCO to such 'levels of concern'

- the procedure by which parents/carers are informed of this concern and the subsequent SEND provision

11n The Role of the Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEND pupils
- collaborating with the SENDCo and relevant others to decide the action required to assist the pupil to progress
- working with the SENDCo to collect all available information on the pupil
- working with SEND pupils on a daily basis to deliver the individual programme set out in any set outcomes – this may be delegated
- developing constructive relationships with parents/carers
- being involved in the development of the Academy's SEN policy

11o The role of the SEND Teaching Assistant (TA)

LECA believes TAs play important roles in the support of its pupils. These principle roles include:

- working to support LECA's pupils, its teachers, its curriculum and the Academy itself
- being a keyworker for pupils with EHC Plans, those who are in care and other identified pupils needing a key member of staff
- working in the classroom under the direct instruction of teaching staff to support pupils in a variety of ways including helping them access the delivered curriculum
- delivering programmes of work or courses to small groups of pupils, e.g. Accelerated Reading Programme, Functional Skills programmes and numeracy programmes
- liaising with school staff, parents/carers and outside agencies for the benefit of the pupil

11p SEND Continuing Professional Development (CPD)

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCO's role in school-based CPD is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, CPD requirements in SEND will be assessed. The Governing Board will undertake a similar review of training needs. TAs' requirements in supporting pupils' needs will be considered frequently. The Academy's CPD needs will be included in the Academy Improvement Plan.

11q Partnership with Parents/Carers

Littleport and East Cambridgeshire Academy firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The Academy recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

LECA considers parents/carers of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

LECA will endeavour to make available, to all parents/carers of pupils with SEND who require it, details of the Parent Partnership service available through Cambridgeshire's Local Offer.

11r Complaints Procedure

LECA's complaints procedure is outlined in the Trust Complaints Policy. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents/carers if required or can be found in Cambridgeshire's "Local Offer".

11s Links with External Organisations/Agencies

LECA recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils.

When it is considered necessary, referral to one or more of the following support services will be made for involvement with SEND pupils:

- Educational Psychologists
- Medical officers, e.g. Child and Adolescent Mental Health (CAMH) Team
- Speech and Language Therapists
- Physiotherapists
- Hearing Impairment services
- Vision Impaired services
- Occupational Therapists
- The Virtual School

In addition, important links are in place with the following organisations:

- Locality Team
- The Youth Support Service
- The Local Authority
- Specialist services
- The business community
- Education Welfare Service
- Social Care
- Other groups or organisations

For referral to some of the above services the Early Help Assessment (EHA) is the process by which practitioners working with parents/carers and young people assess the need and access support and services in Cambridgeshire. For more information on EHAs, please refer to Cambridgeshire's "Local Offer". Parents/carers and the pupil are very much at the heart of an EHA referral.

11t SEND Policy Review

The school considers the SEND Policy document to be important and, in conjunction with the Governing Board, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the Academy Improvement Plan.