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Policy Document

Inclusion including SEND

Policy Tier	1
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Applicability:

This policy applies to staff in accordance with its designated policy tier.

- Tier 1**:** Applies to all schools and centrally based staff and must be adopted in full without modification.
- Tier 2: Applies trust-wide but allows limited contextualisation to reflect individual school circumstances.
- Tier 3: Applies at school level and is approved and implemented through local governance arrangements

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1.0 Introduction

The Leigh Trust is committed to ensuring all its schools are inclusive schools. We take safeguarding very seriously and are committed to the welfare and safeguarding of children. This policy incorporates Special Educational Needs and Disability, pupils with English as an additional language and vulnerable children. It is linked to more able, behaviour, anti-bullying, equalities, supporting children with medical conditions, asthma and teaching and learning policies. This policy is written to comply with the 2014 Children and Family Act and it's SEN Code of Practice together with the Equality Act 2010 and in line with Every Child Achieving and Thriving (New schools DfE White Paper)

We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. We aim to value the individuality of all our pupils. We are committed to giving each pupil every opportunity to achieve the highest of standards, to ensure that all pupils are happy, involved and engaged in all areas of the school. We will ensure that every pupil is treated as a special, unique individual who has the potential to shine. We will work together to make sure pupils feel safe, secure, cared for and appreciated for being themselves. Our primary focus is to enable all pupils to participate in a range of activities which promote academic, personal, social and physical development. This policy helps to ensure that this happens for all the children in our schools, regardless of their age, gender, ethnicity, attainment or background.

The SEN information report for each school is available on the school website along with a link to Birmingham City Council's Local Offer for parents and with SEN and disabilities.

2.0 Legistaltion and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- **https://www.gov.uk/government/publications/every-child-achieving-and-thriving** The white paper and accompanying documents set out the government's vision for schools and special educational needs and disabilities (SEND) reform to support every child to achieve and thrive.

3.0 Roles and Responsibilities

The Trust Board

The Trust Board holds overall strategic responsibility for ensuring that the Inclusion and SEND Policy is implemented effectively across all schools within the Trust. The Board ensures statutory compliance with relevant legislation, monitors the quality and impact of SEND provision, and receives regular reports from senior leaders on progress and outcomes for pupils with special educational needs and disabilities. Through its oversight, the Trust Board promotes an inclusive ethos, supports continuous improvement, and ensures that resources are allocated appropriately to meet the needs of all learners.

The School Governing Body

School Governing Bodies are responsible for overseeing and monitoring the implementation and effectiveness of Leigh Trust policies, including SEND, in their individual schools. This is to ensures that the needs of children and young people with Special Educational Needs and Disabilities are being met in their school. Each School Governing Body nominates a representative to lead on SEND monitoring.

Head of School

The Head of School:

- Has overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Works with the Lead Practitioner for Inclusion & SEND and Academy Representative for SEND to determine the strategic development of the SEN policy and provision within the school
- Will ensure that they use their best endeavours to ensure pupils with SEND get the support they need.

Trust Welfare Team

The Trust Welfare Team will:

- Maintain a strategic overview of the Welfare provision across the Trust.
- Mentor and coach all Trust Lead Practitioners for Inclusion & SEND.
- Monitor statutory compliance every term.
- Monitor the quality of SEN provision in each school.
- Lead half termly Welfare Network meetings.
- Develop and review Welfare policies for the Trust.
- Report to the Board of Trustees every term.

Lead Practitioner for Inclusion & SEND

The Lead Practitioner for Inclusion & SEND will:

- Work with the Heads of School, Inclusion Managers / SENCOs, Trust Welfare team and Academy representative for SEND to determine the strategic development of the Inclusion and SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and SEN Support Provision Plans.
- Carry out timely reviews of the implementation and effectiveness of support and interventions and their impact on pupil progress / outcomes.
- Provide professional guidance and quality assurance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach, providing high quality SEN support.
- With parental agreement bring a pupil to the attention of the Local Authority Special Educational Needs

  Assessment and Review team particularly where they believe an Education Health Care needs assessment may be necessary. This may be as the lead or via the submission of supporting evidence through requests made by parents, a young person (16-25 years) or health/social care practitioner.

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next step providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head of School, Trust Welfare Team and Academy representative for SEND to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date, complying with GDPR procedures.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEND.
- Be part of the DSL Safeguarding team to ensure social care and child protection practices are followed in support of pupils with SEND.

- Lead EAL provision within the school.

Teachers

Schools within the Leigh Trust aim to provides high quality teaching and learning opportunities which enables all pupils to access a broad, rich, balanced and appropriately adapted curriculum. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from a teaching assistant or specialist member staff.

Teachers should:

- Set high expectations for every pupil. They should challenge pupils whose attainment is significantly above the expected standard. Teachers should use appropriate baseline assessments to set targets which are deliberately ambitious.
- Deliver a curriculum that provokes ambition and inspires pupils to enjoy reflective and dynamic learning.
- Plan lessons that consider a wide range of pupils who have special educational needs, many of whom also have disabilities. Lessons should be coherently planned with adaptations and scaffolding to ensure that there are no barriers to every pupil achieving within and across subject areas. In most cases, all pupils will be able to study the full national curriculum.
- Ensure that pupils with SEND actively participate in the activities of the school, alongside pupils who do not have SEND.
- Spark curiosity and excitement in pupils about the world, themselves and each other.
- Be aware of the ability of pupils for whom English is an additional language. Teachers should plan activities to help pupils develop their acquisition of English and should aim to provide the support pupils need to take part in all subjects should additional needs / disabilities also be prevalent.
- Seek to identify pupils making less than expected progress given their age and individual circumstances
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the Inclusion Manager / SENCO and Inclusion Support team to decide the provision and support required to ensure the pupils make at least expected progress.
- Implement and review recommendations made by external support services / professional.

- Work with the Inclusion Manager / SENCO to collect all available information on the pupil as part of the graduated approach.
- Facilitate effective and informed classroom partnerships with Senior Inclusion Support Workers.
- Develop and review one page profiles for pupils and keep parents informed of progress.
- Work with pupils to deliver the individual programme set out in their one page profile/SEN Support Provision Plan/EHCP.
- Develop effective relationships with parents/carers.
- Encourage pupils to participate in decision-making.
- Promote pupil independence and peer collaboration.
- Carry out accurate assessments to track pupil progress and identify the next steps to move learning on / deepen learning experiences.
- Work with the Welfare Team to identify their own training needs around SEND

4.0 Identification of Special Educational Needs

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which 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 of 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. Taken from 2015 SEN Code of Practice: 0-25 years – introduction xiii and xiv.

There are four broad categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

We have pupils in all these categories of SEN across the Trust.

Whilst the SEN Code of Practice (2015) describes the four broad areas of need, the purpose of identification is to work out what action the school needs to take to support that pupil. We consider the needs of the whole pupil, not just their special educational needs and we recognise that a pupil may have needs that cut across all these areas and that needs can change over time.

If a pupil is known to have special educational needs before they start at the school, the Inclusion Manager / SENCO will liaise with the previous school or setting to ensure they have a good understanding of the pupil's needs and the support that has been in place previously. The Inclusion Manager / SENCO will ensure that all information including the pupil's SEN file is transferred.

We consider a pupil to have a Special Educational Need and will place them on our Special Support Register if*:*

- They have been identified as have special educational needs at their previous school or setting;
    - A pupil is assessed as requiring targeted support or specialist support on the Birmingham language and Literacy and Maths Toolkits.
- A pupil is identified as requiring targeted support through a screening tool such as Talamo, Sensory Profile and the Autism Education Trust (AET) progression frameworks now known as the Neuroinclusive Education Network (NEN) frameworks
    - A pupil has significantly greater difficulty in learning than their peers.
    - A pupil is consistently making less than expected progress, given their age and individual circumstances despite high quality teaching and regular high-quality intervention.
    - A pupil has an emotional, social or mental health difficulty, which prevents him / her from fully accessing the curriculum or school.
    - A pupil has a physical or sensory difficulty.
    - A pupil has a medical condition that has a significant impact on their ability to access the curriculum, attend school or may impair their development. Alternatively, the medical condition may require a significant level of special provision in order to access the curriculum.

Pupils with SEN are identified in one of four assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- Through regular assessments and monitoring of progress, which takes place for all pupils.
- A social, emotional or mental health need is identified through a referral for mentoring or pastoral support

  where the student requires a block of mentoring or enhanced support to enable them to access the curriculum

  fully and remove their barriers to learning.
- A parent asks us to look more closely at the student's learning. Frequently these concerns can be addressed

  through high quality teaching and some parental support but there will be times when the student is placed on

  the Special Support Register because they need additional support in school.

- An outside agency or health professional informs us of a new diagnosis or a development in a student's condition where the student will need alternative provision, specialist support or adaptations to the curriculum

  in order to access education at our school.

All pupils who are identified as having special educational needs and/or disabilities will receive provision that is additional to or different from pupils who do not have identified special educational needs.

Although the school can identify special educational needs, and make provision to meet those needs, we are not able to make diagnoses. However, we can signpost parents to the most appropriate route in order to pursue a diagnosis if necessary.

Around 25% of our pupils are identified as needing SEN support (SENS) or an EHC plan (Education, Health and Care Plan). This is above the national average and means that there will be pupils with SEND in every class.

Types of SEN

Types of SEND which we currently have in the trust, include pupils with a formal diagnosis as well as those with learning profiles that would be consistent with a diagnosis (this list is not exhaustive):

Communication and Interaction

- Autistic Spectrum Disorder
- Significant language delay
- Speech and language disorder
- Selective mute

Cognition and Learning

- Dyslexic/dyscalculia difficulties
- Moderate learning difficulties
- Global developmental delay
- Downs Syndrome

Social, Emotional and Mental Health

- ADHD

- ODD
- Attachment disorders
- Emotional difficulties
- Social difficulties
- Anger management difficulties
- Pupils with emotionally based school non attendance
- Significant self-esteem and confidence issues
- Mental health difficulties

Physical and Sensory

- Visual Impairment
- Hearing Impairment
- Feeding Disorders
- Mobility difficulties
- Cerebral Palsy
- Spina Bifida

Medical Needs

- Epilepsy
- Blood clotting disorder
- Diabetes
- Genetic disorder
- Cystic Fibrosis
- Medical condition requiring PEG feed
- Brain injury
- Cancer

Levels of Response

Within the SEN Code of Practice 2015, SEN is categorised as either SEN Support or EHC. The Welfare Team breaks this down further to support school staff to ensure all pupils' needs are met as fully as possible. When pupils have been identified as having SEN and have been placed on the Special Support Database at SEN Support, the Welfare Team identifies their level of need in the following ways:

- Monitoring (not recorded as SEN)
- Targeted SEN support
- Complex need

- SEN Support Provision Plan (SSPP)
- Education, Health and Care Plan (EHCP)

Type and code	Description
Monitoring (M) (Not SEN)	Pupils who have been identified as low prior attainers through end of key stage assessments. Pupils who have been identified as needing some additional support through CAT tests. Pupils in the lowest 20% of attainment who are not already identified as having SEND. Pupils who have continued to make inadequate progress despite universal high quality teaching and having received one cycle of intervention following an initial identification of inadequate progress. Pupils where teachers or parents have raised initial concerns that are being monitored. Pupils who have been taken off the SEN Support database within the last academic year
Targeted SEN Support (TSS)	Pupils who are identified as requiring this level of support through the Early Years Child development tools and Birmingham language and Literacy and Maths Toolkits. Pupils who have been identified as having SEN at their previous school or setting. Pupils who are identified as having a high level of need through the screening tools such as Talamo, Wellcomm, Sensory Profile and the Autism Education Trust (AET) progression frameworks now known as the Neuroinclusive Education Network (NEN) frameworks Pupils are also identified as needing targeted SEN support if they have a social, emotional or mental health need that has been identified and where the student requires ongoing mentoring or enhanced pastoral support to enable them to access the curriculum fully and remove their barriers to learning. Pupils with a diagnosis of an additional need who require provision or support that is additional to and different from pupils without SEND. Pupils with a complex medical, physical or sensory need may also have an individual health care plan, management plan and personal evacuation plan detailing all aspects of their medical care, health and safety issues, fire evacuation plans, and reasonable adjustments required. These are discussed and agreed with parents and reviewed annually or more frequently if needed.

	The Birmingham Ordinarily Available Guidance will be used to support this provision. Pupils will have an individual profile on Insight Provision Map including a one-page profile, detailing their needs and the strategies in place to support them. All targeted provision will be recorded on the Insight Provision Map system. There will be a termly SEND review for pupils at targeted SEN Support. All review paperwork will be shared with parents and they will be offered a termly SEN review phone call to discuss the review.
Complex needs (C)	A pupil will be considered as having a complex need if they require a high level of support in school but do not yet have an SSPP or EHCP. A pupil with a complex need may be in the process of having an SEN Support Provision plan written or may be going through the statutory assessment process for an Education Health and Care Plan. All Pupils with a complex need will usually be known to at least one of the specialists outside agencies who support the school. Pupils with complex needs will have an individual profile on Insight Provision Map, including a one-page profile detailing their needs and the strategies in place to support them. Any professional who supports the pupil are encouraged to contribute to the one-page profile along with their parents. One-page profiles are written in collaboration with the pupils and their parents. All provision will be recorded on the Insight Provision Map system. The Birmingham Ordinarily Available Guidance will be used to support the provision for these pupils. There will be a termly SEND review for Pupils with complex needs. All review paperwork will be shared with parents and they will be offered a termly SEN review meeting to discuss the review.

SEN Support Provision Plan (SSPP)	Pupils with complex SEND may require a higher level of support or more specialist provision which will be detailed in an SEN Support Provision Plan. An SEN Support Provision Plan sets out the needs of the pupil and the provision required to meet that need. It includes long term targets for the key stage and short term targets for the year. A SEN Support Provision Plan is written in collaboration with all professionals who support the student and the parents and is submitted to the Local Authority with a funding request. Pupils with an SEN Support Provision Plan will have an individual profile on Insight Provision Map, including a one-page profile and targets that link directly to the outcomes on their SEN Support Provision Plan. Any professionals who supports the pupil are encouraged to contribute to the one-page profile along with their parents. One-page profiles are written in collaboration with the pupils and their parents. All provision will be recorded on the Insight Provision Map system. There will be a termly SEND review for Pupils with an SEN Support Provision Plan. Pupils with an SEN Support Provision Plan will have an annual review of the plan where a new one is created and submitted to the Local Authority. This will be led by the Lead Practitioner for Inclusion and supported by the relevant external professionals. All review paperwork will be shared with parents and they will be offered a termly SEN review meeting to discuss the review.

Education, Health & Care Plan (EHCP)	Pupils who have an Education, Health & Care Plan will have statutory outcomes and provision which must be addressed by the school. Some pupils with an EHCP will require intensive, high-level support to meet their needs. Pupils with an EHCP will have short term targets set each year that will be reviewed each term by the Lead Practitioner for Inclusion and SEND. There will also be a statutory annual review of the EHCP, which all professionals involved, and parents will be invited to, led by the Lead Practitioner for Inclusion Pupils with an EHCP will have an individual profile on Insight Provision Map, including a one-page profile and the short term targets set at each annual review. Any professionals who supports the student are encouraged to contribute to the one-page profile along with their parents. One-page profiles are written in collaboration with the student and their parents. All review paperwork will be shared with parents and they will be offered a termly SEN review meeting to discuss the review.

5.0 A Graduated Approach

The SEND Code of Practice (2015) sets out that schools should adopt a graduated approach to meeting special educational needs that initially considers classroom and school resources before bringing specialist expertise to advise on the difficulties that a pupil is experiencing. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff even if they access their learning outside of the classroom. High quality teaching, adapted for individual pupils is the first step in responding to pupils who have, or may have SEND. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, developing teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of SEND most frequently encountered in our school. When deciding whether to identify a pupil as having SEND, the Inclusion Manager / SENCO works with SLT and all other relevant staff to consider all the information available in school about the pupil's needs and progress, including standardised scores, formative assessment, early assessment materials and information from other professionals.

Assess

Assessments will identify what pupils can do currently in order to highlight the next steps in learning. These next steps in learning should be used to support planning, maintaining high expectations while ensuring that pupils can access the lesson. Alternatively, the pupil or parents may communicate a difficulty

experienced in accessing the curriculum across some or all subjects or a difficulty in another aspect of school life. The Inclusion Manager / SENCO will work with the teachers to review the strategies and provision that are in place in class.

Plan

Using the information gained through assessments, teachers plan high quality teaching strategies, adaptations and other provision focusing on the pupil's needs that will support the pupil to make progress in class. These will be recorded on each pupil's one page profile. All provision will be recorded on Insight Provision Map.

Do

Teachers put in place the strategies and provision they have planned including any in class intervention and advice from external professionals to ensure pupil's make progress for one full term. Targeted intervention, led by the Welfare Team will also take place for one full term.

Review

Ongoing review takes place through looking at pupil's work and adapting the planning for the next lesson to address gaps, misconceptions or identify areas where further teaching is required. Review also involves considering the progress made against the targets set. The review of targets takes place towards the end of each term. Pupils will participate fully in the review process. Parents / carers will also be invited to participate in the target setting and review process and to discuss success and/or exit criteria.

6.0 Specialist Support/Statutory Assessments

For the majority of pupils with Special Educational Needs and Disabilities, their needs can be met within their local mainstream school without an EHCP or specialist support. If, a pupil is identified as having a significant complex need, requiring a high level of support to access a personalised curriculum, and there has been multi agency involvement over a period of time with evidence of monitored targeted intervention, it may be considered that enhanced provision or specialist services are needed in order to meet the pupil's needs. If this is the case, the Inclusion Manager / SENCO will call a Team around the Child meeting where all professionals who have been involved with the pupil and family will meet with the parents and pupil (if appropriate) to discuss the pupil's needs and provision. A decision will be made about whether a SEN Support Provision Plan is required or a request for statutory assessment should be made.

Following the meeting, the Inclusion Manager / SENCO will either create an SEN Support Provision Plan and submit it to the Local Authority to request additional funding from the SSPP panel or they will submit an Education, Health and Care Needs Assessment (EHCNA) to the Locality Authority in which the pupil lives for consideration. Sometimes both routes are followed simultaneously. If the SSPP panel agree to award funding, they will inform the Inclusion Manager / SENCO in writing via email.

Once a request for an EHCNA has been received the local authority has 6 weeks to make a decision on whether to complete an assessment. For pupils who reside in Birmingham, the decision to assess is made by the local authority SEN panel. If the SEN panel agree to assess, they will conduct the assessment process over the next 6 weeks by gathering evidence and information from a range of professionals including school and any professionals who are already involved. They will also collect parent and pupil views. Following the assessment period, the case will be taken back to the local authority SEN panel for a decision on whether to issue an Education, Health and Care plan or not. If it is agreed to issue an Education, Health and Care plan, a draft version will be issued for all professionals and parents to feedback on, approximately 16 weeks after the EHCNA was received by the local authority. At this time, parents will be asked about their preference for school placement, although the SEN panel will have stated the type of provision that they think would be most suitable for the pupil. The SEN panel will recommend that the pupils needs can be met in mainstream provision, mainstream provision with a specialist resourced provision (resource base), specialist provision, alternative provision or a package to provide education other than at school (EOTAS). The local authority will consult with the school or schools that parents express a preference for as well as schools that they think would be appropriate. When responses have been received from schools, the case is presented to the SEN placement panel for a decision on where to place the pupil. Usually the parent has agreed to this placement in principle before it is taken to the placement panel. Once a school placement has been agreed by the placement panel, the final EHCP will be issued. This should be within 20 weeks of the EHCNA being received by the Local Authority. This process in Birmingham is the same for all types of setting.

If the request for an EHC needs assessment is refused by the local authority or the local authority refuse to issue a plan, parents have the right to appeal and can be supported in this by the SEND information advice and support service (0121 303 5004).

The majority of the EHCP's within the Trust fall under Birmingham local authority but we do work with neighbouring local authorities at times. The statutory process for an EHC needs assessment is the same across all local authorities although there may be differences in the paperwork to submit and how to submit it. When working with a local authority outside of Birmingham, we liaise closely with their SEN team to ensure we are following their processes correctly. If the Local Authority SEN panel (SENAR) agree to proceed with the Education, Health and Care assessment, they will begin to gather evidence from all professionals involved in order to decide whether to issue a plan.

7.0 Support for pupils with complex needs, SEN Support Provision Plans of An Education, Health Care Plan

Most pupils with complex needs, an SEN Support Provision Plan or an EHCP will have their needs met within their class with some additional support available to them. This support may be through small group intervention, through mentoring or on an individual basis and will be tailored to meet the pupil's

individual needs. Where support is required on an individual basis, it will be provided by an SEN Teaching Assistant. Other support may be provided by Teaching Assistants or Learning Mentors

8.0 Confidentiality and Sharing Information

Many pupils with an EHCP remain in mainstream classes with appropriate support, reasonable adjustments and personalised strategies to help them access learning alongside their peers. In some cases, a pupil with an EHCP may be allocated a place within a specialist resource base. Six of our schools have a Resource Base with a further request having been made to the Local Authority. A resource base offers a smaller, more specialist environment, with targeted teaching, therapies or interventions that cannot be delivered within a standard mainstream classroom. Pupils in a resource base remain part of the school community and access mainstream lessons and activities where appropriate, but their core provision is designed to meet their higher level of need. The decision about whether a pupil stays in mainstream or attends a resource base is made through the statutory EHCP process, led by the Local Authority and in consultation with the family and relevant professionals. Six of our schools have a Resource Base. Our Resource Bases are designated to support pupils with Autism and or Hearing Impairment across the age range.

Each Resource Base has its own specific number of places which has been developed based on the space and environment where it is located. The Trust delivers bespoke curriculum pathways across all of the resource bases that have been developed to be a personalised curriculum tailored to the needs of the pupils accessing the provision. Pupils will join sessions in mainstream classes where they are able to. Each Resource Base has a Resource Base teacher, Support Workers and a Personal Care Assistant, working on a minimum ratio of 1 adult to 3 children. Pupils must have an EHCP to be allocated a place within a Resource Base. If a parent of a pupil with an EHCP would like their child to be educated within one of our resource bases, they should request this through the Local Authority. The local authority SEN panel will consider each case individually, regardless of where they currently attend school. They will consider whether they think that the pupil's needs can me met within one of our resource bases.

The local authority will consult with the Trust to see if we agree that we can meet the needs of the pupil and deliver the provision within the EHCP within one of our resource bases. If a place is offered the local authority case officer will discuss it with the parents and then present it to the local authority placement panel for their agreement. If the placement is agreed, a final EHCP will be issued detailing that the pupil will be educated within the resource base provision. The EHCP will not state resource base in the placement section as resource bases are part of mainstream schools

9.0 Interventions to support Teaching and Learning.

The Trust believes that all pupils learn best with the rest of their class. Our aim is for all pupils to be working independently, in class, fulfilling their potential. Pupils with SEN and disabilities are entitled to be taught by a teacher. Teachers aim to spend time each day working with all pupils with SEND, individually or as part of a group.

At times, pupils on the Special Support Register may need to take part in an intervention that takes place outside of their classroom. The schools in the Trust use evidence-based interventions, which are tracked on Insight Provision Map. When considering an intervention, the Inclusion Manager / SENCO looks first at the pupil's profile of learning in order that they can select the intervention which is best matched to the pupil's needs. Interventions are planned in six-week blocks. At the end of each block, the progress of each pupil is informally reviewed. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The Senior Leadership Team in each school monitors all interventions to identify the impact of each programme. Interventions are tracked on Insight Provision Map software. Interventions may be delivered by Teaching Assistants, Support Workers, Welfare Practitioners or teachers

10.0 Preparation for Adulthood.

Preparation for Adulthood is a key principle underpinning the Trust's approach to supporting children and young people with special educational needs and/or disabilities across all primary phases. Throughout a pupil's educational journey, schools are committed to developing the skills, knowledge and confidence pupils need to achieve positive long-term outcomes. This includes increasing independence, communication, self-advocacy, resilience and decision-making in ways that are appropriate to each stage of development. As pupils move through the Trust, there is a growing focus on preparation for future pathways, including further education, employment or training, independent living, health and wellbeing, and participation in community life. Planning for adulthood is embedded within inclusive teaching, targeted support and statutory processes, and is informed by the aspirations, strengths and needs of each pupil, working in partnership with families and relevant professionals, to ensure children and young people are supported to lead fulfilling and purposeful adult lives.

11.0 Working with Parents

We aim to have strong, positive, and informative relationships with all our parents. If a pupil is experiencing difficulties, parents will be informed either at parents' consultations or during informal meetings to discuss the pupil's progress. As the parents will have been regularly informed of the teacher's concerns and their child's difficulties, it should not come as a shock when they are informed their child needs additional support and has been placed on the Special Support Register. Parents will initially be

informed that their child has been placed on the SEN Support Register through a conversation with either the Inclusion Manager / SENCO or another member of SLT.

Once a pupil has been identified as having SEN and has been placed on the Special Support Register, the school will formally notify parents via letter. Once the pupil's one-page profile has been completed, the school will arrange to share it with parents. This should be within three weeks of the formal letter being sent to parents. The pupil's progress is reviewed termly and shared with parents with the opportunity to discuss it with a member of staff at the SEN review meeting.

The pupil's views on their progress and support will be sought at least every term.

12.0 Reasonable Adjustments and the Equality Act

The schools within the Trust are committed to making reasonable adjustments to ensure that all pupils, including those with special educational needs and disabilities (SEND), are able to access learning, participate fully in school life and make progress alongside their peers. Reasonable adjustments may include adaptations to teaching approaches, learning materials, the physical environment, routines, timetables, and assessment methods, as well as the provision of additional adult support, assistive technology or alternative ways of recording work. Adjustments are based on each pupil's individual needs and are planned in partnership with parents and carers, the pupil where appropriate, and other professionals. We regularly review these adjustments to make sure they continue to support each pupil's learning, wellbeing and progress. These adjustments are implemented in line with the Equality Act 2010 and reflect our commitment to inclusive practice and high expectations for all learners.

The Trust is committed to promoting equality of opportunity and ensuring inclusive practice for all pupils, including those with special educational needs and disabilities (SEND). In line with the Equality Act 2010, we recognise our duty to eliminate discrimination, advance equality of opportunity, and foster good relations between pupils with protected characteristics and others. We actively ensure that reasonable adjustments are made to remove barriers to learning and participation, and we work to anticipate needs wherever possible. Our provision reflects the principle that no pupil should be disadvantaged because of disability, special educational need, or any other protected characteristic, and that every learner within the Trust is entitled to high-quality teaching, full access to the curriculum, and participation in wider school life.

13.0 Access to extra curricular activities

All our pupils have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptations to meet the physical and learning needs of our pupils with SEND. Educational visits, wow experiences and residential visits are part of our curriculum, and we aim for all pupils to benefit from them. No pupil is excluded from an Educational Visit because of SEN, disability or medical needs.

14.0 Staff Expertise and Training

All our teachers are trained to work with pupils with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all pupils effectively. We offer training and self-help opportunities through access to bespoke in house PLD opportunities, provision of books or leaflets and guidance towards useful websites or access to resources in a shared area.

Staff are given the opportunity to develop their skills by working with our outside agencies for either individual, paired, year group, phase or whole school training opportunities.

15.0 Transition Arrangements

Transition into and within school

We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the pupil, to make transitions between classes or settings, as smooth as possible. When a pupil with identified an SEN or disability transfers mid-year or outside of Reception or into year 7 transition, the family will be invited into school to discuss their pupil's needs. Additional information from the pupil's current school or setting may be sought including assessment information. The Inclusion Manager / SENCO will also contact the previous school or setting to find out what strategies and support were in place for the pupil. They will also request that the SEN file is transferred.

Enhanced transition arrangements are tailored to meet individual needs and may include:

- Additional meetings for the parents and pupil with the new teacher or key adult
- Additional transition visits to the new school or new classroom environment in order to identify key areas of school.
- Opportunities to take photographs of key people and places in order to make a transition booklet if appropriate.

Transition to Secondary School

Our primary schools have strong links with the local feeder secondary schools. Transition mornings or afternoons with feeder secondary schools are provided where parents and pupils can meet staff from the secondary school. Key staff from the Welfare Team join the transition events which enable discussions around specific pupils to take place. In addition, individual needs of pupils with SEND are discussed with the SENCO of the appropriate secondary school through a separate meeting.

For pupils with an SEN Support Provision Plan or EHC Plan, a transition annual review is held in the Spring Term of year five, giving parents the time to consider secondary placement for their child and to visit a number of secondary schools. In the summer term of year 6 a person-centred review will be held with the parents of pupils with an EHCP or SEN Support Provision Plan involving key staff from the secondary school and any personnel from outside agencies who have been involved with the pupil. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

16.0 The Local Offer

The Trust will work with the Local Authority and local partners in the development and review of the Birmingham Local Offer. Schools will ensure parents of pupils with SEND are aware of the Birmingham Local Offer website and the information that it contains. The Inclusion Manager / SENCO will regularly check the local offer website for updates and will use it to ensure that all statutory processes are being followed correctly using up to date paperwork. Each school will hold an annual parent workshop in collaboration with the Outside Agencies working in the schools Language, Learning and Strategic Support Team (LLaSS), Communication and Autism Team (CAT), Educational Psychologist Team (Ed Psych) and Speech and Language Therapist Teams (SaLT), School Nursing Team and Occupational Therapy Team (OT) to ensure parents are aware of the contents of the offer.

Please access the Birmingham Local Offer via this link; **www.localofferbirmingham.co.uk**

Where families reside within a local authority outside of Birmingham, we will support them to access the local offer for their local authority.

17.0 SEN Information Report

The school's SEN Information Report is available on the school website. Within this report you will find details of how the school supports pupils with SEND, how parents will be consulted and involved in their child's education, how pupils will be involved in their own education, our approach to teaching pupils with SEND, including additional support for learning and how progress will be measured, how the curriculum and learning environment will be adapted, the expertise of staff within school and training available for

staff, how pupils with SEND will be supported to engage in all aspects of school life and how we work with other agencies and support services. Parents and stakeholders will be invited to review the SEN information report each year.

18.0 Admission Arrangements

The usual school admission arrangements apply for all children with SEND who do not have an EHCP. The parents of every pupil requesting a place at the school will be asked to complete an admissions form and a member of school staff will seek information about the pupil from the parent. A member of school staff will contact the previous school or setting to gather information about the pupil prior to them starting at the school.

Where the pupil has an EHC Plan, SENAR will consult directly with the school to ensure needs can be met appropriately as part of the admissions process. Parental preference will be integral to decisions made at this point.

Monitoring, Evaluating and Review of SEND Policy and Procedures

This policy and the school SEN Information Reports will be reviewed annually. The Inclusion Manager / SENCO for each school will meet with the nominated School Governing Body representative for SEND every term to conduct a review of the provision and practice. The SEN Academy representative will report their findings to the School Governing Body every term.

Leigh Trust has a Trust Strategic Leader for Inclusion who work closely with all of the school based Inclusion Managers / SENCOs, Senior Leadership Teams and Executive Senior Leadership Team to continually develop, improve and evaluate SEND provision and inclusive practices. These are reviewed in school through regular quality assurance visits where the effectiveness of the SEND policy and procedures are evaluated by the Executive Senior Leadership Team.

Half termly Welfare Network meetings are also scheduled enabling Welfare Leaders from across the Trust to network, share good practice, to peer moderate pupil progress and develop a consistent approach to recording formats, protocols and systems.

Complaints

The Leigh Trust procedure is outlined in the Trust complaints policy, which can be found on the school website. Concerns and complaints about SEND provision should be addressed to the Inclusion Manager / SENCO, Head of School or Trust Strategic Leader for Inclusion, who will acknowledge and respond to parents/carers to discuss the situation. If this does not resolve the situation, then the complaint should pass to the first level of the complaints procedure.

The SEN Code of Practice outlines additional measures that the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given this information on request and will be supported through the process if required.

19.0 Review

This policy will be reviewed annually, or more regularly in the light of any significant new developments or in response to changes in guidance.

This document was reviewed and revised to meet the specific needs of Leigh Trust.