



Special Educational Needs and Disability Policy

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Amended: January 2019 H Best/C Peats

Reviewed: November 2020 – added SEND Covid-19 addendum

Next Review: September 2021

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SENDCO contact details:

At Tinsley Meadows Primary Academy, Esther Bloomer (SEND Diploma) and Claire Peats (NASENDCO award) can be contacted on 0114 244 1842.

Both SENDCOs are members of the Senior Leadership Team.

At Abbeyfield Primary Academy, Sabrina Girard can be contacted on 0114 2420109.

Special Educational Needs and Disability Policy

The policy is in line with guidance from the following documents:

- Section 69(2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014

Definition of SEND

“A child has special educational needs if they have a learning difficulty which calls for special provision to be made for them.” (Education Act 1993)

A child has a learning difficulty if:

- they have a significantly greater difficulty in learning than the majority of children their age
- they have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in academies within the area of the local education authority

A child is not taken as having special educational needs solely because English is spoken as an additional language.

Ethos and Philosophy

The Trustees of Five Rivers Multi Academy Trust are committed to the principles of inclusion. The academies of FRMAT aim to provide a balanced and broad learning experience for all pupils through a relevant and differentiated curriculum. Staff employ a variety of teaching techniques to “unlock learning” for pupils. For those children identified with special educational needs, the academies are further committed that not only should these children reach their full academic potential but that they should be included fully in the academy community and have a successful transition to secondary education.

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The academies endeavour to provide a learning environment that recognises the needs of all children. The use of routines, a positive behaviour policy, differentiated teaching techniques and ICT all help to facilitate children's learning. Children at all levels are actively encouraged to manage their own learning through an environment that supports and enables. The academies are also committed to providing a high level of resourcing to enable full access to the curriculum.

The academies believe that all pupils with special educational needs and/or disability can make progress through the academy's support. Progress will often be in small steps and these need to be celebrated. Such progress will be monitored through appropriate assessment that recognises and rewards pupils' efforts and achievements.

The academies adopt a multi-agency approach to SEND. Such an approach provides a holistic understanding of an individual's needs and provides maximum support. In particular, parents are seen as fundamental in meeting a child's needs and are involved at all levels. Wherever appropriate, the child is also viewed as a partner and the child's voice is fundamental to reviewing their progress and planning next steps in their learning. The academies further foster good professional links with outside support agencies such as the Speech and Language Service, the Hearing-Impaired service, Learning Support Service, Educational Psychology department and specific health professionals.

Principles

The principles for SEND provision within the academies of FRMAT are in line with the 2014 Code of Practice. The academies identify children as having special educational needs when evidence indicates that current rates of progress are inadequate. When this has been recognised, additional or different action is taken to enable the child to learn more effectively.

When a child is identified as having special educational needs a graduated approach of assess, plan, review and do is followed. Individual outcomes and steps to meet these are written within a support plan alongside the completion of a learner profile to capture pupil voice. These may contribute to a My Plan, EHCP review or Assertive/Personal Mentoring meeting. In some cases, a child is placed on the register for medical reasons only. The academies keep an up-to-date register of all pupils who are identified as having SEND. Recorded on the register is a list of children who are not identified by the code of practice but where the academies find it useful to informally monitor pupils - known as 'concerns'.

The academies have a team approach to the leadership of SEND. Overall responsibility for SEND lies with the senior leadership team. Day to day provision for children with SEND is delegated to the SEND co-ordinators and class teachers. The academies adopt a whole academy approach to SEND training, recognising it as an integral part of whole academy development, and programmes are always delivered with the needs of all children taken into account.

Teachers recognise their overall responsibilities for children they teach who are identified as having SEND. This is reflected through their planning and their everyday practices. Subject co-ordinators also consider the needs of SEND pupils when resourcing their curriculum areas.

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Most children with SEND are integrated into classrooms with children in the same year group. The majority of SEND support is provided in class through the class teacher, often with a member of the support staff allocated (based on Provision Mapping). At times, some children will be provided with specialist support in a withdrawal group or on a 1:1 basis (Wave 2 and 3 interventions and SEND Outside Agencies - HI/LSS). Resources are allocated on these principles and it is a fundamental part of the academy's development.

The curriculum is inclusive regardless of the child's background, disabilities, gender or ethnicity as the academies follow the LA's admission and equal opportunities policy.

The teaching of all pupils, particularly children with SEND requires:

- Positive attitudes from staff;
- Partnership between teachers and children to help plan and evaluate children's own learning;
- A climate of warmth and support in which self-confidence and self-esteem can grow;
- Partnership established between home and academy;
- Extra support at specified times to access the National Curriculum.

Provision

The academy trustees, CEO, Principal's and SENDCOs are responsible for ensuring that provision is made for pupils with special educational needs. In the classroom, the SEND Co-ordinators (SENDCOs) and the class teacher are responsible for the day-to-day management of that provision. The SENDCOs are allocated some time to manage SEND in the academy and are able to bid for additional time as and when required.

The SEND Code of Practice (2014) states that the key responsibilities of the SENDCO team may include:

- overseeing the day-to-day operation of the academy's SEND policy.
- advising on the graduated approach to providing SEND support
- co-ordinating provision for children with SEND
- ensuring that the academy keeps the records of all pupils with SEND up to date, tracking pupils' progress on SEND register and assessing the value-added of any interventions
- liaising with the parents/carers of children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- contributing to the in-service training of staff
- liaising with early years providers, other academies, educational psychologists, health and social care professionals, and independent or voluntary bodies
- managing learning support assistants (provision mapping)
- being a key point of contact with external agencies, especially the local authority and its support services
- advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- completing My Plans and applying for Education, Health Care Plans (EHCPs) and organising Annual Reviews for those with Education, Health Care plans
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

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- working with the Principals and trustees to ensure that the academy meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

The SENDCOs update their knowledge through regularly attending the SENDCO Briefings within the Locality, attending relevant training days and training sessions, conferences, reading current information such as published guidance and discussions with outside agencies.

External agencies regularly provide support through assessment, monitoring and direct teaching of children with SEND. These include communication therapists, the Service District (known as MAST), Learning Support Teachers, Specialist Support Team (ASD and Early Years), the Access and Inclusion service, Early Help Gateway, the Educational Psychologist and the Hearing and Visual impairment service. The academies actively encourage a multi-agency approach to SEND and regularly puts themselves forward as venues for inter-agency meetings.

To ensure inclusion and support of SEND pupils, Teaching Assistants and a Pupil Support Officer/Learning Mentors are employed by the academies to deal with the range of needs. This support is delivered during whole class teaching and through withdrawn small group work (for example, anger management, circle time, social skills and self-esteem groups). The academies employ a very effective positive behaviour policy. This is used by all staff for all children, although those with very challenging behaviour often receive extra mentoring and support systems. The experience of the staff means that such mentoring may occur at many different levels: from class teacher to head teacher with close involvement with the family.

The classroom provision for children with SEND is based upon the National Curriculum. However, it is recognised that this provision must occur at an appropriate level and therefore differentiation is an integral part of its delivery. In relation to Numeracy and Literacy, most children with SEND are taught from the appropriate year groups to ensure full coverage, differentiated to the appropriate level. The academies recognise that SEND children, like all children, can achieve in other areas of the curriculum and this is actively encouraged.

Access is further ensured by the use of support staff to either directly support SEND children or to free up the class teacher to target children with SEND. The academies have adopted a creative curriculum where cross curricular links are made encouraging a range of learning styles. Therefore, differentiation can be implemented with ease and children's tasks can be individualised and teaching the targets on Assertive / Personal Mentoring forms becomes manageable. The academies promote excellence and enjoyment for all.

Children with SEND are actively encouraged to partake in all areas of the academies. They are routinely appointed as school council representatives and are active in whole school activities. The academies also seek to ensure that these children are able to attend any residential trips. Support is also provided for any curriculum and end of year trips.

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Procedures

The *Special Educational Needs and Disability (SEND) Code of Practice for 0 to 25 years* identifies four broad areas of Special Educational Needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental emotional health
4. Sensory and/or physical disability.

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Need Type	Specific disabilities / needs	Areas of learning likely to be affected	Recommended support / interventions
Communication and Interaction (C&I)	<p>Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.</p> <p>Speech, Language and Communication Needs (SLCN) Autism Spectrum Disorder (ASD) Asperger's Syndrome and Autism</p>	<p>Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy.</p> <p>Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine motor functions.</p>	<p>Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication. Interventions will need to take account of their individual sensory needs and requirements.</p>
Cognition and Learning (C&L)	<p>Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).</p>	<p>Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.</p> <p>Children and young people with severe learning</p>	<p>Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts.</p> <p>They may require specific programmes to support their</p>

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	<p>A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD.</p>	<p>difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and coordination, communication and perception, and the acquisition of self-help skills.</p> <p>Children and young people with SLD are likely to need support to be independent.</p> <p>Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.</p>	<p>progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.</p> <p>Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.</p>
<p>Social, mental and emotional health (SMEH)</p>	<p>A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as:</p> <ul style="list-style-type: none"> • Problems of mood (anxiety or depression), • Problems of conduct (oppositional problems and more severe conduct problems including 	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>	<p>Academies, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many academies and colleges offer pastoral support, which may include access to counselling sessions, to</p>

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	<p>aggression),</p> <ul style="list-style-type: none"> • self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. • Attention deficit disorder (ADD), • Attention deficit hyperactive disorder (ADHD), • Attachment disorder, • Autism or pervasive developmental disorder, • An anxiety disorder, • A disruptive disorder or, rarely, schizophrenia or bipolar disorder. 		<p>help their pupils and students with emotional, social or mental health difficulties. This should be described in their published SEND policy and academies should ensure a solid evidence base for any interventions offered. Staff may need training and support to understand the nature and extent of problems that require more specialist intervention.</p> <p>Where more specialist provision is required, academies, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS).</p> <p>This might include academies and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly.</p>
Sensory and/or physical needs	Visual Impairment (VI) Hearing Impairment (HI)	Children and young people with a visual impairment (VI) or a hearing impairment (HI) may	Many children and young people require minor adaptations to the

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(S/PD)	Multi-Sensory Impairment (MSI) Physical Disability	require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.	curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Some children and young people require special educational provision. It is this group that should be identified as having a SEND.
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Levels of Support

Pupils who are identified as SEND are categorised as "SEND Support" and are assessed using the Sheffield Support Grid to identify their level of need (banded level). Appropriate support is put in place according to this. The SEND register also identifies pupils with an Educational, Health and Care Plan.

Most pupils will have their needs met through quality first teaching (QFT.) Pupils' progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching. The effectiveness of this will be monitored and reviewed as part of the academy's ongoing cycle of assessment for learning.

When a pupil has been identified as requiring a provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the SEND register under one of the four SEND categories.

At this point parents or carers will be informed and will be invited to discuss the additional support required and how best they can assist their child with their home-school learning.

The provision required for each pupil will be specific to that pupil's needs and where possible the academies will seek and follow advice from additional professionals such as Occupational Therapists, Physiotherapists, Paediatricians and Specialist Teachers. Where several professional agencies are involved a FCAF (Family Common Assessment Framework) / MyPlan may be advised to ensure that a cohesive approach is taken towards monitoring and meeting a pupil's needs.

Below is an example of the provision provided by the academies and the tiered response to pupils' needs:

Quality First Teaching (All Pupils)	SEND pupils without an EHC plan. In addition to quality first teaching pupils may receive all or some of the provision below	SEND pupils with an EHC plan. In addition to the previous two columns may receive the provision below
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<ul style="list-style-type: none"> • Differentiated curriculum • Differentiated delivery • Differentiated outcome • Increased visual aids – letter formation, number lines • Visual timetables (class and individual) • Illustrated dictionaries • Use of writing frames • Alternative recording methods • General ICT access with appropriate software • Sensitive grouping/ pairing / class or playground buddy • Spelling banks for new subject specific words • Where appropriate simple and clearly laid out worksheets • Structured school and class routines • Use of symbols for understanding • Individual workstation • Whole academy and class reward system / individual reward systems • Whole academy/class rules / Whole academy policy for behaviour • Circle time as part of PSHCE curriculum • Use of positive language to promote 	<ul style="list-style-type: none"> • Named part of whole class provision mapping • Group intervention English • Group intervention Maths • Additional Phonics Support. • Speech and Language Support. • Time out/Anger Management support cards • Group intervention for behaviour and emotional support. • Sensitive class seating arrangements • 1:1 Reading intervention • 1:1 Phonics intervention • 1:1 Maths intervention • Communication and support from external agencies. • Support in line with individualised advice from an external agency including My Plan • Positive Handling plan • Educated offsite 	<ul style="list-style-type: none"> • Quality First Teaching • Assistance and support in line with individual EHC plans (statements) • Specialist advice from outside provision. • Personalised timetable and reward systems (if appropriate)
<p>self esteem</p> <ul style="list-style-type: none"> <input type="checkbox"/> Time out facilities <input type="checkbox"/> Modified/adapted resources <input type="checkbox"/> Desk slopes / Magnifiers 		

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The academies follow the model of SEND as recommended by the 2014 Special Educational Needs and Disability Code of Practice and Sheffield Local Authority. However, the academies have found it useful to supplement the model with an initial 'note of concern'.

This is also captured in the Academy's Local Offer which can be found at:

<http://www.sheffielddirectory.org.uk>

Note of concern

Definition: The teacher is concerned that a child is making slow rates of progress although they have not yet identified the rate as being inadequate.

For a note of concern to be registered, the teacher has identified that a child is making slow progress in a specific area or in general terms. At this stage the teacher is unsure whether this slow progress is a reflection of special educational needs or rather that it is merely a part of the child's normal learning patterns. A note of concern is an informal recognition by the teacher that the child needs further monitoring to identify whether the rate of progress is adequate or inadequate. A form is completed using the *Every Child Matters* criteria.

During this stage the teacher should be aware of what can be reasonably accepted as adequate progress. As recognised in the 2014 code of practice, it might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

At this stage, the child and parent may be approached in an informal manner to alert them of the teacher's concerns.

Statutory Assessment (Education, Health, Care plan)

Definition: A statutory assessment is made by the academy to the LA when the child has demonstrated significant cause for concern.

On making a request for statutory assessment, the academy will provide the LA with evidence that any strategies or programmes implemented for the child have been continued for a reasonable length of time without success. The academies will also show that alternatives have been tried and provide clear documentation about the child's progress over time. Before making a request, external services, the parent/carer and the child will all be closely involved and will provide written advice where appropriate.

It is recognised by the academy that the LA's policy is that academies must now fund EHCPs but additional funding can be applied for from the Locality to purchase some

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additional support. Children who meet the LA criteria for additional support must have their needs met in school as the EHCP dictates.

Reviews

The academies currently employ a cycle of three SEND reviews a year as part of the Assertive Mentoring reviews. These arrangements are in line with the LA policy (Plan, Do, Review) and the 2014 code of practice. Parents and carers are encouraged to participate in the review process and the child's views are also actively sought. These reviews are a minimum and staff may hold others as and when they feel it is necessary.

The targets from the Assertive / Personal mentoring meetings then form the child's Individual Education Plan and this is monitored by the class teacher and SENDCO. Throughout 2019-20 and 2020 - 21 this paperwork is being reviewed within the Locality.

Transition meetings are held between teachers in the second half of the summer term and between the Year 6 teachers and the Comprehensive school around the same time.

Resources

The academies receive money in its budget from the Local Authority to support children with special educational needs. In addition, some funding is also made available for pupils with SEND through the academy's Locality and the SENDCOs can apply for this money at certain times in the year. These requests can be for individual or group support, staff training or for pupils in crisis or at risk of exclusion. Some of the money is used to purchase materials and resources to support children with SEND in the classroom or to access alternative provision. Where needed, teaching assistants are also effectively deployed to support pupils within class. A proportion of the support workers budget comes from special needs funding.

To manage SEND successfully in the academies, the SENDCOs receive time to implement policies and procedures effectively, develop new initiatives, monitor and evaluate the provision of SEND, as well as time to meet with outside agencies and families.

Specialist Provision - The Den and Aqua class

Aqua Class

Aqua class is run using a combination of nurture principles and personalised teaching. At least two members of the teamwork in this class with pupils either on a one-to-one or in a small group and are overseen by the SENDCOs. All referrals to this provision are made, in consultation with parents, and discussed with the SENDCOs, class teacher and the Principal. A variety of assessment procedures are used to inform referrals. These will include the Boxall Profile and appropriate academic assessments. Formal assessment by an Educational Psychologist is not a pre-requisite for admission, but consultation and discussion of relevant factors may be necessary. Parents will be kept fully informed about the outcomes of these meetings and the reasons for their child's inclusion in this class.

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The Den

The Den is available for individual children under the supervision of an adult on an immediate need basis. It can offer a sensory supportive environment to facilitate self-regulation, relaxation, and sensory awareness. The room provides a place where specific, daily activities can be undertaken, with support from outside specialists on specific programmes. It also provides a quiet space for children to go when they are experiencing feelings of anxiety, anger or distress.

At Abbeyfield Primary Academy we can also offer a sensory Room.

From March 2016 a sensory room has been created in Key Stage 1 (KS1), which is available for individual children under the supervision of an adult. It offers a sensory supportive environment to facilitate self-regulation, relaxation and sensory awareness. The sensory room provides a place where specific, daily activities can be undertaken, with support from outside specialists on specific programmes. It also provides a quiet space for children to go when they are experiencing feelings of anxiety, anger or distress.

Entry/Admission Criteria for the Den and Aqua

Parents will always be consulted prior to a child being placed in the Nurture Group. Placement will be considered for children who are underachieving for social, emotional or behavioural reasons. This could include:

- Children who are very restless, cannot listen, behave impulsively or aggressively
- Children who are withdrawn and unresponsive and who have difficulty relating to others

The 'Boxhall' profile will be used to objectively assess children's needs and their suitability for placement in the Nurture Group. This is then updated every half term in order to monitor the progress of the child accessing the provision.

Exit Criteria for the Den and Aqua

Reintegration will be planned with the SENDCO, parents/carers, Class Teacher, Nurture Group team and other key Adults consulting with the School Educational Psychologist where appropriate. Where reintegration is not considered appropriate, an alternative action plan will be agreed. This may involve assessment at the next stage of the Code of Practice.

Admissions to the Academy

The academies are sensitive to the needs of all children during the admissions procedure and follows the transition policy. Staff are informed if they need to be aware of a child's specific needs, and copies of the care plans are kept in school.

If needed, the Inclusion Team will provide an initial period of close monitoring as well as a weekly slot for new children to discuss any settling in difficulties and the Learning Mentor / Student Support Officer provides additional pastoral support.

If a child leaves our setting, records are copied and passed onto the child's new specialist provision or new academy. With any vulnerable pupils, the transition officer will come for a meeting with the SENDCO and parents to discuss how their needs can be met. Also, additional visits are arranged for vulnerable children, and some of our Secondary academies also provide many additional activities and trips.

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Trustees

As stated in the 2014 Code of Practice, the board of trustees must:

"Do its best to ensure that the necessary provision is made for any pupil who has special educational needs."

The Trust has a named member who oversees the SEND provision with the academies and maintains close links with the SEND team. The named SEND trustee is Sheila Sutherland and she can be contacted through the academy on 0114 244 1842. The Trust is kept informed of developments in SEND through reports from reviews and data reports. The Principal's meet regularly with the SENDCOs in order to receive regular SEND reports.

Trustee meetings are also used as a platform to feedback information concerning the SEND budget and the provisions made throughout the academies. This includes a review of the SEND audit and its implications in terms of resources. Information concerning children with an EHCP is also discussed

Complaints

The Trust accepts that the academies would in the first instance deal with complaints from parents and carers concerning SEND provision. However, the academies adopt the LA complaints procedure and actively encourages parents and carers to contact the SEND Trustee if they feel it is necessary.

Data Security

The SEND Coordinators maintain a confidential register of all children with Special Educational Needs and any reports from outside agencies are stored in a locked filing cabinet or electronically on the academy's CPOMS site which is a secure document vault.