SEND POLICY

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1. AIMS

1.1 Reach South Academy Trust (RSAT) believes that every teacher is responsible for the learning, progress and inclusion of every child. High-quality teaching is the foundation of our inclusive approach and is the entitlement of all learners. Where barriers to learning and participation exist, we are committed to identifying and implementing the support, provision and reasonable adjustments needed to enable all children to thrive.

We strive to create inclusive learning environments where every child feels valued, respected and able to achieve their potential. Through collaboration, early identification of need and a graduated approach to support, we work to remove barriers that may impact learning, participation, wellbeing or achievement.

At RSAT, we have high aspirations for all children and young people. We are committed to ensuring that every child can participate fully in school life, develop independence and confidence, and experience success both academically and personally.

We believe in providing every possible opportunity for children and young people to develop their strengths, interests and talents. All learners are entitled to a broad, balanced and ambitious curriculum, alongside access to enrichment, extracurricular activities and wider cultural capital opportunities within their communities.

We work in partnership with children, families, schools and external professionals to ensure that children's voices are heard and that support is responsive to their individual strengths, needs and aspirations. Together, we seek to build a culture of belonging where diversity is celebrated and every child is empowered to succeed.

2. OBJECTIVES

- To work within the guidance provided in the Special Educational Needs and Disability (Amendment) Regulations 2024 and in line with the Graduated Response to SEND.
- To identify and monitor individual needs from the pre-admission stage so that appropriate provision and support can be implemented to maximise participation, achievement and progress.
- To maximise outcomes for children and young people and their families.
- To plan and deliver an effective, differentiated and, where required, adapted and personalised curriculum that meets the needs of all learners and supports them to overcome barriers to learning and participation.
- To involve children, young people and parents/carers in the identification, planning and review of support and outcomes.
- To work in close partnership with parents/carers of children and young people who may have special educational needs and/or disabilities.
- To ensure, through effective and focused professional development, that all staff working with children and young people are aware of the procedures for identifying, supporting and teaching learners with

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additional needs.

- To provide training, support and advice to all staff working with children and young people with special educational needs and/or disabilities.
- To work in close partnership, where appropriate, with external agencies and professionals to support children and young people with special educational needs and/or disabilities.

3. LEGISLATION AND GUIDANCE

3.1 This policy has been developed with reference to the Special Educational Needs and Disability (Amendment) Regulations 2024 and has due regard to relevant legislation and statutory guidance, including but not limited to:

- Part 3 of the Children and Families Act 2014, which sets out the duties of schools, academies and local authorities in relation to children and young people with special educational needs and disabilities.
- The Special Educational Needs and Disability Regulations 2014 (in particular Regulation 51 and Schedule 1), which set out schools' responsibilities relating to Education, Health and Care (EHC) plans, Special Educational Needs Coordinators (SENCOs), and the publication of SEN Information Reports.
- The Special Educational Needs and Disability (Amendment) Regulations 2024, which introduce amendments relating to SENCO qualification requirements.
- The Equality Act 2010 and the Equality Act 2010 (Disability) Regulations 2010, which place duties on schools to prevent discrimination, advance equality of opportunity and make reasonable adjustments for disabled children and young people.
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

4. DEFINITION OF SPECIAL NEEDS

4.1 A child or young person has special educational needs and/or disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

4.3 A child under compulsory school age has special educational needs if they fall within the definition above, or would do so if special educational provision were not made for them (Section 20 of the Children and Families Act 2014).

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4.4 Children and young people must not be regarded as having a learning difficulty solely because the language, or form of language, spoken at home is different from the language in which they are, or will be, taught.

4.5 The SEND Code of Practice (2015) recognises that children's needs and requirements can fall within, or across, four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

4.6 While the four broad areas of need may be helpful when considering provision, we recognise that every child is unique. We are committed to identifying and removing barriers to learning, participation and inclusion, and to building on each child's strengths, interests and aspirations.

5. AREAS OF NEED

5.1 Communication and Interaction

This area includes speech, language and communication needs (SLCN), which may affect a child or young person's ability to understand language, use language effectively, communicate with others, or engage in social interaction. Difficulties may relate to speech production, understanding and processing language, expressive language, or the social use of language.

Children and young people who are autistic may also experience differences in

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communication and interaction. Needs within this area may occur alongside strengths and needs in other areas of development and learning.

5.2 Cognition and Learning

Children and young people with cognition and learning needs may learn at a different pace from their peers and may require adaptations to teaching, learning and assessment. This area includes:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia and developmental coordination difficulties (DCD/dyspraxia)

5.3 Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of social, emotional and mental health needs that can impact on their learning, wellbeing and participation in school life. These may include anxiety, low mood, difficulties with emotional regulation, eating disorders, self-harm, or other mental health needs.

Such needs may be influenced by a range of factors, including experiences of trauma, adverse childhood experiences (ACEs), attachment needs, or other life circumstances. Difficulties may be expressed in different ways, including withdrawal, distress, disrupted learning, or behaviours that indicate an unmet need.

5.4 Sensory and/or physical needs

Some children and young people require additional support or equipment to access learning and educational facilities. This may include those with vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disabilities, or medical conditions that affect their participation in education.

Support may include specialist teaching, adapted resources, assistive technology, environmental adaptations, or habilitation and mobility support where appropriate.

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6. IDENTIFICATION OF SPECIAL NEEDS – QUALITY FIRST TEACHING

6.1 The school will assess each child or young person's current attainment and needs on entry to ensure that teaching builds upon their prior learning, strengths, experiences and achievements. Information may be gathered from parents/carers, early years settings, previous schools, external professionals and the child or young person themselves.

Class teachers, supported by the SENCO where appropriate, will use this information to:

- Establish appropriate starting points for learning and curriculum planning.
- Identify any barriers to learning, participation or wellbeing and implement appropriate support through high-quality teaching and reasonable adjustments.
- Monitor progress and use assessment information to identify children and young people who may require additional support.
- Ensure that ongoing observation, assessment and review provide regular opportunities to evaluate progress, celebrate successes and inform next steps in learning.
- Work in partnership with parents/carers and, where appropriate, the child or young person to understand strengths, needs, aspirations and outcomes.
- Implement the Graduated Approach of Assess, Plan, Do, Review where additional support is required.

7. IDENTIFICATION OF SEND AND EARLY YEARS ASSESSMENT

7.1 Pupil Progress Meetings are held at least three times each year. During these meetings, class teachers meet with members of the Senior Leadership Team (SLT) to discuss the progress, attainment, wellbeing and participation of pupils. These discussions may identify children and young people who would benefit from additional monitoring, support or intervention.

7.2 The Trust values positive partnerships with parents and carers and recognises the important role they play in their child's education. Where parents/carers have concerns regarding their child's learning, development or wellbeing, they are encouraged to discuss these with the class teacher or SENCo.

7.3 The identification of SEND is not solely based on attainment. The school recognises that children and young people may experience barriers to learning, participation or wellbeing for a variety of reasons. Where a pupil is making less than expected progress, presenting with social, emotional or communication differences, or requires additional support to access learning, their needs will be explored further.

7.4 As part of the Graduated Approach, all Trust schools use a consistent process for recording concerns and identifying potential SEND. Standardised observation tools, indicators and checklists aligned to the four broad areas of need are used to gather information. This process involves collaboration

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between class teachers, the SENCo, parents/carers and, where appropriate, the child or young person. Information gathered is used to inform the Assess, Plan, Do, Review cycle.

7.5 Where concerns are identified, additional assessment, observation and monitoring may be undertaken to develop a fuller understanding of the child's strengths, needs and any barriers to learning and participation.

7.6 The class teacher, supported by the SENCo where appropriate, will make reasonable adjustments and adapt the environment, teaching approaches, curriculum and resources to meet individual needs.

7.7 The SENCo may provide advice, support, training, resources or further assessment to ensure that appropriate provision is in place.

7.8 Parents/carers will be kept informed throughout the process and will be involved in discussions regarding their child's strengths, needs, support and progress. They will be encouraged to share information, insights and aspirations to support a collaborative approach to planning and review

8. ENGLISH AS A SECOND LANGUAGE

8.1 The identification and assessment of special educational needs and disabilities in children and young people who speak English as an additional language (EAL) requires particular care. The school recognises that difficulties in communication, learning and participation may arise from a range of factors and will not assume that limited proficiency in English indicates the presence of SEND.

8.2 Where there are concerns about a child's progress, staff will consider all aspects of the child's development, attainment, learning and participation across different contexts and curriculum areas. Assessment will take account of the child's skills, knowledge and understanding in both their home language and English, where appropriate, to help determine whether any difficulties are primarily related to language acquisition or whether they may indicate an underlying special educational need or disability.

8.3 Children and young people who speak English as an additional language are entitled to high-quality teaching, appropriate support and equal access to the curriculum.

9. SEND SUPPORT

9.1 Where a child or young person is identified as having Special Educational Needs and/or Disabilities (SEND), appropriate provision will be put in place to meet their identified needs. Support will be delivered through a graduated approach, ensuring that provision is regularly reviewed and refined in response to the child's strengths, needs and progress.

9.2 Parents/carers and, where appropriate, the child or young person, will be fully involved in decisions regarding support, provision and outcomes. Support will be planned using the Graduated Approach: Assess, Plan, Do, Review.

Assess – Plan – Do – Review

9.3 This is an ongoing process which enables support to be continually refined as understanding

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of a child's needs develops. The cycle helps identify the provision and strategies that are most effective in enabling children and young people to achieve positive outcomes.

Assess

9.4 A clear analysis of the child's strengths, needs and any barriers to learning or participation will be undertaken. This will draw upon:

- Teacher assessment and professional judgement.
- Previous attainment and progress.
- Information from parents/carers.
- The views of the child or young person.
- Observations and assessments.
- Information from previous settings where appropriate.
- Advice from external professionals where relevant.

Assessment will consider the whole child and recognise that barriers to learning may arise from a range of factors. Assessment arrangements will be adjusted where necessary to ensure that they are appropriate and do not negatively impact a child's wellbeing, confidence or self-esteem.

Plan

9.5 Where it is determined that additional support is required, the class teacher, SENCo, parents/carers and, where appropriate, the child or young person will agree:

- The outcomes to be achieved.
- The provision and support to be provided.
- Strategies, adaptations and reasonable adjustments to be implemented.
- The roles and responsibilities of those involved.
- Arrangements for monitoring and review.

Parents/carers will be encouraged to contribute to planning and to support agreed outcomes at home where appropriate.

Do

9.6 The class teacher remains responsible for the child's day-to-day learning and progress, including where support is delivered through small-group or individual interventions.

The class teacher will work collaboratively with teaching assistants and other staff to implement agreed provision, monitor its effectiveness and ensure that support complements high-quality classroom teaching.

The SENCo will provide strategic guidance, advice and support throughout this process.

Review

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9.7 Provision and progress will be reviewed at least termly in partnership with parents/carers and, where appropriate, the child or young person.

The review process will consider:

- Progress towards agreed outcomes.
- The effectiveness of provision and interventions.
- The views of the child or young person.
- The views of parents/carers.
- Any changes in strengths, needs or circumstances.

Following the review, the class teacher and SENCo will determine whether support should continue, be adapted, increased, reduced or ceased. The Assess, Plan, Do, Review cycle will then begin again as appropriate.

The effectiveness of SEND provision will be recorded through provision maps or other agreed systems used across the Trust. This information will be reviewed regularly to inform future planning and ensure that support remains responsive to need.

9.8 Support plans may include:

- Agreed outcomes and targets.
- Teaching strategies and reasonable adjustments.
- Additional provision or interventions.
- The responsibilities of school staff, parents/carers and the child or young person.
- The child's views, strengths, aspirations and contributions.
- Arrangements for monitoring and review.

9.9 Support plans will be reviewed regularly in partnership with parents/carers and, where appropriate, the child or young person. Reviews will consider progress towards agreed outcomes and inform the next cycle of assessment and planning.

10. EDUCATION, HEALTH CARE NEEDS ASSESSMENT

10.1 Where a child or young person continues to experience significant barriers to learning and participation despite sustained and purposeful support through the Graduated Approach, the school may, in partnership with parents/carers and relevant professionals, consider requesting an Education, Health and Care (EHC) needs assessment.

10.2 Evidence gathered through successive cycles of Assess, Plan, Do, Review, together with advice from relevant professionals and agencies, will inform any decision to request an EHC needs assessment.

10.3 The SENCo will coordinate the collection of evidence and documentation required as part of

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the process. Schools will work in accordance with local authority guidance and will ensure that families are informed about available support, services and sources of advice throughout the process.

Plymouth Graduated approach to inclusion - SENCO Guide - Plymouth Online Directory

SEND Local Offer - Plymouth Online Directory

Devon Devon's graduated response - Support for schools and settings

Devon's SEND Local Offer - help and support for children with SEND

BCP The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council

I am worried about my child's learning and development (Graduated Response) (bcpcouncil.gov.uk)

Wiltshire Wiltshire Local Offer - Local Offer

South Gloucestershire The SEND local offer explained | South Gloucestershire (southglos.gov.uk)

Gloucestershire Gloucestershire's SEND Graduated Pathway

11. SCHOOL REQUEST FOR EDUCATIONAL HEALTH CARE PLAN

11.1 Where, despite appropriate support and interventions through the Graduated Approach, a child or young person continues to experience significant barriers to learning and participation, the school may, in consultation with parents/carers and relevant professionals, request an Education, Health and Care (EHC) needs assessment from the Local Authority.

11.2 The request will be supported by evidence demonstrating the nature, extent and impact of the child's needs, and the provision that has already been implemented. The Local Authority will receive information regarding the child's progress over time, their strengths and needs, and the actions taken by the school to support them.

11.3 Evidence may include:

- Records of the Assess, Plan, Do, Review process and the outcomes of support provided.
- Support plans, provision maps and agreed outcomes.
- Records of reviews and meetings with parents/carers and professionals.
- Relevant health, care or medical information, where appropriate.
- Attainment, progress and assessment information.
- Advice and reports from external agencies and professionals, including Educational Psychologists and specialist teachers where applicable.
- The views, wishes and aspirations of the child or young person.
- The views of parents/carers.

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11.4 Parents/carers will be fully involved throughout the process and will be kept informed by both the school and the Local Authority regarding the progress of any request for an EHC needs assessment.

11.5 Where an Education, Health and Care Plan is issued, the provision and outcomes identified within the plan will be reviewed at least annually in accordance with statutory requirements. Parents/carers, the child or young person, school staff and relevant professionals will be invited to contribute to the review process.

11.6 When an annual review coincides with a phase transfer, such as transfer to secondary education, the receiving school or setting will be invited to participate in the review to support effective transition planning.

12. THE USE OF OUTSIDE AGENCIES

12.1 The schools works collaboratively with a range of external professionals and agencies to ensure that children and young people receive appropriate support where additional expertise is required.

12.2 External agencies may become involved where a child or young person continues to experience barriers to learning, participation or wellbeing despite targeted support through the Graduated Approach, or where the school requires specialist advice to better understand and meet need.

12.3 External professionals will work alongside school staff, parents/carers and, where appropriate, the child or young person to develop a shared understanding of strengths, needs and effective support strategies. Their involvement may include consultation, specialist assessment, training, advice, recommendations, or direct work with the child or young person.

12.4 Recommendations from external professionals will be incorporated into the Assess, Plan, Do, Review process and used to inform provision, support and reasonable adjustments. Responsibility for the day-to-day implementation of agreed provision remains with the class teacher.

12.5 External agencies may be involved where a child or young person:

- Continues to experience barriers to learning, participation or wellbeing despite appropriate support and intervention.
- Requires specialist assessment to develop a greater understanding of their strengths and needs.
- Has communication and interaction needs that require specialist advice or support.
- Has cognition and learning needs that require additional assessment, strategies or specialised provision.
- Has social, emotional or mental health needs that may benefit from support

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from specialist services.

- Has sensory, physical or medical needs that require specialist equipment, environmental adaptations, advice or intervention.

- Requires a coordinated multi-agency approach to support outcomes.

12.6 When assessments or visits are arranged with external professionals, parents/carers will be informed and, wherever possible, given opportunities to meet with professionals before or after their involvement with the child or young person.

12.7 Details of the services commonly accessed by the school are published within the school's SEND Information Report and are available on the school website.

13. PARTNERSHIP WITH PARENTS AND CARERS

13.1 Partnership working is central to achieving positive outcomes for children and young people. Parents and carers have a unique understanding of their child and play a vital role in supporting their learning, development and wellbeing. The Trust recognises the importance of working collaboratively with parents and carers and values their knowledge, experience and aspirations for their child.

13.2 Children and young people are at the heart of decision-making. We recognise that they often have valuable insights into their own strengths, needs, interests and aspirations. They will be supported and encouraged to participate in discussions about their education, support, reviews and future planning in ways that are appropriate to their age and level of understanding.

13.3 Each school's website contains:

- The Trust SEND Policy.
- The school's SEND Information Report.
- Information about the arrangements and provision available to support children and young people with SEND.

13.4 Throughout the Graduated Approach, parents/carers will be kept informed and involved in decisions relating to their child's support. Schools will work in partnership with families to identify strengths, understand needs, agree outcomes and review progress.

13.5 Parents/carers will be encouraged to contribute actively to their child's education and will have regular opportunities to discuss progress, provision and outcomes with school staff. Where external agencies are involved, parents/carers will be informed and included in discussions regarding recommendations and next steps.

13.6 Schools will ensure that information is shared clearly and accessibly so that children, young people and their families can participate meaningfully in decision-making. The views, wishes and feelings of children, young people and their parents/carers will be considered at all stages of assessment, planning, implementation and review.

13.7 The class teacher and SENCo will work collaboratively with parents/carers and, where appropriate, the child or young person to review progress, plan future support and ensure

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that provision continues to meet identified needs.

14. COMPLAINTS PROCEDURE

14.1 Schools will make every effort to work collaboratively with children, young people, parents and carers to ensure that needs are identified and appropriate support is provided. Where concerns arise, these should be discussed as early as possible so that they can be addressed promptly and effectively.

14.2 Parents/carers who have concerns about the provision being made for their child should, in the first instance, discuss these with the class teacher. If concerns remain unresolved, parents/carers may contact the SENCo. Where further discussion is required, concerns may then be referred to the Headteacher.

14.3 The Trust is committed to working in partnership with families and aims to resolve concerns informally wherever possible. However, where issues remain unresolved, complaints should be addressed through the Reach South Academy Trust Complaints Policy, which is available on the Trust website.

Information, Advice and Support Services

Plymouth - Plymouth Information Advice and Support for SEND. - Supplying you with information, advice and support (plymouthias.org.uk)

Devon - Home - Devon Information Advice and Support (devonias.org.uk)

BCP - SENDiass4BCP (bcpcouncil.gov.uk)

Gloucestershire - SENDIASS Gloucestershire | Special Education & Disability (sendiassglos.org.uk)

Wiltshire - Wiltshire SENDIASS | Family Action | Your care Your support Wiltshire

15. ROLES AND RESPONSIBILITIES

15.1 The Role of the SENDCo

The Trust will ensure that each school has a designated Special Educational Needs Coordinator (SENCO) who meets the requirements set out in the Special Educational Needs and Disability Regulations 2014, as amended by the Special Educational Needs and Disability (Amendment) Regulations 2024. The SENCO will be a qualified teacher and will hold, or be working towards, the mandatory SENCO qualification within the timescales prescribed by legislation.

The SENCO is responsible for the strategic development and day-to-day coordination of

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SEND provision within the school. This includes:

- Overseeing the day-to-day operation of the SEND Policy and ensuring that SEND records are accurate, maintained and kept up to date.
- Coordinating and monitoring the provision and support for children and young people with SEND.
- Supporting staff to identify strengths, needs and barriers to learning and participation at the earliest opportunity.
- Advising and supporting colleagues in the implementation of the Graduated Approach and the Assess, Plan, Do, Review cycle.
- Working collaboratively with teachers and leaders to ensure that provision is evidence-informed and promotes positive outcomes.
- Monitoring the effectiveness of SEND provision and its impact on pupil progress, participation, wellbeing and inclusion.
- Supporting the deployment of SEND resources and advising on the effective use of delegated funding and other available resources.
- Liaising with parents/carers and ensuring that they are involved in decision-making regarding their child's support and provision.
- Ensuring that the views, wishes and aspirations of children and young people are taken into account.
- Working in partnership with external agencies and professionals to secure appropriate advice, assessment and support.
- Maintaining awareness of the Local Offer and supporting families to access relevant services and support.
- Liaising with Early Years settings, schools, colleges and other providers to support effective transitions.
- Working with the Designated Teacher for Looked After Children and Previously Looked After Children where SEND has been identified.
- Coordinating requests for Education, Health and Care (EHC) needs assessments and supporting the annual review process for EHC Plans.
- Contributing to, and where appropriate leading, the continuing professional development (CPD) of staff in relation to SEND and inclusive practice.
- Supporting the development of an inclusive culture in which all children and young people are valued, belong and are able to participate fully in school life.

15.2 **The Role of the Teacher**

Teachers are responsible and accountable for the progress, development and inclusion of all pupils in their class, including those who receive additional support from teaching assistants, specialist staff or external agencies.

High-quality teaching, adapted to meet the needs of individual learners, is the first step in responding to pupils who have, or may have, SEND. Teachers remain responsible for the learning and progress of all pupils, including where interventions or targeted support are delivered by others.

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Teachers will:

- Have high aspirations for every pupil and promote positive outcomes, participation and independence.
- Work in partnership with the SENCo to identify strengths, needs and barriers to learning and participation.
- Participate in the Graduated Approach and contribute to the Assess, Plan, Do, Review process.
- Set and review appropriate outcomes and targets with support from the SENCo where required.
- Adapt teaching, learning environments, resources and approaches to meet the needs of individual pupils.
- Seek advice, training and support where required to develop their knowledge and understanding of SEND and inclusive practice.
- Monitor and evaluate the impact of provision and interventions.
- Keep the SENCo informed of any significant changes in a pupil's needs, progress, wellbeing or provision requirements.
- Work collaboratively with parents/carers and involve them in planning, reviewing and evaluating support.
- Ensure that the views, wishes and aspirations of pupils are sought and taken into account.
- Provide regular updates to parents/carers regarding progress, support and outcomes.

To support inclusive practice, staff have access to:

- The Reach South Academy Trust SEND Policy.
- Relevant legislation and statutory guidance, including the SEND Code of Practice and SEND Regulations.
- Information about individual pupils' strengths, needs, outcomes and provision, including pupil profiles, support plans, provision maps and professional reports.
- Practical guidance, evidence-informed strategies and resources to support teaching and learning.
- Advice and support from the SENCo and external professionals where appropriate.
- Information published within each school's SEND Information Report and Local Offer.

15.3 **The Role of the Headteacher**

The Headteacher is responsible for:

- Promoting and being accountable for an inclusive culture in which all children and young people are valued, supported and able to participate fully in school life.
- Ensuring that the school's duties under SEND and equality legislation are met.
- Providing strategic leadership for SEND and inclusion across the school.

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- Overseeing the quality and effectiveness of SEND provision and ensuring that appropriate support is in place for children and young people with additional needs.
- Supporting, challenging and monitoring the work of the SENCO.
- Ensuring that staff receive appropriate training, guidance and support to meet the needs of all learners.
- Managing and monitoring the effective use of the school's SEND budget and resources.
- Working with governors, trustees and Trust leaders to ensure continuous improvement in SEND provision and outcomes.
- Reporting on the effectiveness of SEND provision, inclusion and pupil outcomes to the Executive Director Primary/SEND and, where appropriate, the Local Governing Body and Trust Board.
- Ensuring that parents/carers and children and young people are involved in decisions relating to SEND provision and support.

15.4 **The Governors**

The Local Governing Board (LGB) is responsible for ensuring that the school fulfils its statutory duties in relation to SEND and promotes an inclusive culture in which all children and young people can thrive.

The Local Governing Board will ensure that:

- Appropriate provision is made for children and young people with SEND.
- The school complies with relevant SEND and equality legislation and statutory guidance.
- SEND is given strategic priority within school improvement and development planning.
- The needs of children and young people with SEND are made known to staff who work with them, where appropriate.
- Staff understand their responsibilities for identifying, supporting and including children and young people with SEND.
- Parents/carers are informed when the school identifies that a child requires SEND Support.
- The school's SEND Policy and SEND Information Report are reviewed regularly and published on the school website.
- A qualified teacher is designated as SENCO in accordance with statutory requirements.
- Appropriate arrangements are in place for supporting children and young people with medical conditions.
- A Designated Teacher is appointed for Looked After Children and Previously Looked After Children.
- The needs of children and young people with SEND who may also be vulnerable, including young carers, are considered as part of the school's inclusive practice.

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- Accessibility arrangements are reviewed regularly and that the school maintains and publishes an Accessibility Plan in accordance with the Equality Act 2010.
- Reasonable adjustments are made to prevent disabled pupils from being placed at a substantial disadvantage compared with their peers.
- Resources are allocated effectively to support the inclusion, participation and achievement of children and young people with SEND.

The Local Governing Board delegates the day-to-day implementation of this policy to the Headteacher but retains strategic oversight of SEND provision and inclusion. The Board will monitor and evaluate the effectiveness of SEND provision through regular reports from the Headteacher and SENCO and will support continuous improvement in outcomes for children and young people.

16. Supporting parents and Families

16.1 Partnership with Parents, Carers and Families

At RSAT, we believe that strong partnerships with parents, carers and families are essential in achieving the best possible outcomes for children and young people.

We recognise that parents and carers have a unique understanding of their child and play a vital role in supporting their learning, development and wellbeing. We are committed to working collaboratively with families to ensure:

- Early identification of strengths, needs and any barriers to learning and participation.
- Appropriate support, provision and reasonable adjustments are put in place.
- Positive academic, social and emotional outcomes are achieved.
- Aspirations and outcomes are developed and reviewed collaboratively.
- Children and young people are supported to participate fully in school life.
- A genuinely child-centred approach is maintained, with the views, wishes and feelings of the child or young person informing decision-making.

16.2 Involving Parents, Carers and Children in Decision-Making

Parents/carers will be actively involved in decisions regarding their child's education, support and future planning. Their views, knowledge and aspirations for their child will be valued and considered throughout the Graduated Approach and any statutory processes.

Opportunities for involvement may include:

- Discussions with the class teacher.
- Parent consultation evenings.
- Meetings with the SENCO and other relevant professionals.

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- Participation in the Assess, Plan, Do, Review process.
- Target setting, support planning and reviews.
- Early Help and Team Around the Family (TAF) meetings, where appropriate.
- Education, Health and Care (EHC) needs assessment processes.
- Annual Reviews of Education, Health and Care Plans.

The voice of the child or young person will remain at the centre of planning and decision-making. Schools will ensure that children and young people are supported to express their views, aspirations and preferences in ways that are appropriate to their age, understanding and communication needs.

Families will be provided with clear and accessible information to enable them to participate fully in discussions and decisions regarding support and provision.

17. SUPPORTING CHILDREN AND YOUNG PEOPLE WITH MEDICAL NEEDS

17.1 At RSAT, we recognise that children and young people with medical conditions may require additional support to enable them to access all aspects of school life, including learning, enrichment activities, educational visits and physical education.

Some children and young people with medical conditions may also have disabilities and/or SEND. Where this is the case, the school will fulfil its duties under the Equality Act 2010 and relevant statutory guidance to ensure that appropriate support and reasonable adjustments are in place.

17.2 Where a child or young person has a medical need, an Individual Healthcare Plan (IHP) will be developed, where appropriate, in consultation with parents/carers and relevant health professionals.

The plan will clearly identify:

- The child's medical needs.
- Required support and arrangements.
- Procedures to be followed in an emergency.
- Staff responsibilities.
- Training requirements where appropriate.

Relevant staff will be informed of their responsibilities and receive any necessary training to ensure that support can be provided safely and effectively.

17.3 Where medicines are required to be administered within school, this will be undertaken in accordance with the school's Supporting Pupils with Medical Conditions Policy and only with appropriate parental consent and documented procedures in place.

Risk assessments will be completed where necessary to ensure the safety and wellbeing of both the child and staff.

18. CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

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18.1 RSAT is committed to ensuring that all staff receive appropriate training and professional development to meet the needs of children and young people effectively.

Relevant SEND-focused training opportunities will be made available to teaching, support and leadership staff as appropriate.

Schools will access internal and external professional development opportunities to ensure staff remain informed about current legislation, guidance, evidence-based practice and inclusive approaches to teaching and learning.

18.2 SENCOs will regularly access professional development opportunities relevant to their role and responsibilities. They will share relevant learning and developments with staff and

school leaders and will have access to advice, guidance and professional support through all other appropriate networks.

19. ADMISSION ARRANGEMENTS

19.1 RSAT is committed to providing an inclusive education for all children and young people.

Admissions arrangements comply with relevant legislation, including the Equality Act 2010, and do not discriminate against children and young people with SEND or disabilities.

Further information can be found in each school's Admissions Policy and Accessibility Plan, which are available on the school website.

20. TRANSITION ARRANGEMENTS

20.1 RSAT recognises that effective transition arrangements are essential in supporting children and young people to feel safe, confident and prepared for change.

A range of strategies may be used to support successful transitions, including:

- Information sharing between previous and receiving settings.
- Discussions between key staff prior to transition.

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- Planned transition visits and familiarisation activities.
- Opportunities to meet new teachers and support staff.
- Additional visits, personalised transition programmes or enhanced support where required.
- Home visits where appropriate.
- Transition resources such as photographs, social stories or visual supports.
- Liaison between SENCOs and other professionals to ensure continuity of provision and support.

The level of transition support provided will be based on individual needs and circumstances. Enhanced transition arrangements may be considered for any child or young person where additional support would be beneficial.

21. FUNDING

21.1 Funding allocated for SEND is used to support the provision of appropriate resources, reasonable adjustments, targeted support and specialist interventions to meet the needs of children and young people.

Decisions regarding the deployment of SEND funding are based on individual needs and are reviewed regularly to ensure that resources are used effectively to support positive outcomes.

21.2 Where additional funding has been allocated through a Local Authority or as part of an Education, Health and Care Plan, provision will be reviewed regularly in accordance with statutory and local authority requirements.

The school will work collaboratively with parents/carers, relevant professionals and the Local Authority to monitor the effectiveness of provision and ensure that support remains responsive to the child's strengths, needs and aspirations.

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