



Special Education Needs & Disability Policy

Reviewed October 2019

Document Control

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Next Review due		

All references to the *Trust* in this policy refer to The Harmony Trust and all its academies.

1. Introduction

This policy outlines the framework for The Harmony Trust to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities (SEND). It sets out our provision and principles for children and young people with SEND.

The SEND Policy seeks to support the guiding principles of the trust by recognising the need to provide the structure for a pupil-centred process that engages pupils, families, the academies and other professionals in planning for and implementing high quality, needs led provision that is consistent across all academies. The Harmony Trust will ensure that all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all pupils, whatever their needs or abilities, as a result of everyone working together.

The Harmony Trust therefore intends to work within the following **principles**, which underpin this policy:

- High quality provision to meet the needs of children and young people with SEND.
- The accurate identification of children and young people's needs.
- The involvement of children, parents and young people in decision making over their support.
- Collaboration between Education, Health and Social care services to provide support.
- Effectively tracking progress through effective and evidenced-based interventions.
- Prioritising leadership of SEND.
- Successful preparation for secondary school and adulthood.

2. Vision

“Believe, Achieve, Succeed”.

Our mission statement “Believe, Achieve, Succeed” reflects our understanding and beliefs.

The Trust is committed to improving outcomes for all pupils through providing an appropriate and high quality inclusive education to all members of the Academy community. The Trust places inclusion at the heart of all its provision and seeks to develop a range of inclusive services to support learners with specific needs to ensure they are given the opportunity to fulfil their potential now and in the future. The Trust is ambitious for its academies and pupils and believes that with the right support everyone can achieve their best, regardless of their circumstances or background.

3. Aims and Objectives

The aims of this policy are to:

- ensure that all pupils receive their entitlement to a broad, balanced and relevant curriculum
- ensure that there is an equitable, quality offer to all our pupils with SEND across the trust.
- ensure that the provision is appropriate to the needs of all pupils; promoting high standards and enabling them to reach their potential and achieve their best.
- become confident aspirational individuals, living fulfilling lives and making a successful transition into adulthood.

- ensure that provision for children with Special Educational Needs & Disabilities is central to curriculum planning and to recognise and record strengths, successes and create a positive self-image.
- identify the roles and responsibilities of all staff in providing for pupils' special educational needs through reasonable adjustments, to enable all pupils to have full access to all elements of the school curriculum and staff accept responsibility for the planning, organisation and delivery of appropriate educational material.
- request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership so that expectations are made clear to all partners in the process
- ensure a high level of staff expertise to meet pupils' needs through well targeted, continuing, professional development
- support pupils with medical conditions towards full inclusion in all academy activities by ensuring consultation with health and social care professionals
- work in co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

4. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs Code of Practice: 2015
- Special Educational Needs and Disability Act 2001
- Local Authority (LA) Policy and Guidelines
- Equality Act 2010: advice for schools, DfE, Feb 2013
- Schools SEN Information Report Regulations (2014)
- Accessibility Planning [3 year anticipatory duty]
- Statutory guidance on supporting pupils with medical conditions April 2014
- Safeguarding and Child Protection Policy
- Children and Families Act 2014 (and related regulations).
- Teaching Standards 2012

This policy operates in conjunction with the following Trust policies:

Teaching and learning, Assessment, Behaviour, Child protection and Safeguarding, Anti-bullying, Equal opportunities, Admissions, Exclusions, EAL, GDPR, Mental Health and wellbeing, Accessibility plan, Admissions Policy, Supporting Pupils with Medical Conditions Policy, Complaints Policy

5. Definition of special educational needs & disabilities

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... health care

provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice, 2014)

6. The four areas of need

As an inclusive Trust, we provide support for pupils who may fall into at least one of four areas, though many children will have co-occurring needs. All areas of need will have a varying degree of impact upon the pupil's ability to function, learn and succeed.

1. Communication and Interaction Difficulties

Pupils may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

2. Cognition and Learning Difficulties

Pupils may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties such as dyslexia or dyspraxia which require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to pupils with physical and sensory impairments and autistic spectrum disorder.

3. Social, Mental and Emotional Health Difficulties

Pupils may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

4. Sensory and/or Physical Difficulties

Pupils may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

SEN Support but no specialist assessment (NSA) (Code of Practice 6.28-6.35)

Extensive detail outlining the four areas of need can be found in **The Harmony Trust guide to SEND.**

Pupils experiencing difficulties in any one or a combination of these areas may be entered on either the academy's Medical register or SEND register or both.

Before identifying a pupil as having a SEND, we always consider factors and issues which are not necessarily defined as SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provides under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour

It is important to note that not all behaviour issues are linked to social, emotional, mental health and may reflect other underlying difficulties. Children and young people with some health condition or

disability do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Identifying and assessing SEND for children whose first language is not English requires particular care. Academies need to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24). Consideration must be given to the assessment in a child's home language and non-verbal ability.

7. Admissions

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children on SEND support; those with Education, Health and Care Plans and those without. In common with maintained schools, the Local Authority administers admissions into the Academy.

The Harmony Trust operates its admission procedures in accordance with the policy laid down by the Board of Trustees and in line with relevant LA statutory requirements. This policy will not discriminate on grounds of race, religion, disability, special need or ethnic origin. Each academy will make an assessment of the contextual factors placed upon the academy and in particular cohorts when requested to admit a pupil with SEND. The academy will not automatically refuse a request for a place to pupils on the grounds that they have special, social, education or behaviour needs or because they have a history of disruption. Whilst consideration will always be given to staffing needed to support applications for pupils with SEND, equipment and environmental needs, these will not result in refusal to offer a place but will lead to consultation with the local authority about how these will be sourced. Similarly our academies are willing to consider offering new opportunities to pupils who may have experienced difficulties previously where it is reasonable to do so. Parents/carers and pupils may be asked to make agreements as to future conduct and attendance, but such an agreement will not be used as a condition of entry.

8. Roles & Responsibilities

We are all responsible for the outcomes of pupils with SEND, both academic and social. The Harmony Trust expects that all staff are responsible for pupils with SEND and uphold its values and aspirations.

8.1. The Board of Trustees

The Board of Trustees have the overall responsibility for the governance of this policy, they will:

- Hold the responsibility for ensuring the trust and its academies adhered to all related statutory frameworks and guidance.
- Monitor the quality and effectiveness of SEN and disability provision within the Trust through the 'School Improvement: Differentiated Model of Challenge and Support'
- Monitor and challenge the progress and outcomes for pupils SEND ensuring that all children reach their optimum potential,
- Discuss the challenges at local and national level related to SEND.

8.2. The CEO/ Director of Education

The CEO will work with the Learning Matters Steering Group to determine the strategic development of the SEND policy and provision in the Trust. As the line manager of all academy principals the CEO will support and enable principal to share their successes and the contextual challenges through academy visits and one to one sessions. Progress and Standards meetings in each academy monitor the attainment and achievement of SEND pupils, challenging underperformance if appropriate. Pupil, staff and parent forums, all of which include the CEO will ensure that the views of these stakeholders in relation to SEND are listened to and acted upon as part of the governance model of the trust.

Through the Pay, Performance and Standards committee the Director of Education will report on the trust wide and academy needs and to evaluate the impact of policy, practice and process. The Director of Education will also provide an overview of the quality of provision for all pupils across all academies and from this will support the development and implementation of the SEND section of the strategic plan.

8.3. The Executive Principal/Principal/ Head of Academy

The Executive Principal/Principal and Head of Academy will:

- Ensure that the trust SEND policy is adhered to and followed within their own academy.
- Be responsible for the implementation of the SEND Strategic Plan within their own academy.
- Uphold the inclusive vision, values and practice of the trust
- Work with the SENCO in their academy to ensure that provision is of high quality so that all pupils receive well matched and appropriate teaching and learning according to their needs.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Be responsible for the Performance Management of the SENCO and hold them to account for fulfilling the roles and responsibilities outlined within this policy and the Code of Practice
- Monitor the progress and attainment of pupils with SEND through regular pupil progress meetings
- Ensure that resources are deployed effectively and efficiently to meet pupil need
- Ensure the deployment of staff so that appropriate transition arrangements are planned for SEND learners.
- Review the procedures and practices in school as part of the ongoing self-evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.
- Ensure a SEND information report is written annually, is evaluated by Trustees and is shared on the academy website.
- Develop effective relationships with parents so that they feel valued, supported and included.

8.4. Head of Inclusion

The Head of Inclusion will have the strategic responsibility for all aspects of Inclusion which includes the provision for those pupils with SEND. This will include but is not limited to:

- Be responsible and accountable for the effective delivery of the Inclusion Service
- To develop and deliver the strategic vision for the service which aligns with the Strategic Development Plan and responds to trust wide priorities, organisational need, legislation and national initiatives.
- Be responsible & accountable for statutory requirements related to the service

- To develop, manage and implement an Inclusion Strategy
- To support the development of models for both specialist provision, integrated provision and SEND leadership and outreach
- Where needed support individual academies and/or Principals in the delivery of the Inclusion Strategy
- Develop partnerships with Local Authorities so that we maximise opportunities for effective strategic partnerships

8.5. Trust Senior Leader for SEND and Trust Leader for SEND

The Trust Senior Leader for SEND will be responsible for the leadership and management of those included within the SEND Development Team. This team will work to the direction of the Director of Education and will be responsible for the implementation of the SEND priorities outlined within the Trust Strategic Plan.

The SEND Development Team will:

- Plan the implementation of the strategic plan priorities at the appropriate time for the each academy
- Provide Policy guidance and frameworks to support academies in their statutory responsibilities
- Support academies in their evaluation of provision and the development planning through a peer inquiry process
- Enable Professional Development opportunities through training, development programmes, networks, work hubs and individual and small group support where needed
- Develop the SEND Area of the Trust Universal Resource Library to include resources, curriculum information, guidance and training materials
- Be able to plan bespoke academy support which is commissioned through the academy visits schedule
- Engage with the relevant Local Authorities and services as and when appropriate

8.6. SENCO

The SENCO for each academy will

- Work with the Principal and Trustees to determine the strategic development of the SEND policy and provision in the academy
- Have (or be working towards) the national qualification of NASENCo Award.
- Use progress data effectively
- Have up-to-date knowledge of local and National SEND initiatives and policy.
- 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 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 to providing SEND support
- Monitor, review Individual plans and EHC plans on a regular basis.
- Advise on the deployment of the academy'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
- Engage with trust wide support and development opportunities including attending Trust SEND Hub meetings and Local Authority networking opportunities
- Liaise with potential next providers of education/ new staff to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Share SEND information in accordance with GDPR
- Work with the Principal and Board of Trustees to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy maintains an up-to-date register and records for all children with SEND
- Arrange appropriate whole school and individual SEND training and surgery sessions.
- Ensure efficient deployment of TAs to support SEND pupils.
- To arrange SEND staff surgery days, to include outside agencies where appropriate.

8.7. Teachers

All teachers are teachers of SEND.

Each class teacher is responsible for:

- The progress and development of every pupil in their class through QFT and high-quality provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review the progress and development of each pupil and ensuring appropriate provision and intervention
- Ensuring smooth transition for pupils with SEND through liaison with teacher, parents and SENCO.
- Ensuring they follow this SEND policy.
- Be held accountable for progress and provision of SEND pupils through progress meetings and performance management system.
- Developing effective relationships with parents and keeping parents informed of pupil progress.
- Working with the SENCO to identify their own training needs around SEND

8.8. Teaching Assistants

Their responsibilities include:

- Working closely with teachers.
- Agreeing with SENCO and class teachers suitable strategies for the successful inclusion of special needs children in the mainstream environment.
- Ensuring on-going liaison with class teachers in order to monitor each child's progress and effectiveness of these programmes of work.
- Liaise with teachers/SENCO to plan, deliver and assess suitable interventions.
- Helping to organise and participate in meetings with parents/carers.
- Contributing to the development and delivery of targets.
- Working with the SENCO to identify their own training needs around SEND

9. Identification, Assessment and Provision

The Trust has adopted a whole-school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy.

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

9.1. Early Identification

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

- Evidence obtained by teacher observation/ assessment.
- Foundation Stage profile scores and their progress against the criteria contained in the 'Ages and Stages' documentation
- Their performance in Curriculum subjects judged against assessment requirements.

9.2. Assessment

Assessments made will be through:

- * Observations
- * Records from feeder Academies/schools, etc.
- * Information from parents
- * Formal standardised assessments and pupil progress.

10. The Graduated Approach

When a pupil has been identified as requiring SEND support the SEND Code of Practice sets out a graduated response to meeting pupils' special educational needs. This involves a cycle of "Assess, Plan, Do and Review."

10.1. SEND Monitor

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.

This can be characterised by progress which:

- Is significantly lower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

The SENCO should be informed and consulted to provide support and advice and may wish to observe the pupil. Parents will be fully informed so they can share information and knowledge with the Academy to help better understand the needs of the child.

The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

10.2. Targeted SEND support/Specialist support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help the Academy ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents (once an external professional is involved in supporting a child, this then becomes 'Specialist SEND support').

Plan

Planning will involve consultation between the teacher, SENCO/SEND Phase Leader and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Target Planning and Reviewing document which will be shared with staff, parents and the pupil.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCO will support with further assessment of the pupils strengths and weaknesses.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents and pupils.

10.3. Request for an Education, Health and Care Plan (EHC)

An EHC Plan is for pupils who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

The EHC Plan is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This process focuses on what is important for the pupil, i.e. what they and you want to achieve now and in the future.

As part of the *assess, plan, do, review cycle* and with the agreement of the parents and other professionals involved with a child a request may be made by the Trust to the LA for an EHC Plan. A request is only made if a pupil has demonstrated significant cause for concern over time and it is felt that additional resources or a change of placement is required in order to meet the pupil's needs. The LA will be given information about the pupil's progress over time, and will also receive documentation in relation to the pupil's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- previous individual plans and targets for the pupil
- records of regular reviews and their outcomes
- records of the child's health and medical history where appropriate
- attainment in literacy and numeracy
- education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- views of the parents
- views of the pupil

Parents have the right to appeal against a decision not to issue an EHC Plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the Academy named in the plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the Academy, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

11. SEND Provision

For pupils with identified SEND the SENCO/class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments, provide regular feedback on achievements/experiences for planning next steps in learning
- Involve parents in a joint home-academy learning approach

The main methods of provision made by the Academy are:

- Full-time education in classes, with additional help and support by class teacher/teaching assistant, through a differentiated curriculum.
- Periods of withdrawal to work with a Teaching Assistant, or for children accessing enhanced resources who have an EHC plan.

- In-class support with adult assistance
- Attendance at a specialised withdrawal room within the Academy e.g. Teaching Assistant supporting children with speech and language.

Record keeping

Each academy will record the steps taken to meet pupils' individual needs. The class teachers and SENCO will maintain the records and ensure access to them. The academy record will also include:

- Information from parents
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

12. Monitoring and evaluation

Trust Leaders regularly monitor and evaluate the quality of provision we offer all pupils. All staff are involved in the review, development and evaluation of the SEND policy.

Its effectiveness is considered in light of the following performance indicators:

- levels of differentiation by task and by outcome reflected in planning and evident in learning walks.
- collation of children's and parents'/carers' comments following review meetings
- termly book reviews
- analysis of pupil progress data through pupil progress meetings
- Monitoring and evaluating interventions
- Termly meetings with teachers and a member the academies' SEND team.
- Staff training audits
- collation of pupil, parent and staff views through forums.

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

13. Involvement of external support services

The Trust recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND. The Local Authority's offer webpage is a good source of support and information about services locally that can be very helpful to families and will signpost you to other useful agencies and services.

Some children need further support from professionals outside the academy. Once an external professional is involved with your child, this then becomes Specialist SEND support.

14. Criteria for exiting the SEND record

Where a pupil has received appropriate provision and has made the expected or indeed accelerated progress, then during the review process with the pupil and parents, that pupil may be removed from the *SEND support* category. The pupil will continue to receive high quality universal support.

15. Partnership with parents

Partnership plays a key role in enabling pupils with SEND to achieve their potential. The Trust takes account of the wishes, feelings and knowledge of parents at all stages.

Each academy aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the Academy can help their child.
- Agreeing outcomes/targets for the child.
- Making parents and carers aware of the parent partnership services available from the Local authority.

Oldham Local offer: https://www.oldham.gov.uk/info/200368/children_with_disabilities

Derby Local offer: <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Tameside local offer: <https://www.tameside.gov.uk/localoffer>

16. Pupil participation

Each academy actively encourages the involvement of pupils in their education. For those pupils who are identified as requiring SEND support, where appropriate, we:-

- involve the pupil in decision making regarding the methods by which their individual needs will be met
- invite the pupil to attend all or part of review meetings
- involve the pupil in the implementation of their IPS
- aim to further develop the pupil's self-confidence and self-esteem.

17. Transition

We believe in a smooth transition for all pupils, especially for those with SEND. When a pupil moves to a different class/school there are meetings between the teachers/SENCOs so that information can be handed over about pupils' needs.

18. Supporting pupils at school with medical conditions

We recognise that pupils within the Trust with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case the Trust will comply with its duties under the Equality Act 2010. Please also see *Supporting Pupils at School with Medical Conditions Policy*.

19. Training and resources

Each Academy has a budget allocation for mainstream SEND. The Executive Principal/Principal/Head of Academy/SENDCO ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the academy's SEND provision and practice and to discuss the needs of individual pupils

All staff are encouraged to attend courses that help them to acquire the skills needed to support pupils with SEND. Please see the Academy's SEND Information Report for further information about staff training.

20. Dealing with complaints

In the first instance, parents should contact the SENCO to any complaint. If parents feel that a complaint has not been resolved satisfactorily they should follow the guidance in the Harmony Trust Complaints Policy.

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request. Parents can be signposted to SENDIASS (parent support agency) for support.

21. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote and encourage equality in our academies.

22. Data Protection Statement

All data will be handled in accordance with the Trust's Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
SEND policy	Name, address, personal information	Required to be retained as part of	SENCOs, Principal / SLT, Trust central team, staff or	Kept on file at academy (and Trust central	Held on file for DOB + 25 years

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓

23. SEND Policy Monitoring arrangements

This policy and information report will be reviewed annually. It will also be updated if any changes to the information are made during the year. It will be approved by the Board of Trustees.

APPENDICES

	Documents
1	SEN information report
2	Accessibility plan
3	Flow Chart of SEND process
4	Chronology log - SEND recording of reviews and paperwork.
5	Concern monitoring referral form
6	Questionnaire for referral
7	Parental Agreement
8	Pupil voice pro-forma
9	Parental voice pro-forma
10	One Page profile
11	Target sheet IP & EHC plan
12	Provision maps
13	PCR questions
14	The Harmony trust guide to SEND – Including non- negotiables
15	SEND register