Special Educational Needs and Disabilities Policy

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Lingfield Education Trust SEND Mission

"The Trust had inclusion at its heart. It ensured that every child was seen, valued and included. All pupils thrived, and went on to succeed in a fulfilling and meaningful life."

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This SEND policy sets out our approach to SEND across Lingfield Education Trust. To find out exactly how this policy is implemented in each of our academies, see the **SEND information report** on each individual school's website.

Where the policy refers to 'headteacher', this should be read as 'head of school and/or executive headteacher' for those schools with this structure.

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure that our schools and trust work towards fulfilling our SEND mission
- Make sure the schools in our trust fully implement national legislation and guidance regarding pupils with SEND
- Set out how our trust will, across all of our schools:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy and Trust 'SEND Strategy' is understood and implemented consistently by all staff

2. Our SEND Mission and Guiding Principles

All schools within Lingfield Education Trust are bound by a common sense of duty and aspiration for all of our children. This is driven by our common mission – and what we want to be remembered for as a family of schools. At Lingfield Education Trust, we have thought carefully about the following question: *'what do we want to be remembered for in relation to the experience that all children, including those with SEND, receive in our schools?* The resultant answer is our 'SEND Mission'.

Our SEND Mission… *what do we want to be remembered for?*
The Trust had inclusion at its heart. It ensured that every child was seen, valued and included. All pupils thrived, and went on to succeed in a fulfilling and meaningful life.

In order to achieve our mission, we believe in the following principles in order to achieve our mission:



At Lingfield, we understand that the words we chose to use in every day practice and conversation build and reflect

the culture which we are aiming to achieve. As such, we are clear about the way in which we talk about pupils' needs – and the types of unhelpful language which we do not want to hear. It is all of our responsibility to hold each other to account to ensure that we chose our words carefully – in order to build the welcoming and inclusive culture which underpins our Trust SEND mission.

Non-Examples Language which does not reflect our mission	**Positive Examples** How we could rephrase to reflect our mission
This child 'is' SEND. **These 'are' the SEND children.** *This type of language implies that all we need to know about these children is that they have an additional need. Having an additional need does not define everything about a person.*	**This is Max. Max has an additional need.** **These children have additional needs.**
They should be in special school. **They should not be here.** **They shouldn't be in a mainstream school.** **They don't belong here.** **They'd be better off somewhere else.** **We can't meet their needs.** *As soon as we speak like this, we are absolving ourselves of responsibility for the child. It encourages a 'holding bay' effect. The fact is, they are here and are our children. This is their school, just as much as anyone else. We are not saying that some children's needs couldn't be expertly met in a specialist setting – but whilst they are in our schools they must not feel any less valued, wanted or included. Children are children – and parents need to feel that their child is wanted in our schools, even if we are supporting their choice of a transition to a specialist setting over time.*	**These are our children. All children are welcomed, valued and included here.** **Their needs 'could' be met with specialist provision, but they have chosen to join us, here.** **Specialist provision may have some additional resources that we don't have – but we are doing our best to give Jen a good offer, here.** **We are doing our best to understand and meet their needs, but we need some additional help to get this right.**
They didn't do well, <u>but</u> they are SEND. **They can't do that.** *We must have the same high expectations of all children in our care. It is true that some children take longer to reach the goals set for them, or need additional help to get there – but we can't write children off 'because they are SEND'.*	**They haven't got there, <u>yet</u>.** **They can't do that, <u>yet</u>.** **Billy's additional needs means that he's progressing through the curriculum at a different pace.**
She is 'naughty'. *This is not a helpful description. This implies that the child's behaviour is purely a choice and defines all that they 'are'. It's considered a negative label that can harm a child's self-esteem and hinder understanding of their behaviour. Instead of labelling a child as "naughty," focusing on the specific behaviour and its underlying reasons is seen as a more effective and positive approach to behaviour management.*	**His is currently dysregulated.** **She struggles to regulate.** **He is struggling to cope with…** **Sarah has some additional needs which mean she struggles with her behaviour.** Talk about the behaviour – not the child. The child is more than the behaviour.
They are 'kicking off' *This is not helpful, or professional.*	**Describe the actual behaviour – what is actually happening?**

Lowest 20% **Low ability** *This has negative connotations – and implies these children are in static groups where they will always 'struggle'. This can lower aspiration. They will also not be 'low' in all aspects of their learning, so these are unhelpful labels.*	**First 20%** **Low attaining**
When they are in 'mainstream'. *All children in our Trust attend a mainstream primary school. Some children access resource base provision, but they are still in a mainstream primary school.*	**When they access a year group class.** **Time with their friends from their year group.**

3. Legislation and guidance

This policy is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) information report
- The Equality Act 2010 (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The academy trust governance guide which sets out governance responsibilities for pupils with SEND
- The School Admissions Code, which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

As a Trust which strives to be an 'inclusive Trust', we aim to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. As such, our Trust has a dedicated Trust-level Equalities Policy and each school within our Trust have both school level equality objectives and accessibility plans which are reviewed annually by the Local Governing Bodies.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 'broad areas' within the SEND Code of Practice, with each broad areas, there are several 'Primary Needs' which can be applied. Pupils can have needs that cut across more than 1 area, and their needs may change over time. School's SEND registers will identify pupils' primary need – and any identified secondary need in relation to the agreed categories below. For pupils whose needs do not fit within the prescribed categories, schools can also identify children as 'SEND support but no specialist assessment of type or need (NSA)', or 'other difficulty/disorder (OTH)'.

Support will be provided and Interventions selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

BROAD AREA OF NEED	RELATED PRIME AREAS OF NEED	DESCRIPTION
Communication and interaction	Speech, Language and Communication Needs (SLCN) Autistic Spectrum Disorder (ASD)	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Specific Learning Difficulty (SPLD) Moderate Learning Difficulty (MLD) Profound and Multiple Leaning Difficulty (PMLD) Severe Learning Difficulties (SLD)	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

BROAD AREA OF NEED	RELATED PRIME AREAS OF NEED	DESCRIPTION
Social, emotional and mental health	Social, emotional and mental health (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder, social disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Hearing Impairment (HI) Visual Impairment (VI) Multi-Sensory Impairment (MSI) Physical Disability (PD)	Pupils with these needs have a disability and additional barriers to accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO of each school in the trust will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND local governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Work with class teachers to decide if a child needs to be assessed using PIVATS or the Early Years SEND Assessment materials, rather than year group expectations
- 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 (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the headteacher and local governing board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Make sure the school keeps its records of all pupils with SEND up to date and accurate, including pupil's SEND information within Arbor, which creates the school's SEND Register
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any school contextual updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 Board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties are typically delegated to local governing bodies (LGBs), headteachers and/or SENDCOs. See the Scheme of Delegation for more detail.

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when their child's school is making special educational provision for the child
- Make sure that arrangements are in place in our schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their SEND policy, in an SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and our schools' accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Review the Trust SEND Charter, which details what parents, pupils and staff can expect from the Trust in relation to SEND provision

6.3 Governance of SEND

The SEND trustee

The trust's SEND trustee is: Shawn Laws

The SEND trustee will:

- Help to raise awareness of SEND issues at board meetings
- Monitor the quality and effectiveness of SEND provision in partnership with the Director of Education, and update the board on this
- Work with the Director of Education to determine the strategic development of the SEND policy and Trust-level priorities for SEND

The SEND local governor

The school's local SEND governor is: Mary Brindle.

The SEND local governor will:

- Help to raise awareness of SEND issues at local governing body meetings – always considering *'how will this affect / work for pupils with SEND?*
- Monitor the quality and effectiveness of SEND provision within their school, in line with the expectations set out in the governance framework and update the board on this
- Complete additional governance of SEND training at least every 3 years
- Review the school's SEND Culture. Audits alongside the SENDCO and/or headteacher to identify priorities for improvement

6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND local governor to determine the strategic development of the SEND policy and provision within the school
- Ensure that school works towards the Trust SEND mission, underpinned by the Trust SEND Strategy
- Embed the use of the 'Lingfield Teaching Compass' to ensure that teachers fully embrace the principles of teaching practice which is inclusive by design
- Work with the SENDCO and local governing body to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in the school, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND and/or quality first teaching, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Continually seeking to improve their teaching practice, through the Lingfield Teaching Compass and their own research and study
- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the school's SEND information report requirements

- Understanding individual needs and pupils' sensory diet which may be a barrier to learning
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given, as a minimum, an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

As a Trust, the views of pupils with SEND will be reviewed against those pupils who do not have an identified SEND during the annual Trust pupil questionnaire. This is to ensure that SEND pupil's views are fully understood and compared to ensure that is no disparity between these two groups of pupils' positive experience of our schools.

7. SEND information report

Each school in the trust publishes a SEND information report on its website, which sets out how this policy is implemented in the school. The school must use the Trust template to ensure that all required categories are appropriately included.

The information report will be updated annually, each September, and as soon as possible after any changes to the information it contains. These are presented to schools' local governing boards each Autumn.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

All nursery / reception pupils in our Trust complete a universal language screen to identify issues with children's language as soon as possible in order to identify specific needs as quickly as possible.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with focused high-quality teaching and/or specific intervention. If progress does not improve the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Low attainment will not automatically mean a pupil is recorded as having SEND. For many pupils, high quality and inclusive teaching practices meets pupils' needs well – and these pupils do not require to be placed on the school's SEND register, as their provision falls within what a teacher is reasonable expected to do within their quality first teaching offer.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

During the identification, or initial assessment stage, the pupil may be placed on a 'monitoring list'.

8.2 Consulting and involving pupils and parents/carers

Our schools will put the pupil and their parents/carers at the heart of all decisions made about special educational provision. As such our Trust has a SEND Charter, which details the high quality experience they should expect when working with our schools.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff in a school-based support plan and/or brief overviews such as a 'pupil passport'. At this point, pupils are added to the school's SEND register, by updating the pupil's record within Arbor with the identified areas of needs. Parents must agree to a child being placed on a school's SEND register.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEND support
Pupils receiving SEND support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget, plus any additional 'top up funding' is the school's Local Authority provide this additional funding.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan
Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Our in-School Nurture Provision
School provides an informal nurture provision known as Thrive, primarily to support pupils who face barriers to their learning in the mainstream classroom. This internal provision is particularly beneficial for children with special educational needs or disabilities who may find the demands of a larger classroom challenging. It provides a smaller, carefully structured environment where learning is adapted to meet individual needs and where equal emphasis is placed on academic development and social and emotional growth. A member of staff works alongside pupils to build confidence, self-regulation and positive attitudes to learning while maintaining strong links with teaching staff to ensure consistency and inclusion. The targeted support allows pupils to progress at an appropriate pace and develop the skills required to successfully fully engage with whole-class learning. Children accessing Thrive will be identified by the SENCO.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including the use of PIVATS and the Early Years SEND Assessment Materials for those pupils working well below age-related expectations
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCO and/or other school leaders
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers
- Taking part in Trust monitoring activity, such as annual visits and SEND audits

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is bespoke and discussed as part of the regular review meetings.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy, which contains contextual information about each school's specific safeguarding barriers – including any specific SEND considerations.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. School leaders will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development. This includes specific training for staff to meet any pupil's very specific SEND or medical needs.

All teaching staff will have specific growth areas identified within their professional growth meetings to ensure that their teaching continue to develop to be as inclusive as possible. In addition, each term, leaders will identify a common theme from the Teaching Compass to focus upon with the whole teaching staff body. All of the strategies within the Teaching Compass have been identified for inclusion as they are particularly beneficial for pupil with SEND.

12. Links with external professional agencies

The trust recognises that we won't be able to meet all the needs of every pupil without additional support. Whenever necessary, our schools will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Behaviour support services, such as 'Team Teach'

13. Admission and accessibility arrangements

13.1 Admission arrangements

Information regarding the Trust's admission arrangements for pupils with SEND or a disability is detailed within the Trust Admissions Policy.

13.2 Accessibility arrangements

Each school within our Trust is required to publish an accessibility plan, in line with current legislation. These are published on individual school websites.

14. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision at a school in our trust, they should first raise their concerns informally with the a member of staff in the school, most likely the child's class teacher, SENDCO or headteacher. We will try to resolve the complaint informally in the first instance. If the parent or carer is not satisfied with the school's response, they can escalate the complaint to a formal complaint.

Formal complaints about SEND provision in any of our schools should be made via the Trust complaints policy. They will be handled by an independent leader within the Trust. The complains policy can be found on our Trust website, here: https://lingfieldeducationtrust.com/governance-policy/trust-policies/

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

The school 'SEND Information Report' also contains details of local support services for families available within the specific local authority of the school. These include services such as SENDIAS. SENDIASS stands for Special Educational Needs and Disabilities Information, Advice and Support Service. It's a free, impartial, and confidential service that provides information, advice, and support to parents, carers, children, and young people on matters related to special educational needs and disabilities (SEND).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy and practice. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

As a Trust will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

Within Lingfield Trust, all schools receive at least one ‘annual visit’ activity to review aspects of school performance, as well as regular visits by the school’s Regional Hub Director and termly outcome reviews. Every other year, the school will receive a full SEND audit. For schools with an officially designated resource base, this visit is annual.

15.2 Monitoring the policy

This policy will be reviewed by Trustees every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the board of trustees.

16. Links with other policies and documents

This policy links to the following documents

- School level SEND information report
- The local offer, for each Local Authority
- School level accessibility plan
- School level behaviour policy
- Trust and school level equality information and objectives
- Trust supporting pupils with medical conditions policy
- School level attendance policy
- Trust safeguarding / child protection policy
- Trust complaints policy