



Special Educational Needs Policy

2023 – 2024

Policy Version & Issue Date	Version 6 – September 2023
Electronic copies of this plan are available from	Mereside Primary Academy, Blackpool
Hard copies of this plan are available from	Mereside Primary Academy, Blackpool
Date of next review	September 2024 (or as required)
Person Responsible for Review	Sarah Peck (SENDCo)

School Vision and Aims

Our Vision:

Learning Together, Achieving Together

Our Aims:

1. To ensure everyone feels valued and respected and has an equal chance to do their best.
2. To help children develop a positive attitude, self-respect and respect for others, and learn to take responsibility for their own actions.
3. To understand and meet children's individual needs, especially those of vulnerable pupils.
4. To ensure all achievements are recognised and celebrated.
5. To create a caring, safe, purposeful and calm environment which promotes children's wellbeing.
6. To develop positive and supportive relationships between children, parents, school and the wider community

Policy to promote the successful inclusion of pupils with special educational needs and disabilities at Mereside Primary School.

We are committed to offering an inclusive curriculum, breaking down possible barriers to learning and to ensuring the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with Special Educational Needs meet the definition of disability but this policy covers all of these pupils.

Objectives for making provision for pupils with SEND

- We value all pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities.
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers to identify and meet the SEND needs of pupils. In this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.

- To maximise the opportunities for students with SEND to join in with all the activities of the school as appropriate.
- All pupils are entitled to experience success.
- Consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- Good special needs practice is good practice for all pupils.
- All special needs provision is more effective if pupils and parents are fully involved and supportive.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.
- To promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEND policy will be judged against the objectives set out above. The Governing body will ensure that it makes appropriate SEND provision for all pupils identified as in need of it.

Roles and responsibilities/ Co-ordination of provision

Governing Body

The school Governors have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that, pupil's needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have SEND.
- Consult the LA when it seems to be necessary or desirable in the interest of co-ordinated SEND provision.
- Ensure that a pupil with SEND joins in the activities of the school together with all pupils so far as is reasonably practical and compatible with the child receiving the SEND provision and the other pupils.
- Ensure that parents are notified and kept up to date of a decision by the school that SEND provision is being made for their child.
- Ensure that the admission arrangements do not discriminate against a disabled pupil either in the terms on which the school offers admissions or by refusing or deliberately omitting to accept an application from a disabled person

Through their Access Plan, the governors will plan to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to increase participation of disabled pupils
- Improve delivery of information

In exercising their duties towards disabled pupils the governing body will have regard to the Access Plan and allocate adequate resources for implementing it. In doing so

Governors will have regard to the 2014 Code of Practice and the Disability Rights Code of Practice.

Headteacher

The Headteacher has the responsibility to oversee the management of all aspects of schools work including provision for pupils with SEND. The Headteacher keeps the Governing Body fully informed and works closely with the school's SEND Coordinator.

The School Staff

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their needs. All staff are involved in the school's SEND policy and aware of the procedures for identifying, assessing and making provision for pupils with SEND.

The Special Educational Needs Co-ordinator

The SENDCO is Mrs Peck. SENDCo responsibilities include:

- Coordinating provision for pupils with SEND.
- Liaising with and advising colleagues.
- Managing learning support assistants.
- Liaising with parents of pupils with SEND.
- Liaising with secondary school SENDCO, Educational Psychologists, School Nurse, School Doctor, Speech and Language Therapists, Occupational Therapists, Child and Adolescent Mental Health Service (CAMHS), Barnardos and Health Visitors and other service providers as appropriate.

Admission

Pupils with SEND are admitted to the school on the same basis as any other child in accordance with the Admissions Policy. We welcome all children to our school including those with SEND and those with disabilities. Where children need adaptations to the physical environment or need other support structures in place, the governing body will consider what steps could reasonably be taken to include them. Copies of our Admission Policy can be obtained from the school office or viewed on the school website.

When the school is notified of an admission, the SENDCo will contact parents to organise an induction meeting to discuss any additional needs, the SENDCo will then contact the previous school to ensure support previously received is continued.

Provision

We have a Therapy dog in school called Fudge. She attends every day and supports individual children. The benefits of having therapy dogs in school include: **Physical benefits**. Interaction with therapy dogs has been shown to **reduce blood pressure, provide physical stimulation and assist with pain management**. Social benefits. A therapy dog promotes greater **self-esteem and focused interaction** with other students and **teachers**.

The school has three mentors, Miss Farr, Mrs Miller and Mr Mooney , who support children with Social, Emotional and Mental Health difficulties. Children spend time with them when needed for intervention group work or 1:1 support.

School has arranged for a Counsellor and Psychotherapist, Karen Brandwood to spend a day a week in school. This means that we are able to offer 1:1 counselling sessions to children as well as group interventions to increase resilience and understanding of emotions.

School has weekly visits from speech and language therapists, from a company called Communicate and we welcome NHS Speech and language therapists on a regular basis. Children can be referred to both these services via Mrs Nicholson (SEND Support), the class teacher or SENDCo.

School follows guidance from other professionals and utilises Sensory Screening Tools, providing advice and strategies to support children who may be experiencing sensory sensitivities.

Access

Access is available to all parts of the school and every effort is to be made to enable equal access for all. From Nursery through to Year 4, all classrooms are located on the ground floor and have outside access. Both Year 5 and Year 6 classrooms are located on the second floor and are accessed by stairs, however, a lift is in place for children with any physical difficulties. All classrooms have easy access to toilet facilities. Since the new build, all areas of the school are accessible for all children. Copies of our Accessibility Policy can be obtained from the school office or viewed on the school website.

Identification and Assessment

The school is committed to early identification of Special Educational Need and strives to ensure that all pupils receive a balanced and broadly based curriculum. A graduated approach to meeting SEND is applied, in line with the SEND Code of Practice (2014), and school follows Blackpool Council's Graduated Approach, to ensure needs are identified and met in a timely manner.

A range of evidence is collected through the usual assessment and monitoring arrangements; if, in order for the child to make adequate progress, the teacher needs to take actions that are additional to or significantly different from those required for the majority of children in the class, the class teacher begins Blackpool's Graduated

Response system and starts 'First Concerns' interventions in consultation with parents and carers. This is monitored via cycles of Assess, Plan, Do, Review.

If progress is insufficient with First Concern interventions, adaptations and strategies, the SENDCo becomes involved to oversee support and the child is classed as having Special Educational Needs. A register of children requiring Special Educational Needs Support is kept and this includes children who have Education, Health and Care Plans. The SEND Support register is a working document and is updated each term. See appendix A for a Flow chart of this process.

School uses One Page Profiles to highlight needs and evaluates the impact of interventions and provision for SEND children with cycles of Assess-Plan-Do-Review. This ensures that the progress for all children on the SEND Register is monitored in conjunction with parents, carers and agencies involved in their care.

Annual reviews are held for pupils with Education Health Care Plans. Parents and carers are invited to reviews along with relevant professionals. A report is produced following reviews and copies are sent to the local authority.

When pupils are due to transfer to Secondary School the annual review will take place in the Autumn term followed by a Transfer meeting involving the Secondary School SENDCo in the Summer term in order to ensure that arrangements are in place for a successful transition.

External Support Services

- School can request visits from the nominated Blackpool Educational Psychologist
- In addition, school may seek advice from Local Authority (LA) specialist advisory teaching services for children with Cognition and Learning, Communication and Interaction, Sensory impairment or physical, as well as for, Social, Emotional or Mental Health Difficulties - the SENDCo meets regularly with the designated Link Advisory Teacher and observations, meetings with parents/carers and support plans may be provided if necessary. Parents/Carers will be consulted if a referral for advice is required.
- The school commissions Speech and Language support from a company called Communicate CIC. A number of pupils continue to be supported by the NHS speech therapy service and the SENDCo liaises with them with regards to target setting and provision.
- School can refer to other NHS Services such as CAMHS, Continence, Audiology, Neurodevelopmental Pathway and can discuss concerns with the School Nurse, or Health Visitor for children accessing Nursery provision

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

Role of Parents

The knowledge, views and experiences of parents are vital. Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents, schools, Blackpool Local Authority and other agencies. Parents are welcomed to reviews and are actively encouraged to discuss their child's progress with the class teacher.

Pupil Participation

Pupils and young people with Special Educational Needs have a unique knowledge of their own needs and circumstances. Their views about what sort of help they would like are sought during the plan-do-review and target setting process. Pupils are encouraged to contribute to their One Page Profile.

Monitoring arrangements

Pupils are assessed three times a year and the results are discussed at termly pupil progress meetings. The Senior Leadership Team (SLT) and the Class Teacher analyse the data looking for anomalies, concerns or areas to celebrate. The results of specified groups of children are scrutinised, including groups such as: 'Our Children' (children in Local Authority Care), FSM (Free School Meals) EAL (English as an Additional Language) SEND (Special Educational Needs) and G&T (Gifted and Talented).

The governing body evaluates the success of educational provision for SEND pupils at the school through monitoring the SEND register, SEND children's progress and their well being. Resources, interventions and staffing levels are examined to ensure that they provide the best value to the school.

Blackpool Local Authority have a statutory requirement to provide a Local Offer to all parents stating how they can support children with SEND and additional needs. As a school we also provide a school offer. Copies of this can be obtained from the school office or viewed on the school website.

Complaints

Any complaints about the Special Educational Needs and Disabilities provision within the school should be brought to the attention of the SENDCO, Mrs Peck in the first instance and then to the Head Teacher, Ms Upton. If the matter cannot be resolved a complaint should be made to the Chair of Governors.

Appendix A

Following Blackpool Council's Graduated Approach

<https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Professionals/Graduated-approach/Graduated-approach.aspx>

<p>Initial Observations</p> <p>(Previously First Concerns 1)</p> <p>https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Professionals/Graduated-approach/Graduated-approach-initial-observations.aspx</p> <p>x</p> <p>Class teacher, support staff</p>	<p>Concerns noted by Teacher and Support Staff</p> <p>Record of observations and strategies made on Initial Concerns template, gaining pupil voice - choosing appropriate statements from all 4 areas of need at this stage</p> <p>Upload to CPOMS</p> <p>Plan review discussion with Support Staff after 6 weeks to decide next steps</p> <p>Possible Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Invite parents/carers in & move onto First Concerns 1 <input type="checkbox"/> Continue with strategies and differentiated Quality First Teaching at Initial Observation Stage of Graduated Approach
<p>First Concerns 1</p> <p>(Previously First Concerns 2)</p> <p>https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Professionals/Graduated-approach/Graduated-approach-ch.aspx</p> <p>(Select separate areas of need to look at assess, plan & strategies)</p> <p>Class teacher, support staff, parents/carers,</p>	<p>Initial discussion with parents/carers - signpost to any investigations/explorations needed e.g. ruling in/out vision and hearing difficulties through parent/carer seeking referral through GP or taking child to Optician for eye test</p> <p>Record of discussion, observations, strategies, pupil & parent/carer voice made on First Concerns 1 template - choosing appropriate statements from all relevant areas of need at this stage for assess, plan and strategies sections.</p> <p>Upload to CPOMS & share copy with parents</p> <p>Plan review discussion with parents/carers for 6 weeks</p> <p>Possible Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Move onto First Concerns 2 <input type="checkbox"/> Continue with strategies at First Concerns 1 and differentiated Quality First Teaching

child or young person	
<p>First Concerns 2</p> <p>(Previously First Concerns 3)</p> <p>https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Professionals/Graduated-approach/Graduated-approach.aspx</p> <p>(Select separate areas of need to look at assess, plan & strategies)</p> <p>Class teacher, support staff, parents/carers, child or young person</p>	<p>Review discussion with parents/carers</p> <p>Record of discussion, observations, strategies, pupil & parent/carer voice made on First Concerns 2 template - choosing appropriate statements from all relevant areas of need at this stage for assess, plan and strategies sections.</p> <p>Targeted Interventions are recorded on the Intervention Spreadsheet.</p> <p>Upload to CPOMS & share copy with parents</p> <p>Possible Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SENDCo to complete observation and arrange APDR meeting - concerns about progress, despite strategies & intervention <input type="checkbox"/> Continue with strategies at First Concerns 2, Interventions and differentiated Quality First Teaching - review in further 6 weeks
<p>SEN Support 1</p> <p>SENDCo, class teacher, support staff, parents/carers, child or young person (possible school nursing team)</p>	<p>SEND APDR documentation begins.</p> <p>Targeted Interventions are recorded on the Intervention Spreadsheet</p> <p>If a child remains at SEN 1, cycles of APDR to continue termly</p> <p>Possible Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue with APDR termly meetings and planning next steps to support at SEN 1, with intervention and classroom provision/reasonable adjustments <input type="checkbox"/> Move onto SEN Support 2 - SENDCo to liaise with Link Advisory Teacher to gain further advice <input type="checkbox"/> SENDCo to suggest referrals to other professional agencies e.g. Paediatrician, Occupational Therapy
<p>SEN Support 2</p> <p>SENDCo, class teacher, support staff, parents/carers, child or young person, external professionals</p>	<p>SEND APDR documentation continues</p> <p>Targeted Interventions are recorded on the Intervention Spreadsheet</p> <p>If a child remains at SEN 2, cycles of APDR to continue termly</p> <p>Possible Outcomes:</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> Continue with APDR termly meetings and planning next steps to support, with intervention and classroom provision/reasonable adjustments <input type="checkbox"/> Request Element 3 High Needs Funding as needs and provision require more than notional SEND allowance <input type="checkbox"/> Discussion with Educational Psychologist - may lead to involvement and support, cognitive assessments etc. <input type="checkbox"/> Person Centred Planning meeting to be held to discuss way forward, to support the child's needs <input type="checkbox"/> Application for Education, Health and Care Needs Assessment (Statutory Assessment)
<p>Complex</p> <p>SENCo, class teacher, support staff, parents/carers, child or young person, external professionals involved</p>	<p>SEND APDR documentation continues, alongside EHCP PLIT documents & Annual Review paperwork for child with EHCP</p> <p>Targeted Interventions are recorded on the Intervention Spreadsheet</p> <p>If a child remains at Complex, cycles of APDR to continue termly, involving professionals in these meetings where appropriate</p> <p>Yearly Annual review at this stage, if child has EHCP</p> <p>Observed persistent and significant difficulties with the following:</p> <ul style="list-style-type: none"> ● Will have low attainment reflected in levels, typical of two thirds of chronological age with the gap possibly continuing to widen ● Difficulties in the acquisition of reading, writing, oral or number skills, which require high levels of tailored support ● Inability to concentrate even with targeted support or resources leading to poor motivation and resistance to learning ● Frustration in inability to access learning leading to complete disengagement with learning or problematic behaviours which are unmanageable in a mainstream setting even with high levels of support and tailored, individual and skilled interventions ● Limited social, emotional and interpersonal skills, requiring high level of tailored support ● Complex difficulties with sequencing, visual and/or auditory perception, coordination, organisation, concentration or short term working memory <p>Possible Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Further advice and involvement from Link Advisory Teacher, Educational Psychologist, Special School Advisory Service etc <input type="checkbox"/> Discussion with Educational Psychologist - may lead to involvement and support, cognitive assessments etc. <input type="checkbox"/> Person Centred Planning meeting to be held to discuss way forward, to support the child's needs

	<input type="checkbox"/> Application for Education, Health and Care Needs Assessment (Statutory Assessment) <input type="checkbox"/> Early review of EHCP requested <input type="checkbox"/> Continued termly meetings (APDR)
Specialist	<p>Won't meet age related expectations in all areas of learning throughout their education and not expected to exceed P-levels or National Curriculum Level 1 by Year 11 in mainstream education and/or needing access to alternative accreditation and/or lower level GCSEs</p> <p>Plan</p> <p>Class teacher, SENCO, parents/carers, child/young person and external professionals continue to liaise on a regular basis – minimum of 3 meetings within a 12-month period</p> <ul style="list-style-type: none"> ● Obtain and record updated parents' views and child or young person's views <p>Continue to:</p> <ul style="list-style-type: none"> ● Refer to described outcomes and provision and implement - the class teacher, SENCo and assistant working with the child should have regular sight of the EHC plan ● Continue to plan, do, review against the specified outcomes in EHC Plan – the targets on assess plan do review will be broken down into smaller targets as the EHC plan outcomes are usually end of key stage ● Complete Annual Review of EHC Plan – The annual review process (IPSEA) Independent Provider of Special Education Advice ● Continue to act on external advice from educational and health agencies as necessary, including Speech and Language Therapy (SALT) care plan ● Implement strategies (including provision of targeted support and/or resources) up to agreed financial levels: Universal funding (AWPU) <u>plus</u> up to £6,000 and any additional top-up as agreed based on the provision detailed in the EHC Plan ● Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)

Appendix B

FCAT DRAFT SEND POLICY

Introduction

FCAT is an inclusive, non-selective trust located in the North West across Blackpool, the Fylde Coast and into Lancashire. We believe that every child has the right to access education that meets their needs and prepares them well for adulthood. As an inclusive trust, we are committed to working collaboratively with pupils, their families and external partners to ensure that all aspects of school life are accessible and appropriately differentiated and adapted to meet the wide range of individual needs.

Our team of SENDCOs and school staff are dedicated to ensuring that mainstream provision is accessible as possible. This provision allows SEND pupils to make progress in line with their peers and within national expectations. Early identification and effective programmes of support are key. This is underpinned through the FCAT core principles:

- Ambition
- Respect
- Pride
- Resilience
- Integrity
- Excellence

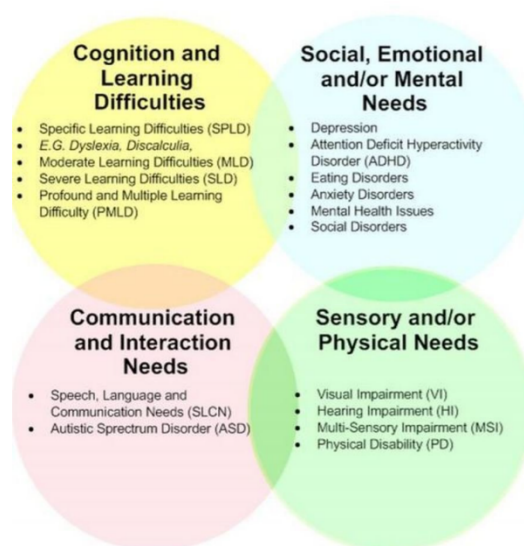
Definition of SEND

The term SEND (Special Educational Needs and Disabilities) encompasses a wide range of needs. The SEND code of Practice (January 2015) states that *A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice – January 2015. Introduction section xii & xiv Pages 15 & 16)*

Most learners identified with a specific additional need are well placed in mainstream provision.

Types of SEND including general characteristics

Whilst there is a wide spectrum of individual and additional needs, SEND is recognised in 4 broad areas of need:



Rationale / vision and the Trust's SEND

FCAT developed an curriculum by following principles:

- Setting appropriate learning challenges
- Responding the divers needs that learners present
- Overcoming potential barriers to learning
- Differentiation and varying approaches to
- Accessible and welcoming academy environments
- Inclusion in to mainstream setting

for SEND pupils approach to

academies have inclusive applying the

- Promoting and facilitating exceptional progress
- Providing opportunities to foster and develop interests and talents

The effectiveness of our SEND provision is ensured through:

- Early Identification of need
- Learner engagement
- Timely and accurate record keeping
- Challenging, realistic target setting
- Small steps approaches
- Adopting the “Assess – Plan – DO – Review” cycle
- Clear, effective and honest communication
- Shared staff expertise and support
- Effective and appropriate interventions and support
- Fair and equal access to all extra-curricular provision, clubs and activities

Legal Framework

This policy pays due regard to legislation set out in Key publications:

- Children and Families Act 2014 – including related regulations
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children’s Act 2014
- Supporting children with medical Conditions 2015
- Keeping Children Safe in Education 2020
- Working together to safeguard children 2018
- Leader’s Standards
- Teachers’ Standards
- Teaching Assistant Standards

Statutory Obligations

- Each academy will appoint a Special Educational Needs Coordinator – SENDCo, with QTS
- SENDCo’s will hold the SENDCo qualification at the time of appointment, or within the first three years of their post
- Each academy will keep a register of pupils with SEND
- All academies will lead the Annual Review process of Education, Health and Care Plans
- All pupils with identified SEND needs will receive support at a level appropriate to their needs
- Higher Needs Funding will be used to enable specific needs to be met and will be monitored by the SENDCo
- Each academy will publish their annual SEND Report via their website

Roles and Responsibilities

MAT and Board of Trustees will:

- In co-operation with the Chief Executive Officer (CEO), Executive Headteachers, Headteachers and the SEND Consultant:
 - Determine the Trust's general policy and approach to provision for SEND learners
 - Establish the appropriate staffing and funding arrangements
 - Maintain a general oversight of the Trust's work
- Appoint a member of the Board of Trustees to take a particular interest in and closely monitor the Trust's work on behalf of learners with SEND
- Report as required on the Trust's policy in relation to SEND

Note: The day-to-day management and leadership of the above duties are delegated to the CEO, Executive Headteachers and Headteachers with the support and guidance of the SEND Consultant

CEO, Deputy CEO's, Executive Headteachers & Academy Headteachers will:

- Be responsible for the day-to-day management of all aspect of the Trust's work, including the provision for learners with SEND
- Report to the Board of Trustees to keep them fully informed, working closely with the Board link for SEND as required
- Ensure that learners who have an Education, Health and Care Plan (EHCP) have an annual review
- Refer learners to the LA for statutory assessment as required
- Ensure that the Trust's vision for SEND is clear and promotes inclusion for all

MAT SEND lead / consultant will:

- Provide support and guidance to the Trust
- Lead the quality assurance of SEND across the Trust
- Lead the Quality Improvement Group (QIG) for the SENDCo's
- Provide specialist support and advice linked to individual cases and signpost additional support where required
- Signpost other areas of specialist support and expertise where needed
- Ensure that the statutory requirements are adhered to

SENDCO for each Academy will:

- Ensure that the Academies SEND provision and offer is up-to-date and available on the website
- Manage the day to day operational aspects of the Trust and Academy SEND policies
- Co-ordinate provision and interventions for learners with SEND
- Update and oversee all records on learners with SEND, taking in to account GDPR guidance and regulations
- Liaise with Curriculum/Subject Leaders
- Monitor the progress of SEND pupils and address any gaps or concerns
- Oversee the Plan-Do-Review cycles
- Liaise with Parents/ Carers
- Liaise with external agencies and Trust specialists to coordinate their involvement and support

- Collect and signpost suitable high quality resources
- Advise staff on inclusive, quality first teaching and learning, including differentiation
- Attend relevant courses and disseminate information to staff
- Liaise with other school/college staff to support transition and share SEND information
- Contribute to the strategic vision and development of SEND policy and provision
- Attend the Trust SEND QIG
- Complete statutory annual reports
- Ensure the Academy website includes statutory SEND information

All Teachers will:

- Create an inclusive learning environment
- Identify, as early as possible, the learners with SEND within their own classes
- Use their own assessments and data to identify learners who are not making expected progress and consider if this is a starting point for a SEND referral in school and some additional support
- Consult the SENDCo when setting up SEND support targets and interventions
- Keep Parents/Carers informed of progress or any concerns
- Update records as and when necessary
- Be supportive towards families during statutory assessment procedures
- Organise the learning environment to take account of learners with SEND
- Differentiate and adapt tasks to allow maximum access to the curriculum
- Provide a variety of teaching methods and approaches
- Share and explain new targets and interventions with parents
- Ensure support staff are appropriately deployed in class to support the learning
- Keep records of any SEND meetings

Teaching Assistants will:

- Support learners as directed by the SENDCo and teaching staff
- Know the needs of the learners they support and share this information on a need to know basis
- Provide support as detailed in any plans, including EHCP's
- Maximise learner independence and treat all learners with dignity in an age appropriate manner
- Lead and support interventions as directed by the SENDCo or teacher

Academy Council

- Scrutinise the quality of SEND provision in their Academy
- Ensure that statutory duties and policies are in place and followed appropriately
- Maintain a general oversight of the work of the SENDCo and the Academy

External agencies / partners / specialists / LA

- Support the SENDCo and Academy to meet the needs of learners with specialist support, advice and guidance
- Support the SENDCo through the Statutory Assessment process and Annual Review Cycle
- Signpost the Local Offer and provide access to specialist facilities and therapies

Parents / Carers

Effective partnerships between school and families are key to pupil success. This is particularly emphasised when schools, parents and carers work in collaboration to meet the needs of pupils. Parents

often offer a vital voice for pupils with additional needs and they need easy, non-bureaucratic access to key staff in schools.

It is important that parents and carers are offered a full and genuine opportunity to be involved in the planning of educational provision and interventions and they should be supported and encouraged to be part of this. This collaborative working will enable parents and carers to understand the additional needs that their child faces in everyday life and learning, and will help them to adopt strategies and interventions to support learning and progress outside of the school environment. It is important that parents / carers are informed when additional needs are identified and they should know that their child is included in the Academy SEND register. Parents and carers should be kept up-to-date with SEND interventions and should know which professionals are working with their child – particularly if their child is receiving specialist support.

The Trust, and the individual Academies are committed to supporting families to recognise that:

- Parents / carers are a child's first educators and their influence and knowledge of their child is valued
- Their child's development can be enhanced by close cooperation between home and school
- Parents / carers have a unique and knowledgeable view of their child
- Parents / carers have statutory rights regarding information about their child's progress and achievements
- Parents/ carers have different lifestyles and cultures – these should be respected and valued

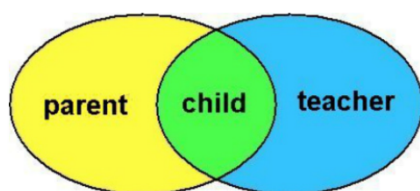
Trust Academies will develop a supportive partnership with Parents / Carers by:

- Discuss and concerns in a sensitive and timely manner with them, and seek to understand the views and opinions of the family
- Actively including them in any assessments undertaken with their child so that their knowledge can be factored in any assessments
- Helping families to support their child with any homework
- Working with families to explain and support them with any strategies that may reinforce the work being done in school
- Keeping families informed of educational progress or any concerns

Parents have a responsibility to reciprocate this with the Academy to support their child's education. As part of a collaborative working arrangement, parents / carers should:

- Communicate regularly with the academy to alert them to any concerns that they have about their child or the provision and support that they are receiving
- Fulfil their obligation under the Home School agreements
- Take an active part in any statutory reviews by attending meetings and reviews by arrangement with the Academy

FCAT believe that success is underpinned by a three-way process:



The Trust and its Academies aim to involve learners in their learning process by:

- Listening to their view and opinions about their learning – their voice and aspirations are valued and important
- Discussing the purpose of any interventions and assessments in an age appropriate way and in a format that they can understand and process
- Encourage them to participate and make decision about the provision for their learning and skills development
- Encourage them to take responsibility and develop independence in an age appropriate manner
- Support learners to build their confidence and self-esteem by creating a 'can do' culture

The Trust and its Academies aim to provide maximum access to the curriculum by:

- Identifying learners who are experiencing difficulties as early as possible
- Acknowledging the positive when assessing needs
- Developing a prescriptive and individual SEND support plan with support from external agencies and experts when needed
- Adapting the physical environment where possible to make it safe and accessible for individual needs
- Setting appropriate and ambitious objectives for the short, medium and long term
- Providing a range of assessment tools that capture progress at all levels and celebrate success

The Cycle of SEND – Interventions, Support and Monitoring

In accordance with the SEND Code of Practice, the Trust and its Academies follow the Assess – Plan – Do – Review approach to managing and supporting learners with additional needs. Parents / carers and learners are involved at all stages.



SEND intervention will be in a monitored approach – each own Graduated Response the expertise of their staff with wrap around expertise external agencies and

staged and Academy has its which draws on and is bolstered and support from partners.

The first stage of support will always be through the generic Quality First Teaching in the Academy which will ensure that work is appropriately differentiated to support learning and progress. This will be done in line with the Graduated Response document from the LA.

For learners who require more support or additional differentiation to be able to access and process work and tasks, a more targeted 'intervention' based approach is offered. These interventions are monitored to ensure that they are effective in removing barriers to learning. Pupils who require a high level of intervention and support to be able to access the curriculum and school environment will receive specialist and targeted support to ensure that their needs are met. In some cases, this will involve a multi-agency approach and the support of Educational Psychologists and advisory teachers.

In some cases, it may be appropriate to progress to a Statutory Assessment of SEND. Here, the SENDCo will coordinate the necessary specialist support and prepare the assessment documentation for the assessment panel.

Local Offer

The Trust and its Academies will work in partnership with the Local Authority (Blackpool and Lancashire) agency partners in the development and review of the local offer for SEND – this is detailed in each Academy SEND policy