PACE Academy Trust

CHIPSTEAD VALLEY PRIMARY SCHOOL

Be the best you can be!

Special Educational Needs and Disability Policy (SEND)

Article 23 - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 29 - Education must develop every child's personality, talents and abilities to the full.

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SEND Policy

Our values and vision

At PACE Academy Trust we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), are supported to thrive academically, socially, and emotionally. Our approach is firmly rooted in the principles of the UNICEF Convention on the Rights of the Child, which recognises every child's right to education, protection from discrimination, and the opportunity to reach their full potential. By embedding the UNICEF Rights of the Child into our SEND policy, we affirm our commitment to equity, dignity, and inclusion for all learners.

We ensure that every child has access to high-quality teaching and learning, tailored to meet their individual needs. Article 2 states that no child should be treated unfairly or excluded because of their abilities or challenges, and we work actively to remove barriers to participation and achievement.

Article 23 highlights the rights of children with disabilities to receive special care and support. We aim to provide a nurturing environment where children with SEND are empowered to develop independence, confidence, and a strong sense of belonging within the school community.

Article 12 states that every child has the right to express their views and be involved in decisions that affect them. We work in partnership with families, carers, and external agencies to ensure that support is holistic, respectful, and responsive to each child's unique strengths and needs.

We believe that all our children have the right to a fully inclusive education by:

- ✓ Giving all children the opportunity to achieve their full potential, through quality first inclusive teaching, which is supported by appropriate interventions and strategies to promote a positive and confident attitude to learning.
- ✓ Staff adapting teaching so that it is reflective towards the needs of all children.
- ✓ Facilitating opportunities for all children with SEND to achieve their potential, through regular liaison with the SENDCo, resulting in coordinated provision, including regular updates of additional support plans, targets and tracking.
- ✓ Setting SMART (Specific, Measurable, Achievable, Realistic and Timed) targets, so children with SEND feel a sense of achievement as the targets are reached.
- ✓ Increasing staff awareness and understanding of SEND issues through access to training.
- ✓ Forming positive relationships with parents/carers and outside agencies to support children with SEND academically and emotionally.
- ✓ Creating an inclusive physical environment for all children.
- ✓ Continually reflecting on, reviewing and evaluating the impact of interventions and strategies to ensure the most effective impact.

Aims of this policy

This policy is a key document to support inclusive practice in our schools. It outlines our statutory responsibilities and approaches to ensure that all pupils, including those with SEND, can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

Our special educational needs and disabilities (SEND) policy aims to:

~ Describe the framework we have in place to support all children to succeed in our schools including those children who have special educational needs and disabilities.

~ Make sure our schools fully implement national legislation and guidance regarding pupils with SEND.

~ Set out how our schools will:

- Support and make provision for pupils with special educational needs and disabilities.
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside all other pupils.
- Help pupils with SEND fulfil their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.

~ Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

~ Make sure the SEND policy is understood and implemented consistently by all staff.

Our Special Educational Needs and Disabilities Coordinators (known as SENDCos) are responsible for the strategic development of SEND provision. They work collaboratively together as a team of leaders across PACE, developing the overall quality of SEND across the trust as well as focusing on the needs within individual schools.

Compliance with Statutory Duties

This policy is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.
This policy is also based on the following legislation:

~ Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.

~ The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the special educational needs (SEND) information report.

~ The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

~ The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

~ The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

SEND Local Offer

Every council must publish a local offer. This will tell parents and carers what support is available for children and young people with special educational needs or disabilities, and their families. It should include information about education, health and care provision. PACE schools are located in Croydon and Merton: the local offers for each of these local authorities can be accessed through the links below:

~ Croydon's local offer for SEND: Croydon Local Offer

~ Merton's local offer for SEND: Local Offer | Merton directories

Definition of Special Educational Needs and Disability

Special Educational Need

A child or young person has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. For example, this is support that goes beyond the usual classroom teaching. It could include extra teaching sessions, adapted learning materials, specialist equipment, therapy, or support staff.

A child of compulsory school age has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- A disability, which prevents or hinders the young person from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Our Special Educational Needs and Disabilities Coordinators (known as SENDCos)

Pupils are considered to have a **disability** if they have a physical or mental condition that has a substantial and long-term impact on their ability to do normal daily activities.

The 4 Areas of Need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall into this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment

Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. These needs can manifest in many ways, for example challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A Sensory impairment such as vision impairment, hearing impairment or multi-Sensory impairment. • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities

The PACE Strategic Lead for SEND

The Strategic Lead for Special Educational Needs and Disabilities (SEND) is responsible for shaping and overseeing the trust's vision, strategy, and standards for SEND provision.

Key responsibilities include:

- Developing and implementing a cohesive SEND strategy that aligns with the values of PACE Academy Trust, and statutory responsibilities, ensuring consistency and excellence across all schools.
- Monitoring the effectiveness of SEND provision, including the inclusiveness of the physical environment, through data analysis, school visits, and collaboration with school leaders
- Supporting and developing SENDCOs and inclusion teams across the Trust through professional development, coaching, and the sharing of best practice.
- Ensuring that all schools within the Trust meet legal requirements under the SEND Code of Practice and other relevant legislation, and that safeguarding procedures are robust and inclusive.
- Promoting pupil voice and ensuring that children with SEND are actively involved in decisions about their education, in line with the principles of the UNICEF Rights of the Child.

The SENDCo

The SENDCo has the day-to-day responsibility for the operation of the SEND policy and the provision in school. The SENDCos provide guidance and support to all staff in relation to meeting the needs of pupils with SEND.

They will:

~ Talk with the parents or carers of a child who they think may have special educational needs, discussing the child's needs and any provisions being made, or that need to be put into place.

~ Understand the importance of regular, empathetic communication with parents or carers, recognising when adjustments may need to be made to facilitate this.

~ Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs)

~ Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.

~ Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.

~ Advise on the deployment of the school's delegated budget and other resources to effectively meet pupils' needs.

~ Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided.

~ Liaise with nurseries and potential next providers of education to ensure that the pupil and their parents/carers are well informed about available options, that key SEND information is shared, and that a smooth, well-supported transition is carefully planned.

~ Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

~ Make sure the school keeps its records of all pupils with SEND up to date and accurate.

~ With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.

~ With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access.

~ Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.

~ With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

~ Ensure significant transitions and key changes for children with special educational needs are managed carefully.

The PACE Trustees and Local Governing Bodies

The key duty of the PACE Trustees and the Local Governing Bodies is to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make progress and play an active and fulfilling role in the life of the school, alongside pupils without SEND.

They will ensure the schools meet all their statutory duties, ensuring that additional funding is deployed effectively and the views of parents/carers and pupils are fully considered.

The Governor responsible for SEND in each school will meet regularly with the SENDCo to review and evaluate effectiveness of the school's SEND provision and contribute to plans to develop and enhance this provision. They will also ensure that updates on the quality and impact of SEND provision are part

of governance.

The Link Governor for SEND will:

~ Help raise awareness of SEND issues at board meetings.

~ Monitor the quality and effectiveness of SEND provision within the school/across the trust and update the relevant governing board on this.

Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school /across the trust.

The Trustee responsible for SEND will meet regularly with the Strategic Lead for SEND, focusing on how the trust is supporting schools to develop best practice and to meet their statutory requirements.

The Headteacher

The headteacher will:

~ Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school.

~ Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

~ Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.

~ Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.

~ Make sure that the SENDCo has enough time to carry out their duties.

~ Have an overview of the needs of the current cohort of pupils on the SEND register.

~ With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.

~ With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access.

~ With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

~ Ensure the physical environment of the school feels inclusive for all pupils.

Class teachers

Each class teacher is responsible for:

~ Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach.

~ The progress and development of every pupil in their class

~ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.

~ Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.

~ Ensuring they follow this SEND policy and the SEND information report.

~ Communicating with parents/carers regularly to:

– Set clear outcomes and review progress towards them.

– Discuss the activities and support that will help achieve the set outcomes.

– Identify the responsibilities of the parent, the pupil and the school.

– Listen to the parents'/carers' concerns and agree with their aspirations for the pupil.

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

~ Invited to termly meetings to review the provision that is in place for their child.

~ Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.

~ Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.

~ Given an annual report on the pupil's progress

~ The school will consider the views of the parents or carers in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. Whenever possible, they will be invited to participate in discussions and decisions about this support. This might involve the pupil:

~ Explaining what their strengths and difficulties are

~ Contributing to setting targets or outcomes

~ Attending review meetings

~ Giving feedback on the effectiveness of interventions

The pupils' views will be taken into account when making decisions that affect them, whenever possible.

Admission Arrangements for Pupils with SEND

The admission arrangements are set out in each school's admission policy, and these make it clear that the schools will not discriminate against or disadvantage pupils with SEND.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan (EHCP) where it has been requested by parents, as their school of preference and named by the Local Authority (LA). The LA must comply with this request and name the school in the EHCP unless:

- The school would be unsuitable for the age, ability, aptitude or SEND of the child.

- The inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LAs will work closely with the schools, so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting training and guidance available, including support from specialist schools within each borough and providing any additional resources to allow access.

Each borough's SEND team, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEND entering the schools.

At Chipstead Valley, the Enhanced Learning Provision (ELP) provides specialist provision for those children with physical disabilities and complex medical needs who have an Education Health Care Plan.

Identifying Special Educational Needs

The schools use the definition of SEND and disability as set out in the SEND Code of Practice and Equality Act 2010. We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind, or who are facing difficulties with any aspect of learning or social development, at the earliest opportunity.
This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, considering information from any previous settings or agencies, as appropriate.
- Termly tracking of all pupils to monitor rates of progress and attainment.
- Concerns raised directly by parents or other agencies.

As well as core subject areas, progress in other areas will also be considered such as social development and communication skills.
In determining whether a pupil may have SEND, consideration will also be given to other factors, which may be affecting achievement but are not SEND including;

- Attendance
- Safeguarding
- English as an Additional Language
- Family circumstances
- Economic disadvantage
- Challenging behaviour and/or signs of isolation or withdrawal

Before deciding that a pupil requires additional SEND support, the SENDCo and class teacher will review current arrangements to meet the child's needs, within daily class teaching and consider any further modifications and adaptations that should be put in place to support progress.

Consulting and involving pupils and parents/carers

Our schools will put the child at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

~ Everyone develops a good understanding of the pupil's areas of strength and difficulty.

~ We consider any concerns the parents/carers have.

~ Everyone understands the agreed outcomes sought for the child.

~ Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents/carers. We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

Meeting the needs of pupils with SEND

The SEND Register

The register provides an updated record of all pupils receiving additional SEND support so that:

- Progress and achievements of pupils with SEND can be more closely monitored.
- There is an overview of the range and level of need across the school.
- School provision reflects, and is responsive, to current profile of need.

Close monitoring of this register also provides evidence to show impact of the school's provision for pupils with additional needs.

School-based SEND provision

Once identified as requiring additional SEND support, pupils will receive targeted provision to help remove barriers to learning and ensure access to the wider curriculum. This will be managed through a four-part cycle of assess, plan, do and review. This cycle is known as the Graduated Response and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupil's needs and the nature of support the pupil will need to make good progress and secure positive outcomes. or

The provision for these pupils is funded through the school's notional SEND budget.

The Graduated Response

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

ASSESS

Once identified as requiring additional SEND support, a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and the pupil. It may draw on assessments and reports from external agencies involved with the pupil, such as speech and language.

Each pupil's difficulties will be considered against the four broad areas of needs:

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

This will give a detailed picture of each child's strengths and their primary and secondary special needs.

The schools recognise that it is highly likely that the needs of individual pupils will overlap across one or more of these areas and that needs may change over time.

PLAN
The schools will use the information from the assessment to draw up a plan to show the support that will be offered. All PACE schools use Edukey as a platform to create additional support plans and record provision. The plan will:

- be outcome focused.
- outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- highlight the ways in which parents can be involved to reinforce and contribute to progress outside of school.
- give details of the role and input of external agencies when they are involved with a pupil.
- include the views of the child and parents/carers.
- be recorded on individual additional support plans.
- be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any teaching strategies and provision that has been agreed.
- Parents will receive a copy of this plan with a time frame for review.

DO
Class teachers, with the support of the SENDCos, will take responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the primary SEND need of the child and therefore maximises the opportunities for the child to access the full breadth of the curriculum.

There will be regular liaison and feedback with staff delivering provision, so that any required refinement of the support can be managed promptly.

REVIEW
The impact of any additional support or adjustments made will be reviewed three times a year. Parents/carers will be invited to attend, along with pupils, when this is appropriate.

Where the pupil's needs are more complex and they receive support from a range of specialist agencies, an additional review meeting will be arranged so that all key parties can contribute.
At the review, the following will be considered:

- Impact of each element of the provision towards the identified outcomes.
- Pupil's response to the support and view of their progress where this is applicable.
- Views of parents and specialist agencies (where required).
- Next steps with refinement and adjustments to the support offered, as required.

Where progress has been limited and highlighted in pupil progress meetings, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, SENDCo will make a referral to a specialist agency.

A full list of external agencies used by the schools to support the progress and welfare of pupils with SEND is included in the Appendices.

Education, Health and Care Plans

The additional needs of most of the pupils with SEND in our schools will be met by provisions, adjustments and resources ordinarily available within school.

In a few cases, the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case, the SENDCo, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHCP).

Full details of the process for requesting an EHCP can be found on the SEND offer websites for Croydon and Merton.

Removal from the SEND Register

If a pupil makes sufficient progress and achieves the outcomes set, they may no longer require additional SEND support and with agreement of parents, their name will be removed from the register. Progress will continue to be monitored regularly, as part of the termly tracking for all pupils.

Masking

Masking refers to when a child consciously or unconsciously hides their difficulties or differences in order to fit in with peers or meet perceived expectations. This can involve suppressing behaviours, mimicking others, or masking signs of distress. Masking can make it harder for staff to identify a pupil's true needs and may lead to increased anxiety, exhaustion, or a delay in accessing support. We are committed to creating an environment where all pupils feel safe to be themselves and staff can recognise and respond to the signs of masking, ensuring that every child receives the understanding and support they need.

Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in individual health care plans. These plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupils as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND, the plan will be closely linked to provision to support accessibility and additional educational needs, so that there is a coordinated approach.

Staff who have responsibility for supporting a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties. This is particularly relevant for staff working with the children in the Chipstead Valley Enhanced Learning Provision, whose needs are complex.

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Arrangements to support pupils with SEND moving into the school or moving to a different school.

The schools are proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENDCos.

For pupils joining the nursery (where present), or our Reception classes, the SENDCo or Early Years Lead will find out information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need, this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan,' which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHCP.

For pupils moving to secondary school or to a different school, the SENDCo will contact the new school to share relevant information. As above, where the child has significant needs or an Education Health and Care Plan, transition meetings with parents, pupils, representatives from the new school and other key professionals may be held as required, to ensure there is continuity in the range and level of support offered.

Funding and Resources

The schools receive additional funding from the local authorities each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation. This is a finite sum and is not adjusted throughout the year to take into account changes in the cohort of pupils with SEND, outside of those with an EHCP.

The schools' leadership teams decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school.

Training

We are deeply committed to ensuring that every child and young person with special educational needs and disabilities (SEND) receives high-quality, inclusive education. Central to this commitment is the continuous professional development of all staff across our schools.

We recognise that effective SEND provision relies on knowledgeable, confident, and compassionate practitioners. Therefore, our trust-wide approach prioritises regular, evidence-informed training for all staff. This includes:

- Induction training for new staff on inclusive practices and understanding the graduated approach to SEND.
- Ongoing professional development tailored to specific roles, including SENDCOs, classroom

teachers, support staff, and leadership teams.

- Access to specialist expertise, including external professionals, to deepen understanding of complex needs and emerging best practices.
- Collaborative learning opportunities across the trust, such as SEND networks, peer observations, and shared resources.
- Evaluation and impact monitoring to ensure training leads to improved outcomes for pupils with SEND.

SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually in the autumn term and as soon as possible after any changes to the information it contains.

Dealing with Complaints

Parents/carers are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance, parents should speak to the class teacher with further discussions with leaders and/or SENDCo, if required.

If it has not been possible to resolve a concern or complaint informally, parents and carers should raise their complaint in writing. Please refer to the PACE Complaints Policy on our website for more information.

Where the parental complaint is directly related to decisions around an EHC plan, this will be managed directly by the Croydon and/or Merton SEND team.

Parents and carers may wish to seek advice and support from the local parent SEND Information, advice and support service (SENDIASS for Croydon and MIASS for Merton). This is an independent and impartial service. Parents and carers can also access support through the local 'Mediation Service'. This service is commissioned by the relevant LA (Croydon or Merton) but operates independently. The service can provide a quick and non-adversarial way of resolving disagreements.

Anti-Discrimination

The schools recognise that pupils with SEND are vulnerable to bullying as well as other forms of discrimination and are aware of the impact that this can have on emotional health and wellbeing. Through careful monitoring of incidences of discrimination, and the regular reviewing of anti-bullying and anti-discrimination policy and practice, we ensure our effectiveness in reducing and responding to bullying and discrimination in all its forms.

Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the schools each have an Accessibility Plan, which outlines the actions we will take over time to increase accessibility for pupils.
This includes actions to:

- Increase participation in the curriculum.
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities.
- Improve access to a range of information.

GDPR

All schools within the trust will ensure that they are fully GDPR compliant.

Links with other policies and documents

This policy links to the following documents:

- SEND Information Report
- The local offer
- Accessibility plan
- Behaviour policy
- Anti Bullying and Anti-Discrimination policy
- Equality information and objectives
- Supporting Pupils with Medical Conditions policy
- Attendance policy
- Safeguarding and Child Protection policy
- Complaints policy

Monitoring and Evaluating SEND Provision

The schools undergo an active process of continual review and improvement of provision for all pupils, including pupils with SEND. Some of the ways we may evaluate the effectiveness of provision for pupils with SEND:

- Tracking pupils' progress, including using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers
- Analysing the level of achievement of pupils with SEND compared to standards achieved by this group nationally.