



1 INTRODUCTION

- 1.1 The report replaces the SEND policy and SEND offer. It will be approved and reviewed annually by the Full Trust Board and the Special Educational Needs and Disability Co-ordinator (SENDCo) at the Trust.
- 1.2 This is a statutory policy.

2 ROLE OF TRUST BOARD AND COMMITTEES

- 2.1 The Trust Board has overall responsibility for this policy.

3 ROLE OF PRINCIPAL AND SENIOR LEADERSHIP TEAM

- 3.1 The Principal has overall responsibility for the implementation of this policy, supported by the Assistant Principal Inclusion and SENDCo.
- 3.2 SENDCo Roles and Responsibilities
- 3.2.1 To track, monitor and support SEND students to enable them to make the best possible progress; to monitor and support the progress of Children Looked After (CLA); to support the Principal in the provision evaluation of Pupil Premium students.
- 3.2.2 Main duties and responsibilities
- To undertake duties which could include the following for as long as they are required:
 - To oversee the day-to-day operation of the Trust's SEND policy,
 - Co-ordinate provision for children with SEND,
 - Advise on the deployment of the Trust's delegated budget and other resources to meet the students' needs effectively,
 - Liaise with parents and carers of SEND students,
 - Liaise with Early Years providers, other schools, educational psychologists, health, and social care professionals and independent or voluntary bodies as necessary,
 - Act as a relevant contact for external agencies, especially the Local Authority and relevant support services.

4 OVERVIEW AND AIMS OF THE SPECIAL EDUCATION NEEDS AND DISABILITIES POLICY AT THE TRUST

The Trust is committed to creating futures for all the students.

We recognise and celebrate the differences of every child and the contributions to the Trust that diversity creates.

The Trust is committed to offering a broad and balanced curriculum that every young person can engage with and enjoy, that leads to the best possible outcomes and progress for the students, especially those with SEND.

The Trust are dedicated in ensuring that students identified as having SEND are educated alongside their peers in mainstream classes and have full access to the curriculum and enrichment activities.

At the core of the Trust's practice is Quality First Teaching (see

4.1 Quality First Teaching Strategies for further information) where:

“High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.”

4.2 Every teacher is responsible and accountable for the progress and development of the students in their class, even if additional support is provided through the pastoral, academic and learning support teams.

This policy should be considered within the wider context of specific Trust policies relating to learning and teaching.

Academy Overview	Academy Cohort 2023-2024
<p>The Trust is a mainstream 11-18 secondary Academy with around 1300 students. It serves an area covering Solihull, Coventry, and Warwickshire with Academy.</p> <p>The Trust strives to be as inclusive as possible in meeting the needs of students with a Special Educational Need/s and or Disabilities, where families want this to happen.</p>	<p>Students with an Educational Health Care Plan (EHCP):</p> <p style="text-align: center;">1. 1.46%</p> <p>Students with Special Educational Need/s and/or Disabilities (SEND):</p> <p style="text-align: center;">19.31 % 19.66%</p> <p>Pupil Premium (PPG) students:</p> <p style="text-align: center;">14.56% 16.00%</p> <p>Students with English as an Additional Language (EAL):</p> <p style="text-align: center;">4.% 4.30%</p>



5 AREAS OF SPECIAL EDUCATIONAL NEEDS PROVIDED BY THE TRUST

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs (SPD)

Area of SEN	Definition
Communication and Interaction	Children with Speech, language and communication needs have difficulty in communicating with others, for example those with an ASD diagnosis. This could include difficulties with producing or responding to expressive or receptive language. The children may have difficulty in uttering speech sounds, difficulties in understanding spoken language and communications from others.
Cognition and Learning	This refers to when children and young people learn at a slower pace than peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including specific learning difficulties (SpLD) such as dyslexia and dyspraxia, severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.
Social, emotional, and mental health difficulties	This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties and traumas. It also includes ADHD and attachment disorder.
Sensory and/or physical needs	Some students will require special educational provision due to a disability which prevents or hinders the child from making use of the educational facilities provided. These include visual impairments, hearing impairments, multi-sensory impairments and physical impairments, which may require additional equipment in order to effectively assist with learning.

6 IDENTIFYING STUDENTS WITH SEN, ASSESSING THEIR NEEDS; INVOLVING STUDENTS AND THEIR PARENTS/CARERS

6.1 The Trust believes that most needs can be met in mainstream lessons, taught by professionals (teachers), where learning is personalised according to need. Staff at the Trust work hard to ensure that information about students' needs is shared, so that teachers are able to plan lessons accordingly. Wherever possible, for the vast majority of the time, students with SEND are educated alongside peers in mainstream lessons.

6.2 There are a number of ways that a student may be identified as having additional needs. The Trust's staff may use some of the following ways to identify students with SEND:

- Information from Transition. The Trust liaises closely with feeder Primary schools and staff visit most feeder schools to gather information. This enables teaching staff to be fully prepared for the autumn term. This information is shared with staff through the SEND Register and Student Profiles/Passports. In the first instance, some students may need monitoring more closely at the beginning of Year 7 and during the transition stage, so that staff can gauge students' progress.
- Information gathered from baseline data, reading and spelling ages. Any student who joins the Trust mid-year will be assessed to identify a starting point. Such information is invaluable in supporting students effectively from day one.
- On-going observation and information sharing amongst staff and academic, pastoral, and learning support teams relating to a student's progress is used to inform future planning. This may include lesson observation and student trails from staff members such as the SENDCo.
- Data from Progress checks. If a student is falling below expected grades of progress, this will be picked up by regular reviews and data drops, as well as through academic progress meetings. Curriculum Leaders will also review student progress and put in place a variety of subject specific interventions as necessary,
- Using a dyslexia screener and other online assessments,
- Academic and Pastoral meetings. Information is shared by the Trust's staff, allowing support to be coordinated, including any possible referrals to outside agencies. This may include, for example, referrals to Child and Adolescent Mental Health Services (CAMHS, SOLAR), the Speech and Language Therapy team (SALT), educational psychology services or occupational therapists.
- Outside agency support plays an important role in identifying, assessing, and providing provision for students with SEND. If a student at the school is making less than expected progress, despite tailored support, the Trust seeks to utilise support from external specialists, for students with higher levels of need, in order to improve their outcomes. The Trust will receive regular visits from the Educational Psychologist, Specialist Advisory Teachers, Speech and Language Therapists and the Specialist Inclusion Support Service (SISS),
- The Trust works closely with the Attendance Officer and the Education and Welfare Officer.

- 6.3 The Trust greatly values the partnership with parents and carers. A positive, communicative, and collaborative approach is the best way to understand the needs, barriers and context of the young people which leads to equity and the removal of barriers.
Parents and carers are represented on the Academy Trust Board. Parents and carers are also invited to regular tutor and teacher evenings to review and discuss student progress. The Trust encourages and invites families to reward evenings, drama, dance and music performances and sporting events.
- 6.4 The Trust will notify parents and carers when it is decided that students will receive SEND support. Families will be consulted on all matters relating to the young person's SEND provision. Families are also encouraged to participate as fully as possible in supporting the student's learning needs; this may involve parents/carers requesting additional meetings with relevant staff in order to make this possible.
- 6.5 Slow progress and low attainment will not automatically mean a student is recorded as having a Special Educational Need.



7 HOW WILL THE TRUST MONITOR AND TRACK MY CHILD'S SEND SUPPORT?

- 7.1 The Trust will consider the needs of the child through a holistic and whole-child approach and will continue to assess and monitor students using the graduated response and the cycle of: Assess, Plan, Do, Review. The subject teacher will work with the SENDCo and Learning Support team to carry out a clear analysis of the student's needs.

Figure 1: Assess, Plan, Do, Review (ADPR) cycle

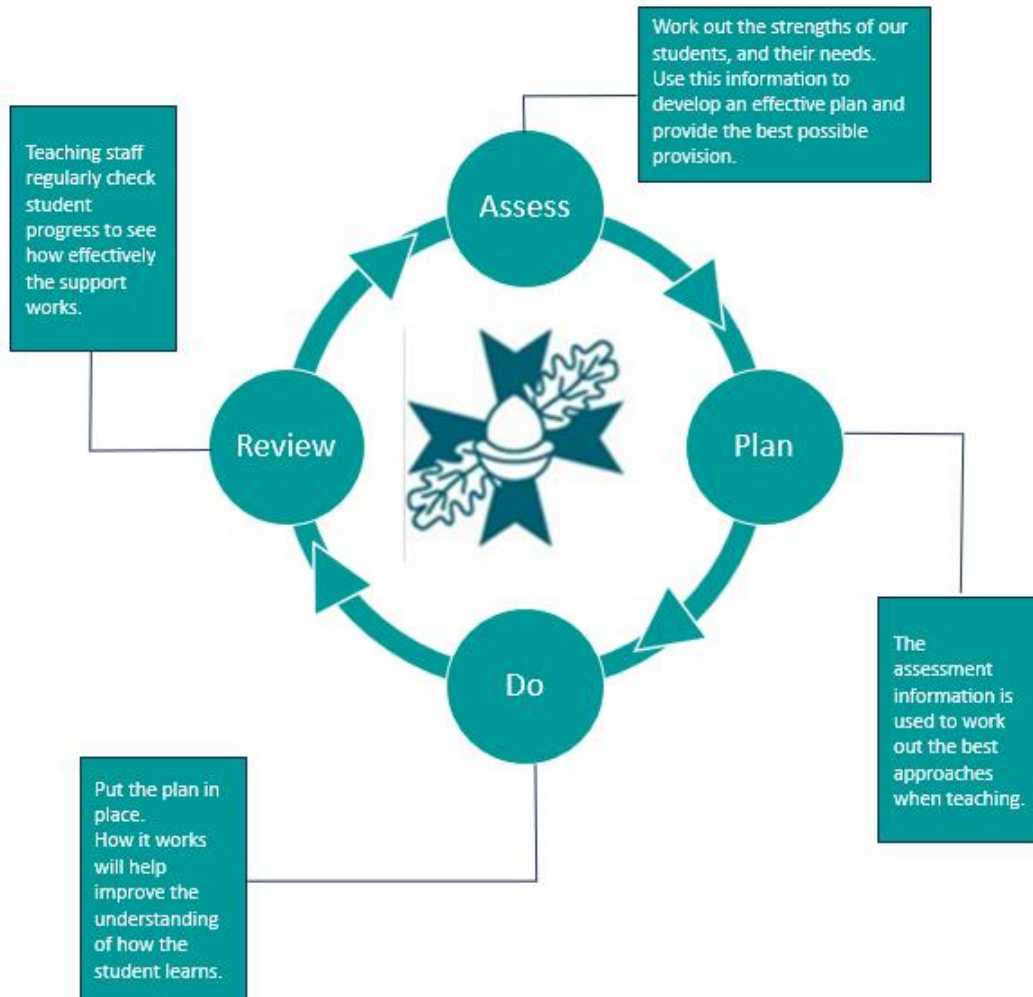
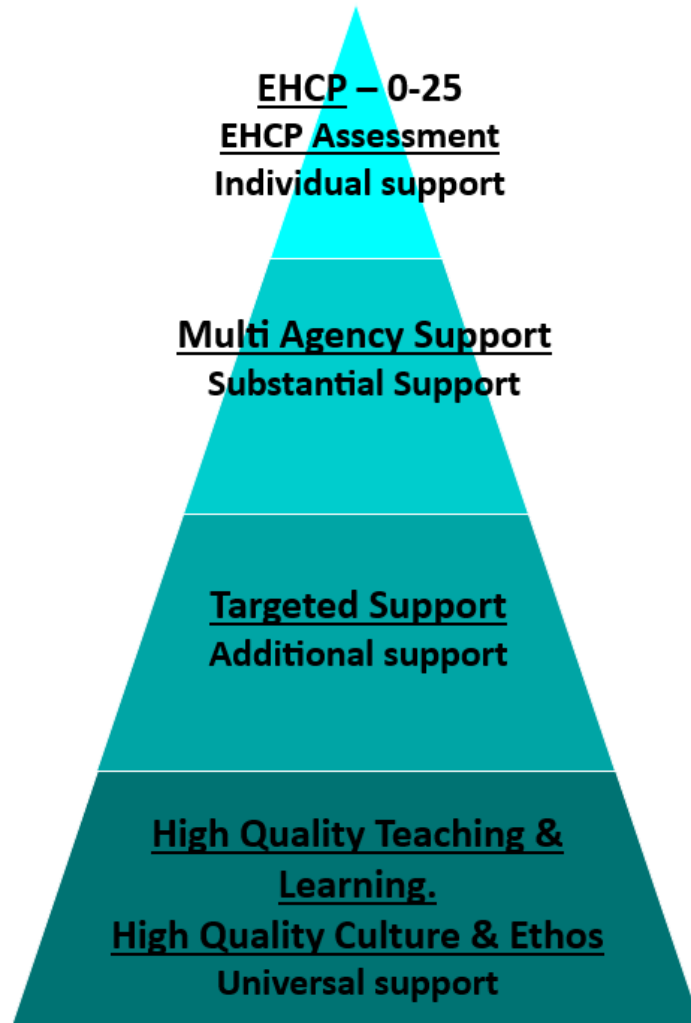




Figure 2 - The Graduated Approach



8 THE TRUST’S APPROACH TO TEACHING YOUNG PEOPLE WITH SEN

8.1 High Quality Teaching and Learning, and Culture and Ethos

Delivered By	Type of support available	Who receives this
<p>Class teacher/Key worker input via good/outstanding classroom teaching.</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for all students in the class. This is referred to in school as “Quality First Teaching”. • All teaching is based upon building on what a child already knows, can do, and can understand. This is achieved through ongoing assessment and focused marking of students’ work. • Putting in place different ways of teaching so that a child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted to a specific child. • Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable a child to access the learning task. This may include occasional support from a learning support assistant/key worker to help with a particular difficulty. 	<p>All students in the school receive this</p>



8.2 Targeted Support

Delivered by:	Type of support available	Who receives this
<p>A collaboration between the SENDCo and class teacher on the basis of high-quality evidence concluding that a student needs the additional targeted support</p>	<ul style="list-style-type: none">• A child’s teacher/key worker will have carefully checked on the child’s progress and will have decided that the child has a gap in their understanding/learning and needs additional support to ‘close the gap’ between the child and their peers.• Parents/Carers will be immediately informed and will be a full partner in planning and reviewing additional support or interventions. The term intervention is used to refer to additional support that a child receives to help move them forward in a particular area of learning. This support is time limited and will have clear targets to help the student make more progress.• The class teacher will plan with parents/carers, the student and the SENDCo to put in place interventions that support the child’s learning.• Interventions may include small group work or individual sessions.• We acknowledge that a number of children will have special educational needs (SEN) at some time in the school career. Some of these students may require help throughout their time at the Trust, while others may need a little extra support for a short period to help overcome more temporary needs. When considering the type of support individual students might need, all teachers have been advised to think in terms of two groups of students.• “Underachieving and less experienced learners.”• “Students with a closely defined special educational need or disability.”• Students identified with special educational needs require a response from the Trust that goes beyond the necessary differentiation that should typically be available to every child in every classroom.• Students identified with special educational needs require a response from the Trust that goes beyond the necessary differentiation that should typically be available to every child in every classroom.	<p>Students who are identified as having additional needs</p>



Delivered by:	Type of support available	Who receives this
	<ul style="list-style-type: none">• Particular care will be needed with students whose first language is not English. Teachers/key workers will closely follow the students' progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess the student's proficiency in English before planning any additional support that might be required. In assessing the SEND of students who speak English as an Additional Language, home language assessment may also be used, where deemed appropriate, to inform provision.• Students must not be regarded as having learning difficulties solely because home language is different from that in which the Trust teaches.• Where a student's behaviour has been identified as a cause for concern, in line with steps taken to support students in the school behaviour policy, the Trust works with the principle that a student's behaviour is often the product of other underlying needs, for example social interaction or communication needs, particular care is taken to address these needs through work with the academic, pastoral, and learning support teams.• Where small group sessions are put in place, often run by a Teaching Assistant, Learning Support Assistant, teacher, or an outside professional (like a Speech and Language Therapist) using a recognised programme. These small group sessions are often referred to in school as 'interventions' and 'provisions,' and steps have been taken to ensure that there is a strong evidence base underlying the interventions that we have selected to use.• At this point you will be fully involved in discussions and decisions and asked to come to a meeting to discuss your child's progress and help plan possible ways forward.• In addition to interventions that take place, whether in the classroom, or during the school day, we offer some additional support to students outside of normal Trust hours.	

9 HOW WE INVOLVE OTHER BODIES

9.1 “Other bodies” includes Health and Social Care bodies, Local Authority Support Services and Voluntary Section Organisations.

9.2 The Trust involves these other bodies to assist with meeting students SEND needs and supporting families.

9.3 The Trust does this so that specialist professionals can work with students, when needed, to understand specific needs and make recommendations, such as:

- Making changes to the way a child is supported in class e.g., some individual support or changing some aspects of teaching to support a child better.
- Support to set targets which will include specific professional expertise advice and recommendations.
- A child’s involvement in a group run by the Trust’s staff members, under the guidance of the outside professional e.g., Speech and Language Support.
- A group or individual work at the Trust run by an outside professional.

9.4 Parents/carers will always be involved in decisions about how the support will be used and what strategies will be put in place. Parents/carers will be provided with the contact details for any agencies or services outside of the Trust who will be working with specific students.

9.5 Multi-Agency Support.

How the support is funded	Type of service
Directly funded by the Trust	<ul style="list-style-type: none"> • Learning Support Assistants (LSAs) • Laptops • iPads • Reading Pens • My Tutor • Counsellor • NESSY Literacy support • Thinking Reading • Support Dogs
Paid for centrally by The Local Authority	<ul style="list-style-type: none"> • Educational Psychologist service • Visual Impairment team • SISS • SOLAR/CAMHS • Early Help • Inclusion Service
Provided and paid for by Health Service	<ul style="list-style-type: none"> • School Nurse • Health visitor • Occupational Therapy • Speech and Language Therapy
Voluntary Agencies and charities	<ul style="list-style-type: none"> • Youth Offending Team • Mermaids • CRASSAC • NSPCC • Positive Choices



10 WHAT HAPPENS IF MY CHILD REQUIRES AN EDUCATION HEALTH AND CARE PLAN (EHCP)?

10.1 If, despite all the above support, a student needs further or more specialist input, the Trust, or parent/carer, can recommend that the Local Authority makes a statutory assessment for an Education, Health, and Care Plan (EHCP).

This is a legal process, and you can find full details about this in the Local Authority (LA) based Local Offer, Solihull MBC web site at:

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

10.2 This will occur where the complexity of need or a lack of clarity around the needs of a child are such that a multi-agency approach to assessing that need, and to planning provision and identifying resources, is required.

10.3 EHCP and EHCP Assessment

Steps to Education Health and Care Plans

1. The application for an Education, Health and Care Plan will combine information from a variety of sources including parent/carer, the child, teachers, the SENDCo, Social Care and Health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.
2. This information will be shared with the Local Authority at the point at which a request is made for an Education and Health Care Plan. After the Trust has sent in the request to the Local Authority (with much information about a child, including some parent/carer information) a decision will be made by a group of people from education, health, and social care about whether or not the child is eligible for an EHC Plan. Parents/carers have the right to appeal if the decision is not to initiate a statutory assessment leading to an EHC Plan.
3. If an EHC Plan is not approved, then the Trust will be asked to continue with the SEN Support provided by staff members at the Trust.
4. If the application is approved by the Local Authority, then an EHC Plan will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that a child may have, in one plan.
5. The EHC Plan will state in detail a child's strengths, needs and the provision that is required to meet the long and short-term outcomes that are being sought.
6. The Trust must make its best endeavours to put in place the support identified in the EHC Plan.
7. A review of an EHC Plan will be conducted annually in which parents/carers, the child, teachers, and other agencies (including health and social care professionals) will be invited to attend the Trust, to discuss and review the progress of the child, set new outcomes, and amend the EHCP where necessary.



11 HOW WILL I KNOW WHETHER MY CHILD IS MAKING GOOD PROGRESS?

11.1 All teachers constantly check, and review progress made by all students. We have robust tracking and assessment processes. For every student there are online face to face parent consultation evenings, termly progress checks.

In addition, in year 7 there is a 'meet the transition team' evening early in the autumn term. These are the formal opportunities to hear about students' progress both socially and academically.

11.2 For students with SEND, there will be additional opportunities to meet or liaise with key staff throughout the year at timely intervals, dependent on need. Parents/carers of a student with SEND who is receiving specific intervention, will be invited into school, or contacted by telephone or email with updates of the child's progress. This will happen at least termly. Parents of a student with an EHCP plan will be invited to discuss the progress of their child on a termly basis.

11.3 Progress, attendance, behaviour, readiness for learning, self-esteem, and any other relevant area may be agenda items. At face-to-face meetings, parents, SENDCo and outside agency specialists may be present. The Trust's staff will inform parents in advance of the meeting and share information about who will be present. Parents/carers can ask for any trusted adult, such as a grandparent, to accompany them to the review meeting.

12 SUPPORTING CHILDREN AND YOUNG PEOPLE MOVING FROM PRIMARY TO SECONDARY, TO ANOTHER YEAR GROUP AND PREPARING FOR ADULTHOOD

12.1 Once a child has been allocated a place at The Trust, by the local authority, the child and parent/carer will be invited on site to meet and speak with the team who will be working with the students at The Trust.

12.2 Staff at The Trust work with feeder primary school colleagues to ensure they know about future students' needs and are able to make arrangements before the young people start at the Trust. All students have the opportunity to take part in the transition day during Year 6 and, where appropriate, staff can also organise additional transition work.

12.3 If other professionals are involved, teachers at The Trust will endeavour to hold a Team Around the Family (TAF) meeting to discuss the child's needs, share strategies used, and ensure provision is put in place before the child starts.

12.4 The SENDCo will ensure teaching strategies are shared with all staff, thus ensuring a smooth transition progress. This includes teaching tips and a Curriculum Passport.

12.5 When moving between year groups in school, teachers liaise to pass on information and knowledge about students. Enhanced transition opportunities can be put in place where appropriate to ensure that students feel comfortable and prepared for their transitions.

12.6 Careers Fairs, transition interviews and option evenings form part of the school calendar each year. Options booklets are produced for year 9 to enable students and parents to make informed choices for next steps.

12.7 The Trust has a Careers Officer who works with all students, alongside the Pastoral and Academic teams, to prepare them for further education or training post 16.

13 SERVICES AND ORGANISATIONS WE WORK WITH

Service/organisation	What they do in brief	Contact details
SOLAR in Solihull (CAMHS)	Screen young people for mental health difficulties and provide therapeutic support for those groups	SOLAR- via your GP or The Trust
Specialist Assessment Service (Meadows Centre)	Assess for autism and complex learning difficulties.	Via The Trust
Educational Psychologist Service	Assess and support young people who are not making progress with their learning.	Via The Trust
Occupational therapists	NHS provision assigned to individual students to provide advice and guidance for a variety of difficulties e.g., fine, and gross motor skills	Via GP
Speech and Language Therapists (SALT)	Can offer core services to students with disordered language difficulties	See the Local Offer: https://www.solihull.gov.uk/children-and-family-support
SISS Autism team	For students with a diagnosis of Autism who are having difficulty accessing the school curriculum	Via The Trust
SENDIAS (Special Educational Needs and Disability Information Advice and Support)	<p>“Our vision at Solihull SENDIAS, is that children and young people with SEND, and their parents/carers, will be aware of their entitlement and the options available, and will be able to make informed decisions.”</p> <p>Information, advice and support for children and young people with SEND and their parents/carers will be impartial, free to access, accurate, confidential, comprehensive, and easily accessible/understandable.”</p>	https://www.family-action.org.uk/what-we-do/children-families/send/solihull/sendias/

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14 LINKS TO OTHER TRUST POLICIES

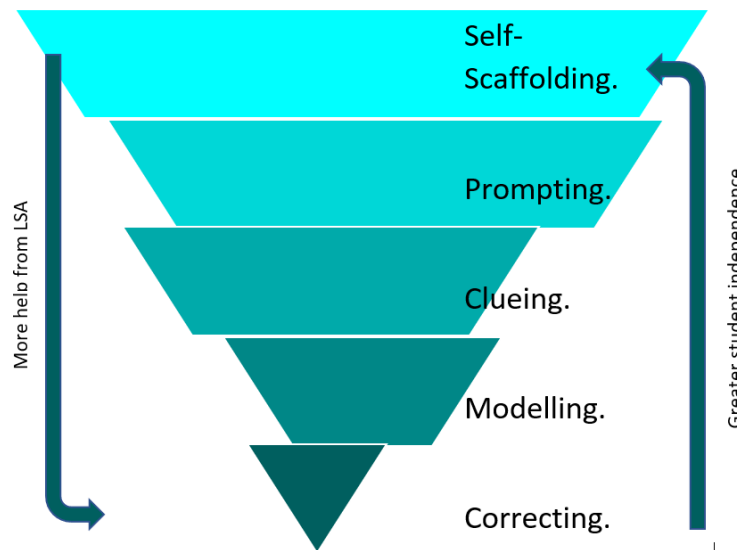
14.1 The SEND Information Report is linked to a number of other school policies. The main ones are:

- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Equality Information and Objectives
- Exclusions Policy
- Health and Safety Policy
- Medical conditions
- Safeguarding Policy



15 QUALITY FIRST TEACHING STRATEGIES

15.1 Teaching for independence



- High Expectations.
- Developing relationships and knowing students well.
- Inclusive Environment.
- Broad and balanced curriculum planning.
- Engagement and challenge.
- Effective questioning and modelling.
- Scaffolding learning.
- Promoting communication skills.
- Assessment and feedback.
- Understanding working memory.
- Metacognition and self-regulation.
- Effective use of LSAs.

15.2 All teachers have the highest possible expectations for all students in their classes and deliver high quality specialist teaching in the classroom. All teaching is based on building upon what your child already knows, can do, and can understand. Teachers are aware of the targets for all students including those with SEND and adapt their teaching to ensure that all students make progress to achieve their individual target.

15.3 The teacher/s will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, including ICT. The teacher will also put in place specific strategies, which may be suggested by the SENDCo or specialists from outside school, to enable your child to access the learning tasks.

15.4 Throughout the school year there are opportunities to meet with the school staff about aspects of the curriculum for example parents' consultation evening. You can also contact subject staff directly.



16 CONCERNS AND COMPLAINTS

16.1 Our SENDCo and Learning Support team work closely with teachers, pastoral and academic managers to help and support needs in the classrooms. Communications and queries about your child's learning need to go through either their tutor or subject teacher and in line with our graduated response, they will seek guidance and support from Learning Support (as and when appropriate) to make sure that your child receives quality first teaching based on their specific needs and barriers to learning.

It is unlikely you will hear directly from the SENDCo until, and only if, your child reaches the EHCP assessment stage with our graduated approach.

16.2 If you have any concerns about your child's SEND provision the Trust recommends the following approach:

- Contact your child's tutor or the appropriate subject teacher.
- Contact the Academic Manager if your concern has not been resolved by the tutor or teacher.
- If you are still concerned the Trust's complaint policy can be found on the [website](#) under the About Us... drop down menu, where you will find the policies.

17 AUTHOR

17.1 The author of this policy is the SENDCo. They should be contacted for any points of clarification or suggested future amendments.

18 VERSION CONTROL

Policy Number	SENPP-07-
Policy Name	SEND Information Report
Version Number	02
Publication Method	External/ A copy must be made available in U:\Staff Information\Policies\
Approved by	Full Trust Board
Date of Approval	March 2024
Key changes since previous version	1. Academy cohort dates corrected
Next Review Date	October 2024