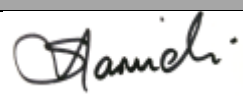
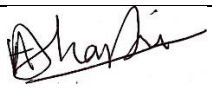
SPECIAL EDUCATION NEEDS & DISABILITIES (SEND) POLICY

Date this policy takes effect:	Review frequency:	Date to review:	Date to be ratified:
22.2.2022	Annually	Executive Headteacher Spring 2023	Board of Trustees Spring 2023
How will Trustees be assured this has been implemented?		Through visits, data analysis and feedback from SEND parents/carers along with meetings with SENDCOs	
Signed:		Sash Hamidi (EXECUTIVE HEADTEACHER)	
Signed:		Aliya Dhanji (CHAIR OF TRUSTEES)	

THE PEGASUS PARTNERSHIP TRUST

"Children First"

Our Vision Statement

Within The Pegasus Partnership Trust, our vision and aims of education are underpinned by the UNICEF United Nations Conventions on the Rights of the Child (UNCRC). **Our Vision Statement**

We believe:

- All learning should be purposeful and experiential
- In learning values and skills for whatever the future brings
- We can be world changers

We are a PRIMARY MAT for PRIMARY SCHOOLS
so every child's PRIMARY EXPERIENCE enables lifelong learning

This means we are committed to providing an education, for all children, that should develop their personality, talents and abilities to the full (article 29). We encourage a sense of community spirit, where children pastoral care and well-being underpins academic, co-curricular and sporting excellence. We aim to achieve this through an inspiring curriculum, that is child-centred (article 3), and extends pupil learning beyond the constraints of the classroom. We want to instil a life-long love of learning and equip children with skills that develop their independence, critical thinking, self-awareness, resilience and self-confidence.

Statement of intent

Throughout this document we refer to Data Protection Legislation which means the Data Protection Act 2018 (DPA2018), the United Kingdom General Data Protection Regulation (UK GDPR), the Privacy and Electronic Communications (EC Directive) Regulations 2003 and any legislation implemented in connection with the aforementioned legislation. Where data is processed by a controller or processor established in the European Union or comprises the data of people in the European Union, it also includes the EU General Data Protection Regulation (EU GDPR). This includes any replacement legislation coming into effect from time to time.

The Pegasus Partnership Trust aims to ensure that all personal data collected about staff, children, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the legislation mentioned above.

The Pegasus Partnership Trust, from time to time, may be required to share personal information about its staff or children with other organisations, mainly the LA, other schools and educational bodies, and potentially social services. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

Safeguarding Statement

The Pegasus Partnership Trust respects and values all children and are committed to providing a caring, friendly and safe environment for all our children so they can learn, in a relaxed and secure atmosphere (article 31). We believe every child should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm (article 19). This is the responsibility of every adult employed by, or invited to deliver services to schools within the Trust. We recognise our responsibility to safeguard all who access school and promote the welfare of all our children by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality Statement

At The Pegasus Partnership Trust, we ensure equality of education and opportunity for all children, staff, parents and carers receiving services from the academy , irrespective of age, race, gender (re-assignment), disability (article 23), religion and belief (article 14), sexual orientation, marital/cohabiting status or socio-economic background (article 2). We develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in academy life.

The achievement of children is monitored by race, gender and disability and we use this data to support children, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This policy sets the expectation that all staff at The Pegasus Partnership Trust (the "Trust") see themselves as learners and therefore reflects their development as professionals.

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INTRODUCTION: SEND & INCLUSION

The Pegasus Partnership Trust (TPPT) values the abilities and achievements of all its children, and is committed to providing, for each child, the best possible environment for learning.

SEND refers to a specific Special Education Needs and Disabilities – more details are below.

Inclusion is the wider sense of ensuring every child can access learning through adjusting our Quality First Teaching approach in the classroom, demonstrating equality, presenting challenge to all (not just more able and most able) and enabling English as an Additional Language (EAL) learners to quickly acquire language skills to access the curriculum. Inclusion is both a process and an ethos that celebrates differences whilst establishing high expectations and aspirations for all children. This also includes addressing underperformance of statistical national groups such as gender, pupil premium children, looked after children etc.

1.0 THE SEND AIMS OF THE TRUST

- To ensure that all children have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all children requiring SEND provision as early as possible
- To ensure that SEND children take as full a part as possible in all academy activities
- To ensure that parents/carers of SEND children are kept fully informed of their child's progress and attainment
- To ensure that SEND children are involved, where practicable, in decisions affecting their future SEND provision
- To ensure children with an SEND are supported and challenged, to enable them to take their next steps in education

1.1 We recognise that some children may have special needs at some time during their academy life. In implementing this policy, we believe children will be helped to overcome their difficulties. Under Inclusion it links with our Behaviour and our Care and Control Policies. The Pegasus Partnership Trust staff are committed to ensuring every child makes excellent progress year on year. Class teachers take their responsibility for supporting children with SEND very seriously.

SEND & Inclusion is a high priority for the Trust as identified in each Academy's Development Plan.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, staff and children working together.

2.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS (as detailed in the SEND Code of Practice)

2.1 A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a ***significantly greater difficulty in learning*** than the majority of others of the same age; and/or
(b) have a ***disability which prevents or hinders them from making use of educational facilities*** of a kind generally provided for others of the same age in mainstream schools.

2.3 Within the Trust, a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

2.4 Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. The Pegasus Partnership Trust will have due regard for the Special Needs Code of Practice when carrying out our duties towards all children with special educational needs and disabilities, and ensure that parents are notified when SEND provision is being made for their child.

3.0 STAFFING

Each academy will have an Inclusion Team. Details are outlined in Appendix 2, relevant to each academy.

The Inclusion & SEND Trustee is Aliya Dhanji

4.0 ADMISSIONS

The Trust believes that the admissions criteria should not discriminate against children with SEND and has due regard for the practice advocated in the Code of Practice, in that '*All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs must be treated as fairly as all other applicants for admission.*' **For Rainbow Resource (Autism @Priestmead) Admissions please contact the academy directly.**

5.0 INCLUSION

This policy builds on our Trust inclusion approach, which recognises the entitlement of all children to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Trustees and Local Stakeholder Group (LSG) Associates will ensure that appropriate provision will be made for all children with SEND.

This is particularly significant for our specialist unit which enables mainstream learning and access for children with specific SEND needs and an Education, Health & Care Plan (EHCP).

6.0 EVALUATING THE SUCCESS OF OUR SEND POLICY

6.1 Through the LSG, the Academy will report annually to the Trust on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE SEND AIMS OF THE TRUST' at the beginning of this policy. This will be as part of the LSG Newsletter cycle.

In evaluating the success of this policy, each academy will consider the views of:

- Staff & LSG Associates
- Parents/Carers
- Children
- External professionals

6.2 We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Pupil progress meetings will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each child's success in meeting targets
- Use of standardised tests
- Evidence generated from SEND review meetings
- Narrowing attainment gaps and making accelerated progress
- Celebrating successes through annual reviews for EHCP children
- Individual Learning Plans, reviewed regularly to monitor success and next steps

7.0 ALLOCATION OF RESOURCES

The Top Up funding for the Trust in 2021 to 2022 is £63,421

The breakdown for each academy is in Appendix 2.

7.1 These resources are allocated through a focus on early intervention and provision for children identified in SEND review meetings, pupil progress meetings and through regular staff liaison with the SENDCO. The allocation of resources and tracking of effectiveness is monitored through a costed provision map.

7.2 The LSG ensures that resources are allocated to support appropriate provision for all children requiring it, and in meeting the objectives set out in this policy.

7.3 For any child requiring more than £6000 worth of SEND support the academy will apply for a formal assessment which may result in an Education, Health and Care Plan (EHCP).

7.4 Any provision for a child with an EHCP is detailed through our provision map and monitored yearly through their annual review.

8.0 IDENTIFICATION, ASSESSMENT, AND PROVISION

8.1 Within The Pegasus Partnership Trust we have a Trust-wide approach to SEND policy and practice. Children identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the academy.

8.2 The new SEND Code of Practice makes it clear that all teachers are responsible for all their children with special educational needs. All teachers are responsible for identifying children with SEND and, in collaboration with the SENDCO, will ensure that those children requiring different or additional support are identified at an early stage. Assessment is the process by which children with SEND can be identified. Whether or not a child is making progress is seen as a significant factor in considering the need for SEND provision.

8.3 Early Identification

Early identification of children with SEND is a priority. Each academy will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in the National Curriculum (NC) judged against level descriptions.
- Pupil progress in relation to objectives for core subjects
- Standardised screening or assessment tools.

A range of Assessment tools are used, such as:

- Screening /diagnostic tests
- Reports or observations
- Records from feeder schools etc.
- Information from parents
- National Curriculum results
- Child portfolios

8.4 SEND provision

Each child's attainment will be assessed termly. This will help to inform each academy of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The overview provided help each academy to design appropriate differentiated learning programmes and resources.

For children with identified SEND, the SENDCO and 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 and assessments, provide regular feedback on achievements and experiences, for planning next steps in the child's individual learning journey.
- Involve parents/carers in a joint home-school learning approach in the termly Inclusion meetings

9.0 THE RANGE OF PROVISION

The main methods of provision made by each academy are:

- Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum (part time for some children linked to other needs)
- Periods of withdrawal to work with a support teacher or teaching assistant
- In-class support with adult assistance
- Attendance at a specialised unit within the academy, full- or part-time
- Support from specialists within class or as part of a withdrawal programme

10.0 ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with children whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs or disabilities. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Please refer to our EAL New Arrivals procedures.

11.0 MONITORING PUPIL PROGRESS

11.1 Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between child and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the child's previous rate of progress
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the child's behaviour

11.2 Where teachers identify that a child's progress is below expected, a procedure is activated (see flow chart Appendix 1). The SENDCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided. Where concerns remain despite sustained intervention, the academy will consider requesting a formal assessment for an EHCP.

11.3 Parents/carers will be fully consulted at each stage and their thoughts and the child's voice are integral to shaping the provision needed.

11.4 The Trust also recognises that parents/carers have a right to request a Statutory Assessment.

12.0 RECORD-KEEPING

Each academy will record the steps taken to meet children's individual needs. The Class teacher as well as the SENDCO will maintain the records and ensure access to them. In addition to the usual records, the child's profile will include:

- Information from parents/carers
- Information on progress and behaviour
- Child's own perceptions of difficulties and successes
- Information from health/social services
- Information from other agencies

13.0 THE CODE OF PRACTICE

- 0-25 age range;
- 0-25 **Education, Health and Care Plan (EHCP)** replaced statements and Learning Difficulty Assessments (LDAs) from April 2018;
- There is a clear focus on the **views of children and young people and on their role in decision-making;**
- It includes guidance on **the joint planning and commissioning of services** to ensure close co-operation between education, health services and social care;
- There is guidance on the **support children and students should receive** in education and training settings
- There is a focus on support that enables those with SEND **to succeed in their education and make a successful transition to adulthood.**

13.1 This means our approach at The Pegasus Partnership Trust involves:

- The importance of the child or **young person, and their parents/carers, participating as fully as possible in decisions;**
- The local offer of each academy (Appendix 3) and the LA offer, published on websites
- The Trustees have a legal duty to publish information on their websites including the policy for children with SEND and provision.

- The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible.

- Each academy within The Pegasus Partnership Trust **must:**

- use their best endeavors to ensure that the necessary provision is made for any individual who has SEND
- reasonably co-operate with their local authority in developing the local offer
- designate an appropriate member of staff (SENDCO) as having responsibility for coordinating (but not leading) provision for children with SEND;
- ensure that children with SEND take part in the activities of the academy together with children who do not have SEND as far as possible;
- publish information about the measures and facilities put in place to assist access for disabled children.

13.2 Teachers are responsible and accountable for the progress and development of the children in their class, even where children access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching.

14.0 SEND CATEGORIES

14.1 There is no longer School action / School action plus / statement.

Children can be:

- **SEND** – must have put in place support and assessed need. Must inform parents/carers before identifying a child as having SEND and looked at cohesive approach.

- **Education, Health and Care Plan (EHCP)**– Replaced statements. For the most complex needs and shows support and provision from each area (schools / health / social care).

14.2 Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction

   Need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Likely need for support in developing social relationships as an increased risk of emotional or mental health problems developing. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.

2. Cognition and learning

   Greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. Need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than. Previously MLD/GLD, SLD, PMLD, SpLD.

3. Social, Emotional and Mental health

   Immature social skills and find it difficult to make and sustain healthy relationships. Withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. Identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviours.

4. Sensory, Motor and Physical (including Independence)

Interventions will need to take account of their individual sensory needs and requirements.

NB: No behaviour need – behaviour is seen as a symptom of another need.

15.0 SEND PROGRESS

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

15.1 Each academy must provide an annual report for parents/carers on their child's progress. Where a child is receiving SEND support, each academy should meet parents/carers at least termly. This meeting should be led by a teacher with good knowledge and understanding of the child who is aware of their needs and attainment.

15.2 Each academy should ensure that teaching staff are supported to manage these structured conversations as part of professional development. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents/carers of all children; they will, however, be longer than most parent/carer-teacher meetings.

16.0 THE GRADUATED RESPONSE

16.1 Class teachers should focus on teaching as support for low attaining children, then intervention, which is decided by the person who knows the child best…their teacher.

This is then the graduated response (**Assess / Plan / Do/ Review**):

ASSESS Need assessments at beginning of interventions and throughout to determine needs.

PLAN Where it is decided to provide a child with SEND Support, the parents/carers **must** be notified. The teacher and the SENDCO should agree in consultation with the parent/carer and the child, the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This should also be recorded on the academy's information system. (provision map)

DO Class teacher responsible for intervention planning / tracking / assessment throughout. Need evidence based interventions. It may be necessary to test out interventions as part of this process.

REVIEW Class teachers are responsible and accountable for the progress and development of the children in their class, even where children access support from teaching assistants, another group teacher or specialist staff. Where a child is not making adequate progress, teachers and SENDCOs and parents/carers should collaborate on problem-solving, planning support and teaching strategies for individual children. ***SEND should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEND.***

16.2 SEND children should have clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (SMART – Aspirational) and progress towards these outcomes should be tracked and reviewed regularly each half term.

16.3 Where children continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEND support that is required to support the child.

17.0 CHILD CENTRED PLANNING

- Must include children (Their views should be given due weight according to their age, maturity and capability) and parents/carers in decision making, target setting and review (views, wishes and feelings). Parents/carers have **statutory** rights to contribute to the decision making process about their child's education including in relation to assessments of SEND, provision for SEND, and the way that support is provided for SEND.
- Must
    - be focused on the child as an individual, not their SEND label;
    - be easy for children and their parents/carers to understand and use clear ordinary language and images, rather than professional jargon;
    - highlight the child strengths and capacities;
    - enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future;
    - tailor support to the needs of the individual;
    - organise assessments to minimise demands on families; and
    - bring together relevant professionals to discuss and agree together the overall approach.
- **must** tell the child's parent/carer that such provision is being made. Involving parents/carers effectively in the setting and review of outcomes
- Each academy **must** provide an annual report for parents/carers on their child's progress. Where a child is receiving SEND support, each academy MUST meet parents/carers at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent/carer, the child and the academy. This meeting should be led by a teacher, it should provide an opportunity for the parent/carer to share their concerns and, together with the teacher, agree their aspirations for the child supported by the SENDCO.
- These meetings will need to allow sufficient time to explore the parent/carer's views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents/carers of all children; they will, however, be longer than most parent/carer-teacher meetings.

18.0 REQUEST FOR FORMAL ASSESSMENT

18.1 Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, each academy should consider involving specialists, including those from outside agencies. Parents/carers and children need to be involved in this decision.

18.2 Each academy will request a Formal Assessment from the LA when, despite an individualised programme of sustained intervention within SEND support, the child remains a significant cause for concern. A Formal Assessment might also be requested by a parent/carer or outside agency. Each academy will have the following information available:

- The child's individual targets
- Records and outcomes of regular reviews undertaken
- Information on the child's health and relevant medical history
- Attainment across the curriculum
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/carers
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

18.3 An Education, Health Care Plan will normally be provided where, after a Formal Assessment, the LA considers the child requires provision beyond what the academy can offer. However, the Trust recognises that a request for a Formal Assessment does not inevitably lead to an Education, Health & Care (EHC) Plan.

18.4 An EHCP will include details of Long Term Targets for the child. These are used to develop shorter targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/child consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

19.0 REVIEWS OF EHCPs

19.1 EHCPs must be reviewed annually, or 6 monthly for Nursery or Reception children. The SENDCO will organise these reviews and invite:

- The child's parent/carer
- The child if appropriate
- The relevant teacher
- The SENDCO
- A representative of the LA if appropriate
- Any other person the LA considers appropriate
- Any other person the Academy Lead considers appropriate

19.2 The aim of the review will be to:

- Assess the child's progress in relation to the targets in the EHCPs

• Review the provision made for the child in the context of the National Curriculum and attainment in basic literacy/numeracy and life skills

• Consider the appropriateness of the existing EHCP in relation to the child's performance during the year, and whether to cease, continue, or amend it

• Set new Long term targets for the coming year, if appropriate.

19.3 Year 5 reviews will indicate the provision required in Secondary school.

19.4 At Year 6 reviews, the SENDCO of the Secondary school will be invited to attend. This enables the receiving school/academy to plan appropriately for the new school year. It also gives parents/carers the opportunity to liaise with Secondary colleagues.

19.5 With due regard for the time limits set out in the Code, the SENDCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA's SENAR's team. The Trust recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

20.0 THE ROLE OF THE SPECIAL EDUCATION NEEDS & DISABILITIES COORDINATOR (SENDCO)

20.1 The SENDCO plays a crucial role in each academy's SEND provision. This involves working with the Academy Lead and Local Stakeholder Group to determine the strategic development of the policy. Other responsibilities include:

• Monitoring the day-to-day operation of the policy and evaluating impact

• Coordinating the provision for children with SEND led by class teachers

• Liaising with and giving advice to fellow teachers

• Managing Teaching and Learning Support Assistants, including Senior and Higher Level TAs

• Overseeing children's records

• Liaising with the parents/carers

• Making a contribution to CPD

• Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.

20.2 For effective co-ordination staff must be aware of:

• The roles of the participants

• The procedures to be followed

• The responsibility all staff have in making provision for SEND children

• The commitment required by staff to keep the SENDCO well informed about children's progress

• Mechanisms that exist to allow teachers access to information about SEND children

• What exactly constitutes a 'level of concern'

• Mechanisms that exist to alert the SENDCO to such 'levels of concern'

• The procedure by which parents are informed of this concern and the subsequent SEND provision

20.3 Additionally, parents/carers must be given clear guidance to the means by which they can contribute to coordination, and how they can provide additional information when and if required.

21.0 THE ROLE OF GOVERNANCE

21.1 The Board of Trustees delegates the responsibility for for children with SEND to each Local Stakeholder Group. This includes:

• Ensuring that provision of a high standard is made for SEND children

• Ensuring that a 'responsible person' is identified to inform about the EHCP to all those involved with teaching and supporting EHCP children

• Ensuring that SEND children are fully involved in academy activities

• Having regard to the Code of Practice when carrying out these responsibilities

• Being fully involved in developing and subsequently reviewing SEND policy

• Reporting to parents/carers on the academy's SEND Policy including the allocation of resources from the academy's devolved/delegated budget

22.0 THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

• Being aware of the academy's procedures for the identification and assessment of, and subsequent provision for, SEND children

• Informing the SENDCO of actions implemented to assist the child to progress

• Working with the SENDCO to collect all available information on the child

• In collaboration with the SENDCO, evaluate targets for SEND children. The extent of the SENDCO's involvement is at the discretion of the academy.

• Working with SEND children on a daily basis to deliver the individual programme detailed on the provision map

• Developing constructive relationships with parents/carers

• Being involved in the development and implementation of the Trust's SEND policy

23.0 THE ROLE OF THE ACADEMY LEAD

The Academy Lead's responsibilities include:

• The day-to-day management of all aspects of the academy including the SEND provision

• Keeping the Local Stakeholder Group well informed about SEND within the academy

• Working closely with the SENDCO/Inclusion team

• Informing parents/carers of the fact that SEND provision has been made for their child

• Ensuring that the academy has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education

24.0 SEND CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND children. Part of the SENDCO's role in academy-based CPD is to develop awareness of resources and practical teaching procedures for use with SEND children. As a routine part of staff development, CPD requirements in SEND will be assessed. The Local Stakeholder Group and Board of Trustees will undertake

a similar review of training needs. TAs' requirements in supporting a child's needs will be considered frequently. Each Academy's CPD needs will be included in the Academy Development Plan

25.0 PARTNERSHIP WITH PARENTS/CARERS

25.1 The Pegasus Partnership Trust firmly believes in developing a strong partnership with parents/carers and that this will enable children with SEND to achieve their potential. The Trust recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. '*Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them*.'

25.2 The Trust considers parents/carers of SEND children as valued partners in the process. Depending on age and appropriateness, SEND children will also be encouraged to participate in the decision making processes affecting them. Each academy will make available, to all parents/carers of children with SEND, details of the parent partnership service available through the LA.

25.3 The SEND Code of Practice outlines that '*LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice*.'

26.0 COMPLAINTS PROCEDURE

The Trust's complaints procedure is on the website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents/carers if required.

27.0 LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The Trust recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND children. When it is considered necessary, colleagues from the following support services will be involved with SEND children:

- Occupational Therapists
- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Counselling Services
- CAMHS

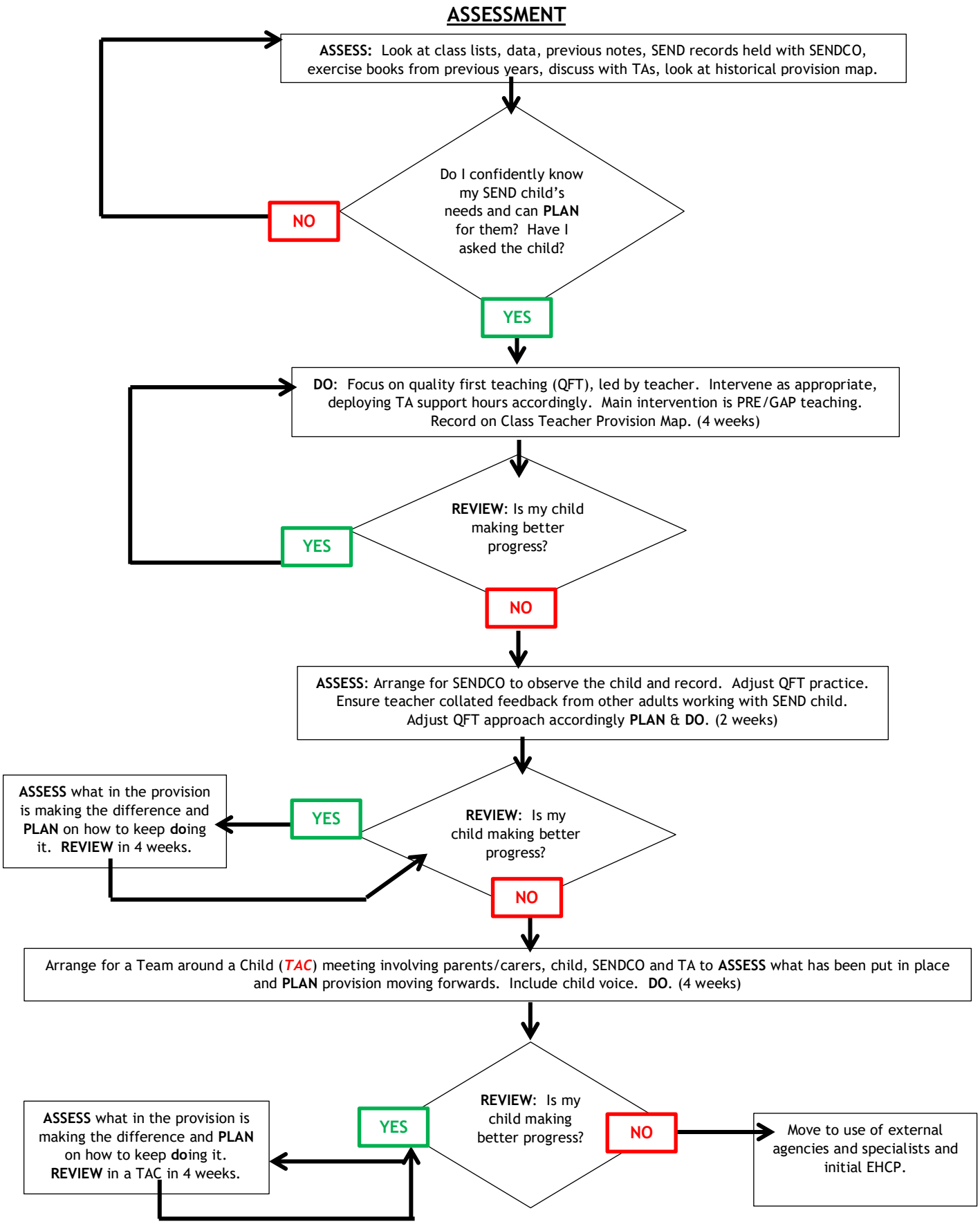
In addition, important links are in place with the following organisations:

- The LA & Specialist Services
- Education Welfare Officer
- Social Services

28.0 SEND POLICY REVIEW

The Trust considers the SEND Policy document to be important and, in conjunction with the Board of Trustees, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the Academy Development Plan.

Appendix 1 - Flow Chart to Assessment



Appendix 2 Each Academy's Staffing and Funding Arrangements (see their website)

ACADEMY NAME:	
INCLUSION LEAD:	
SENDCO:	
SENIOR TEACHING ASSISTANTS:	
HIGHER LEVEL TEACHING ASSISTANTS:	
LEARNING MENTORS/DEPUTIES:	
Number of TEACHING ASSISTANTS (General):	
Number of 1:1 TEACHING ASSISTANTS:	
LA TOP UP FUNDING FOR 20XX-20XX:	
ARMS FUNDING (if applicable) for 20XX-XX:	

Appendix 3 Local offer of each Academy (See their website) - GUIDANCE (TheKey):

Requirements

Requirement to publish an SEN information report
Schools have a duty to publish a special educational needs (SEN) information report, which must be made available on their website. This is a requirement under the regulations linked to above.

The following types of schools must publish the report:

- Mainstream schools, including maintained schools and academies that are not special schools
- Maintained nursery schools
- 16-19 academies
- Alternative provision academies
- Pupil referral units (PRUs)
- Special schools

This is set out in the SEND Code of Practice (linked to above, see paragraph 6.2, 6.79 and the introduction to chapter 6 on page 91).

Special schools that are established in hospitals are exempt from this duty, as set out in regulation 51 above.

Requirement to have a policy
As you need to publish an information report detailing the implementation of your SEN policy, you must also have an SEN policy. However, there is no requirement to publish this as a separate, standalone document.

The policy should help you complete the SEN information report and act as a framework for the report.

This was explained to us by the DfE.

Report should be updated annually
The information published in the report should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

This is set out in paragraph 6.79 of the SEND Code of Practice.

Full governing board must approve the report
The SEN information report must be approved by the full governing board.

Our associate education expert Jackie Beard explained that this means the governing board should receive, scrutinise and approve the SEN information report before it is published.

Information should be easily accessible
Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

This is explained in paragraph 6.81 of the SEND Code of Practice.

Difference from the local offer and SEN policies

We give an overview of the purpose of the local offer, SEN information report and SEN policy and who creates each in the following diagram.

