

East Midlands Academy Trust

Special Educational Needs and Disability Policy

'Every child deserves to be the best they can be'

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: V4	Filename: EMAT Special Educational Needs and Disability Policy
Approval: July 2025	Next Review: July 2026 <i>This Policy will be reviewed annually by the owner and approved by the Full Trust Board</i>
Owner: EMAT Head of Inclusion	Union Status: Not Applicable

Policy type:	
Statutory	Replaces Academy's current policy

Revision History

RevisionDate	Revisor	Description of Revision
July 2025 v4	J Nimmo	Greater emphasis on Preparation for Adulthood outcomes and graduated response approach. Further clarity on SEND definitions. Updated section 8 to clarify process for initiating and assessing for EHC Plans Updated Section 11 to clarify qualification of those making access arrangement decisions.
July 2024 v3	R Ryan	Refer to updated guidance and legislation. Updated terminology. Review schedule updated to annually.
July 2022 v2	M Juan	Policy review – No changes
July 2020 v1	M Juan	New EMAT SEND policy issued to all schools

EMAT Special Educational Needs and Disability Policy

1. Introduction

This policy sets out our vision and aims for children with special educational needs and disability (SEND). At East Midlands Academy Trust (EMAT), we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive education. We aim to ensure that all pupils, whatever their needs or abilities, achieve their very best by accessing our ambitious, broad, balanced, and relevant curriculum and make progress by acquiring the key knowledge, skills, concepts and attributes to lead happy and successful lives.

We endeavour to provide a positive, nurturing environment that enables our pupils to build upon their strengths and have the chance to thrive and meet their full potential. We aim to identify and provide for pupils with SEND, focusing on the specific needs of the individual and to ensure that each pupil is fully included in all aspects of academy life. Our partnership with parents/carers is key to ensuring appropriate and effective SEND provision.

2. Legislative Compliance

We believe this policy should be a working document that is fit for purpose, represents EMAT's ethos and enables consistency and quality across all academies. This policy complies with all statutory requirements and is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

This policy has due regard to all relevant legislation including, but not limited to, the following:
Children's Act 1989

- [Children and Families Act 2014](#),
- Data Protection Act 2018
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Education Act 1996
- Education Act 2002
- [Equality Act 2010](#)
- Health and Care Act 2022
- Local Government Act 1974 Mental Capacity Act 2005
- [Special Educational Needs and Disability Regulations 2014](#),
- The UK General Data Protection Regulation (GDPR)

- This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education'
- DfE (2021) 'Teaching Standards'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'.

All of our Trust policies are interlinked and should be read and informed by all other policies. This policy therefore operates in conjunction with the following Trust and individual academy policies but again, not limited to the following:

- Admissions Policy (Individual Academies)
- Behaviour Policy (Individual Academies)
- (DfE) Keeping Children Safe in Education 2024
- EMAT Accessibility Policy
- EMAT Arranging Education for Children who Cannot Attend School because of Health Needs Policy 2025
- EMAT Complaints Policy
- EMAT Data Protection Policy
- EMAT Pupil Suspension & Exclusion Policy
- EMAT Supporting Pupils with Medical Conditions & Administering Medication Policy

As providers of education services to all children and young people including those with SEND, EMAT academies work in partnership with the local authority SEND Local Offer. This is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Further information about the local offers that are served by our respective academies can be found here:

- West Northamptonshire: [Local Offer | West Northamptonshire Council](#)
- North Northamptonshire: [North Northamptonshire: Local Offer, SEND and EHC plans | North Northamptonshire Council](#)
- Milton Keynes: [Milton Keynes City Council](#)

3. Aims and Objectives of this Policy

The aims of our policy and practice are to:

- Provide pupils who have a special education need access to all aspects of school life, so they can engage with learning and activities with confidence and independence.
- Support pupils with SEND to fulfil their aspirations and secure high levels of achievement.
- Support and make provision for pupils with special educational needs and disabilities.
- Ensure that inclusion is the premium thread at all levels in every EMAT academy.
- Attain high levels of satisfaction and participation from pupils, parent/carers and ensure parents/carers and pupils are at the centre of all decisions.
- Carefully map provision for all identified learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes in partnership with Pathway for Adulthood (PfA) outcomes. These are developing independence, readiness for education and employment, engaging in relationships and the community, and living well through good health
- Prioritise the graduated response and utilise the SEND Ranges to support meeting individual needs.
- Ensure a high level of staff expertise to meet pupil need through adaptive teaching and learning, through well targeted continuing professional development.
- Work in co-operative and productive partnership with our respective Local Authorities (LA) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all pupils with SEND-
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- Work within the guidance provided in the SEND Code of Practice, 2015.
- Operate a whole-school inclusive approach to the management and provision of support for pupils with SEND.

This policy will be reviewed every year and updated with amendments in light of national, local, regional, Trust and individual academy changes.

4 Definition of Special Educational Needs and Disabilities

Under the Children and Families Act 2014 and the SEND Code of Practice 2015, a child or young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. An individual 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
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- For children aged 2 or more, special educational provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools and early years settings.

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

Many children and young people with SEN may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on an individual's ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

EMAT strictly applies the requirements as outlined in the Equality Act 2020 to ensure:

- young people are not directly or indirectly discriminated against, harassed or victimised due to a disability
- Reasonable adjustments are made, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory'.

Pupils with SEND may need extra or adapted help or support because of a range of needs. These are defined under the SEND Code of Practice broad areas of need:

- Communication and interaction;
- Cognition and Learning;
- Social, emotional and mental health difficulties;
- Sensory and / or physical needs.

A Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between -pupils with SEND and their peers. We focus on individual progress from a variety of starting points as the main indicator of success.

The following categories may have an impact on progress and attainment, but do not constitute SEN:

- Disability
- Attendance and Punctuality
- Health and Welfare

- English as an Additional Language (EAL is not considered a Special Education Need. Adapted work and individual learning approaches are provided for pupils who are learning EAL as part of our wider provision for vulnerable learners.
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child/Previous Looked After Child
- Being a son/daughter of a Serviceman/Woman

We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and Special Educational Needs. Some pupils may be underachieving but do not have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will have special educational needs, and this may lead to lower-attainment (though not necessarily to under-achievement). All stakeholders in the Trust have a responsibility to ensure that pupils with SEND have the maximum opportunity to attain and make progress in line with their peers. Accurate early identification and assessment of need is key to ensuring that appropriate adaptation and support are offered within the curriculum and provisions offered. This can include carefully planned interventions which will support pupils with their identified next steps in learning to ensure success for these pupils.

5 Roles and Responsibilities

5.1 The Headteacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the academy's work including provision for pupils with SEND and meeting regulatory compliance. The Head Teacher will appoint a Special Educational Needs Co-ordinator (SENCO) who will lead the implementation of the SEND Policy. The Head Teacher keeps the Local Advisory Board informed and works closely with the academy's SENCO. The Headteacher should ensure that the SENDCo has sufficient time and resources to carry out their role. In the event of an academy being named in Section I of a young person's EHCP, the Headteacher should cooperate with the local authority in relation to the placement.

5.2 Trustees

It is the statutory duty of Trustees to ensure that EMAT follows its responsibilities to meet the needs of children with SEND by following the requirements of the SEND Code of Practice 2015 in the guise of:

- Provide strategic support to the Executive Headteachers/Headteachers
- Ensuring information on the respective academies' websites is published about the implementation of the Trust's policy for pupils with SEN.
- To ensure that there is a qualified teacher designated as SENCo in each academy.
- To ensure that arrangements are in place in each academy to support pupils with medical conditions.
- Consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium in each academy.
- Ensure that information is published about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

5.3 Local Advisory Board (LAB) The Local Advisory Board must:

- Appoint a governor with specific oversight on behalf of the LAB of the academy's arrangements for SEND. The governor with responsibility for SEND is responsible for reporting regularly to EMAT on the ongoing effectiveness of this policy.
- Advocate for young people to ensure that necessary provision in line with needs is made for all pupils who have SEND.

- Ensure that staff are aware of a young person's EHCP, Pupil Passport and Individual Learning Plan in relation to a SEND need and how to access information on the young person.
- Ensure that teachers in the academy are aware of the importance of early identification of a potential SEND need and providing for pupils who have SEND.
- Report to parents/carers on the implementation of the academy's policy for pupils with SEND.

Ensure that pupils with SEND participate in the range of activities and opportunities the academy offers together with pupils who do not have SEND as far as that is reasonable, practical and compatible with the learning needs of the pupil receiving the special educational provision

5.4 The SENCO

The SENCO is responsible for reporting regularly to the Head Teacher, parents/carers and the governor with responsibility for SEND on the ongoing effectiveness and implementation of this policy.

The SENCO is responsible, alongside senior leaders for determining the strategic development of the SEND Policy and provision within the academy. This involves the day- to-day responsibility for the operation of SEND policy and co-ordination of specific provision to support individual pupils with SEND, including those who have Education, Health and Care plans (EHCP), and regularly reviewing interventions and adapting them accordingly to the needs of the individual.

The SENCO, with the support of the Head Teacher, is responsible for providing support, advice and training for all staff working with pupils with SEND.

The SENCO must be a qualified teacher working at the academy. If they have not previously been a SENCO at that or any other relevant school or academy or are new to the position, they must achieve the SENCO National Professional Qualification (NPQ) within three years of appointment. This has been in effect since September 2024.

5.5 Class Teachers

Within our trust, every teacher is a teacher of every pupil, and so a teacher of pupils with SEND. Teachers provide High Quality Teaching through assessing, planning, doing, and reviewing. Teachers and other staff apply the principles in EMAT's *Teaching and Learning Framework* to decide how to best meet pupils' needs. We believe it is paramount to create an inclusive environment for all pupils within the educational setting. All teachers are responsible for the attainment, progress and development of the pupils in their class alongside knowing each child's needs and how they can be met. Their role involves identifying, assessing and understanding pupils' needs and planning and adapting provision for pupils with SEND, liaising with the SENCO when appropriate. Teachers are also responsible for completing relevant documentation under the direction of the SENCO such as data

input for annual reviews and PEPs. Teachers will be kept up to date on legislation and policy through targeted CPD.

5.6 Individual Support Practitioners (ISPs)

- Teachers will work closely with ISPs to plan interventions for named pupils together with assessing the impact of interventions and ensure that there are clear links to the sequenced curriculum
- ISPs will focus their targeted interventions on the achievement of named education, health, and care outcomes within the graduated approach to SEN support and the Pathway for Adulthood (PfA) outcomes.
- ISPs will be aware of pupils' needs and outcomes through EHCPs, ILPs, and PPs, the targeted and adapted interventions delivered, and the individual approaches that are required.
- Alongside Teaching staff, ISPs will work with external professionals such as Occupational Therapists, Speech and Language Therapists, Educational Psychologists, and Behaviour Support Professionals to work in a multi disciplinary team (MDT) approach when delivering support to pupils.

6 Identifying Special Educational Needs

In EMAT academies, identification of Special Educational needs is a thorough process, involving the views and observations of teaching staff, parents/carers, the SENCO and where appropriate, external specialists. This process helps to determine if a pupil has special educational needs or whether there are any issues with a pupils' attainment, progress or development are a result of other factors, for example:

- disability
- attendance and punctuality
- health and welfare
- English as an Additional Language
- being in receipt of Pupil Premium funding
- being a Looked After Child/Previous Looked after Child
- being a child of a serviceman/woman.

It is extremely important to consider not just a pupil's external indications of difficulty and possible additional need(s), but to consider underlying reasons. to determine whether there are any mitigating factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Persistent mental health difficulties may lead to pupils having significantly greater difficulty in learning than other pupils

7 A Graduated Approach to SEND Support

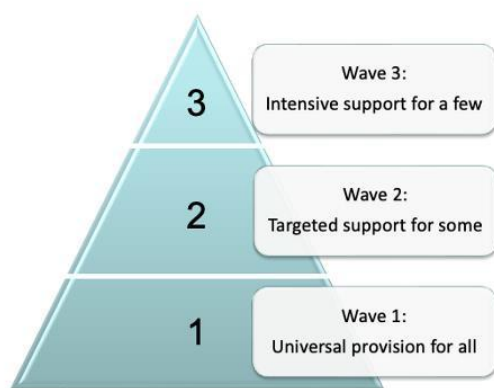
EMAT is committed to all pupils achieving their potential to be the best they can. To support all pupils to achieve well, a 'graduated approach' is applied through all academies which sets out how we support learners, including those with SEND. Our adoption of this graduated approach recognises that there is a

continuum of special educational needs that may involve increasingly targeted support, intervention and specialist expertise to meet pupils' needs. **See also Appendix 1.**

7.1 Quality First Teaching

The majority of pupils, including those with SEND, will work within the National Curriculum expectations for their age. Some pupils may access the curriculum at a different pace or depth than their peers. However, all pupils will access, and progress through, the same curriculum journey, and build their expertise through carefully sequenced opportunities and experiences.

Where required, our curriculum is adapted to meet different pupils' needs. Provision to implement the curriculum is made through a whole school approach using the 'Waves' model.



Wave 1 (Universal): high-quality teaching that takes into account the learning needs of all the pupils.

Wave 2 (Targeted): specific and additional interventions provided for some pupils who need help to access the curriculum.

Wave 3 (Intensive): targeted provision for a minority of pupils who require highly tailored and/or specialist intervention to achieve their potential.

All pupils within the academy receive quality first teaching within the classroom under the responsibility of the class or subject teacher. The teacher is directly responsible for the progress and development of the pupils within their class and will adapt teaching strategies and approaches ~~such as differentiation~~ in order to ensure this for ~~the~~ all pupils, including those with SEND. This is the solid foundation for all pupils' learning whether additional intervention or support is needed. We pride ourselves on the high quality of teaching and regularly review and update teachers' understanding of strategies to identify and support vulnerable pupils.

For those pupils who require a more adapted curriculum offer, they will likely access Wave 2 or Wave 3 provision. However, the starting point for all pupils is Wave 1, with teachers focusing on the adaptation of high-quality teaching (HQT) strategies. For more information, see EMAT's *Teaching and Learning Framework* (available on the Academy website).

7.2 Identification

Pupils' progress is regularly reviewed on a termly basis by class teachers and overseen by members of the central team and academy senior leadership teams. Progress and attainment information is shared with parents/carers throughout the academic year and there are regular opportunities for teachers and parents/carers to jointly review a pupil's learning and progress.

If pupils are not making expected progress in line with their peers after strategies to adapt the curriculum and other targeted support have been tried, then their individual circumstances will be explored further to determine if there is an underlying special educational need that is affecting progress and performance. Pupils are identified as having SEND through a variety of different ways including:

- Concerns raised by parents/carers, teaching staff, previous schools or the young person themselves.
- Pupil progress and attainment data.
- A change in the pupil's behaviour or self-esteem which impacts on their learning.
- Liaison with external professionals.
- A medical diagnosis (where this impacts on learning).

7.3 SEND Support

If a pupil is identified as having SEND, parents/carers will be formally advised of this, and the pupil will be placed on the academy SEND Register recorded as 'SEND Support'. Alongside the SENCO, the class teacher and other associated professionals (when applicable) will then create an individual SEND 'Pupil Profile' record of information with the pupil and the parents/carers. This includes an Individual Education Plan (IEP) and a Pupil Passport (PP). These detail the identified needs of the pupil and strategies that will help the pupil with their learning, celebrate the pupil's strengths and detail the desired short and long-term outcomes and the provision that will enable the pupil to achieve these outcomes.

The graduated approach has four stages of action: Assess/Plan/Do/Review as described in the SEND Code of Practice (2015). All stages of the process are conducted through discussion with both parents/carers and pupils. This ongoing cycle enables the provision to be refined and revised as understanding of the pupil's needs grows. This cycle enables the identification of interventions and strategies which are the most effective in supporting the pupil to make progress from starting points and achieve successful outcomes. The four stages:

- **Assess:** The pupil's needs will be assessed, taking into consideration the needs of the whole child. This will identify the desired long-term outcomes and aspirations, including the expected progress and attainment, and the views and wishes of the pupil, teachers and parents/carers. These are then broken down into small step targets for the coming term, which are measurable, specific and achievable.
- **Plan:** An Individual Education Plan (IEP) and Pupil Passport (PP) will be written for the pupil, describing the interventions that are additional to or different from those received by their peers within the same year group in order for them to meet the short-term targets. Some of these interventions may be conducted within or outside the classroom.

The IEP and PP will also include any intervention groups that the pupil will be part of that will take place outside the classroom. These plans are live records which are updated each term and annotated by the teacher in terms of the impact of the intervention throughout the term. These documents are the responsibility of the class teacher who records and evidences a pupil's progress in relation to the outcomes described on the SEND Pupil Profile.

Each individual intervention is also recorded on the academy Provision Map in order for the SENCO to keep an overall record of additional interventions. This document details the clear aims behind interventions, pupil starting points and reasoning behind the intervention. Interventions are the overall responsibility of the class teacher and are overseen by the SENCO. They are delivered either by class teachers or teaching assistants within the academy.

The SENCO will review the interventions taking place within each year group using the Provision Map. The impact of an intervention is reviewed in relation to the short and long-term aims based on the assessment conducted at the beginning of the process. The measures of impact and cost effectiveness of the support will then be analysed. This information will inform subsequent interventions and provision.

- **Do:** The strategies and provision detailed in the IEP and PP are implemented by the teacher, teaching assistant and where appropriate, other professionals. The allocation of interventions and support is dependent on a pupil's particular needs and reflects the graduated approach that recognises the continuum of educational needs.
- **Review:** The impact of the interventions and provision will be reviewed by the teacher against the short-term targets in the plan and discussed in review meetings with the parents/carers and the pupil. Short-term targets are reviewed at this meeting and the Assess/Plan/Do/Review process restarts. Successes will be discussed and recorded. Any interventions that have not been sufficiently successful will be discussed and addressed. Any new provision for the next term is also decided.

Occasionally a pupil or family may need additional specialist support from an outside agency. If the advice of an external professional is required, parents'/carers' consent will initially be required for the needs of the pupil to be discussed at the termly Joint Planning Meeting. This will then trigger the involvement of the relevant professional.

8 Education, Health and Care Plans

An education, health and care plan (EHCP) is for children and young people aged up to 25 who require more support than what is typically provided through SEN support and beyond what a school or academy can usually provide. EHCPs are holistic and identify educational, health and care needs for individuals by setting out the additional support to meet those needs.

The purpose of an EHCP is to meet the SEND needs of a pupil and secure the best possible outcomes for them across education, health and care provisions. EHCPs also have a strong emphasis on Pathways for Adulthood (PfA) throughout and focus on the PfA outcomes of being independent, accessing employment and higher education, participation in the community and society, and living well/healthily.

As part of an EHC needs assessment, the Trust will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.

- Providing the allocated Local Authority (LA) with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding individual education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes. plan within 15 days.

If, following the assessment, the LA decides not to issue an EHCP, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective academy by sending a copy of the draft plan and consider their comments before deciding whether to name the provision in Section I (allocated educational provision) of an individual plan. Individual academies will meet their duty to provide views on a draft EHCP. The Trust will strive to admit any pupil that names an EMAT academy in an EHCP and will ensure that all those teaching or working with a pupil named in an EHCP are aware of the pupil's needs and that arrangements are in place to meet them.

The EHCP is a legal document, and the academy must follow its guidance. Within each of EMAT academies SEN Information Reports, further detail can be found regarding the implementation, monitoring and reviewing of EHC plans. Within each of the SEND Information Reports, further detail can be found regarding the implementation of the graduated response to SEN and how the cyclical model of assess, plan, do, review is actioned in each academy. The Teachers' Standards make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils'; this is reinforced by the SEND Code of Practice. Class teachers are at the heart of these four stages of action approach; they are supported, guided and led by the SENDCO, and where appropriate, other specialist staff.

8.1 Applying for an EHCP

A request for an EHCP will be made once support has already been put in place and the services available through the Local Offer have been accessed. The academy will work in full collaboration with the parents/carers and external stakeholders where applicable throughout all stages of this process.

The decision to make a referral for an EHC plan will be taken at a progress review. The application for an EHC plan will combine information from a variety of sources including:

- Pupil
- Parents/Carers
- Teachers and other school staff
- SENCO
- Multi Discipline Team (MDT) eg – Occupational Therapist, Educational Psychologist, where appropriate
- Social Care, where appropriate
- Health professionals, where appropriate

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. Professionals from education, health and social care will determine whether the pupil is eligible for an EHC plan assessment. Parents/Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

8.2 The Issue of an EHC Plan

Following Statutory Assessment, an EHC plan may be issued by a local authority, if it is decided that the pupil's needs are not able to be met by the support that is ordinarily available. The academy and the pupil's parents/carers will be fully involved in developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHC plan, or where an application has not been successful. They may also appeal against Section I which names the academy/school/provision in the plan if it differs from their preferred choice.

Once the EHC plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents/carers, external practitioners and the pupil (if appropriate). The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9 Criteria for exiting the SEND register

The SEND register is a document that changes and responds to the needs of the pupils within individual academies. If a pupil has made good progress and they no longer have needs that are significantly different to those of the majority of other pupils of the same age then a pupil may be removed from the SEND register. Before this happens, a meeting will be set up with parents/carers to analyse successes and discuss the overall progress that the pupil has made. With a written agreement between the parents/carers, pupil and teacher, the pupil then may be removed from the SEND register. The pupil's progress will continue to be monitored and tracked closely by the class teacher and Year Group Leader.

10 Supporting pupils and families

Working in Partnerships with Parents/Carers

EMAT believes that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- continuing social and academic progress of pupils with SEND.
- PfA outcomes can be reached
- personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents/carers of pupils with SEND to the local authority SEND Information and Advice Service (SENDIAS) where specific advice, guidance and support can be sought.

11 Access arrangements

Pupils may need additional arrangements so they can take part in statutory tests, examinations, and assessments. In order to support pupils with SEND in statutory assessments and exams the SENCO will carefully consider appropriate access arrangements before the tests are administered. In consultation with teachers and parents/carers. Professionals who make assessments on access arrangements must present evidence of successful completion of a post graduate course in individual specialist assessment at or equivalent to Level 7 or a printout of a screenshot of HCPC or SASC registration (Page 104) in line with the Joint Council for Qualifications “Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments” document

Access arrangements may be appropriate for a pupil:

- with an EHC plan
- for whom provision is being made in the academy using the SEND support system aspect of the SEND Code of Practice and whose learning difficulty or disability significantly affects their ability to access the tests who requires alternative access arrangements because of a disability, e.g. if they are unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties.
- with a temporary medical condition

12 Transition

Effective and smooth transition to and from schools across all age groups, not just the traditional nursery to Year 1, Year 6 to 7 and Year 11 to 12 cornerstones is a crucial part of pupils’ success. The relevant class teachers will liaise with the feeder/destination schools/nurseries; the SENCO also meets with the SENCO from the main feeder/destination schools/nurseries for a complete transfer of information. Colleagues also attend any review meeting that is deemed relevant by the partner school, thus ensuring that the needs of all pupils can be met immediately on entry to the academy/nursery. Information will be passed on to the academy prior to the end of term, therefore ensuring the pupil’s SEND file is set up. Extra transition visits are also arranged for identified pupils who would benefit from them in addition to the main transition days. This provides further opportunities for pupils’ familiarisation with the academy layout and routines, meeting key members of the Inclusion Team and if possible, any staff that will be supporting them in the upcoming academic year. If further transition opportunities are needed, an individual transition plan will be designed for pupils to meet their needs in conjunction with parents/carers and feeder schools/nurseries.

Similarly, for pupils transitioning to a new school or to their secondary school, a full hand over of information is completed. All pupils with an EHCP will have a transfer review to ensure their identified secondary school best meets their needs. Meetings are also arranged with the SENCO from the secondary school to ensure best practice is shared and that schools are fully informed about the pupil’s needs. These meetings will be arranged for any pupils needing extra support during the transition process. Both parents/carers and pupils are invited to contribute to these meetings. Additional transition days are offered by a number of secondary schools and visits from staff at these schools are welcome with flexible transition plans devised in conjunction with the SENCO from the next school and parents/carers.

13 Supporting pupils at the academy with medical conditions

Pupils may have a short or long-term medical condition, which could affect their participation in academy activities or affect their ability to access to education. Staff will always strive to make sure pupils with medical needs receive the care and support they need to access the broad and balanced curriculum as well as other academy activities. Trust academies will work with parents regarding pupils' medication or medical support. Information on how pupils with medical conditions are specifically supported is detailed in the EMAT's Supporting Pupils with Medical Conditions & Administering of Medication Policy.

14 Accessibility

EMAT is fully committed to providing equality of opportunity for all pupils and this of course includes pupils with Special Education Needs and disabilities. EMAT has an Accessibility Policy and each academy has an accessibility plan. These set out how we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We endeavour to improve provision for disabled pupils and staff by developing the physical environment of the academy, within the limits of the resources available.

We use teaching strategies to enhance learning and participation in our broad, balanced and ambitious curriculum. We find ways in which all pupils can participate in all subjects, both core and foundation, including sport, music and drama. We endeavour to plan our out-of-school activities and trips in such a way that pupils with disabilities can participate.

We seek to respond to guidance from parents/carers and pupils. We also welcome advice from external agencies such as Specialist teachers, Physiotherapists and Occupational Health specialists.

Information normally provided in writing (lesson content, texts, library resources and information about academy events) will be made available in alternative formats that are clear and user friendly if required.

15 Complaints

In our academies we put the needs of the pupils first. Parents/carers are positively encouraged to come into the academy to talk about any aspect of their child's education. On occasion, parents/carers may have a worry or a concern and initial contact in regard to this is usually made through the child's class teacher. In the vast majority of cases, any concerns or anxieties can usually be resolved at this stage.

However, if a parent or carer is not happy with the response, they may wish to follow EMAT's complaint process as set out in the EMAT Trust Complaints Policy.

Any issue relating to statutory SEN (EHCP) assessments should be pursued with the relevant Local Authority.

APPENDIX 1 – THE GRADUATED APPROACH

