Victoria Academies Trust

Special Educational Needs and Disabilities (SEND) Policy

Poppyfield
Primary Academy

Date of last review:	March 2026	**Review period:**	3 years
Date of next review:	March 2029	**Owner:**	
Type of policy:	Trust	**Board approval:**	Trust Board
Signed	R Gordon		
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Introduction

Poppyfield Primary Academy are part of Victoria Academies Trust. This policy applies to all employees of Victoria Academies Trust (VAT).

Poppyfield Primary Academy places SEND as a whole school focus; every teacher is a teacher of SEND. Our mission is to make our people the best they can be so that all pupils are able to engage in their own educational success.

As a Victoria Academies Trust school, our values encompass the priorities that we have for all children:

- Unity
- Integrity
- Courage
- Curiosity
- Excellence

At Victoria Academies Trust we strive to ensure that:

"We are a family of schools, united in our passion for inspiring pupils to achieve more than they imagine possible.

We have a positive influence on children's lives in areas where we can make the most difference.

We are ambitious for our children. Our high expectations of them, the memorable experiences and opportunities they have in our schools, along with the kindness and compassion which is at the centre of our Trust, means that they will be successful in whatever they choose for their future.

We are at the heart of our communities; a place where local people can turn to for help, support and guidance, working with us for the greater good of our shared community.

We are aspirational for our people, who are given opportunities to grow, develop and become experts in their chosen fields.

Our people feel valued and supported; they show ambition, courage, and resilience, but most of all are kind and respectful."

Principles

The principles guiding our Special Educational Needs and Disabilities (SEND) policy at Victoria Academies Trust are fundamental to creating an inclusive and supportive educational environment for all children and young people. These principles not only reflect our commitment to equality and respect but also align with our core values of integrity, curiosity, excellence, courage, and unity. It is essential to acknowledge our dedication to these principles, ensuring that every student can thrive and reach their full potential:

Right to Education in Local Mainstream Academies, wherever possible:

This principle underscores our belief that inclusion is not just a policy but a fundamental right. By providing opportunities for children with special educational needs and disabilities to learn alongside their peers, we foster an environment of acceptance and understanding. This inclusive approach not only benefits children with SEND but enriches the educational experience for all children, promoting diversity and collaboration.

Individual Adaptations for Development and Needs:

All children with a special educational need or disability are seen as an individual. Recognising that each child is unique, we are committed to tailoring our teaching strategies and resources to meet the diverse requirements of our children. This personalised approach ensures that every child receives the support they need to flourish academically, socially, and emotionally, reinforcing their self-esteem and confidence.

Valuing All Children Equally:

We celebrate the individuality of each student, recognising their strengths and contributions. By fostering a culture of respect and appreciation, we create an environment where every child feels valued and empowered. This principle is vital in promoting a sense of belonging and community within our schools.

Teachers as Advocates for SEND:

All teachers within Victoria Academies Trust are teachers of children with special educational needs and disabilities, highlighting the shared responsibility of all educators in supporting children with SEND. By equipping our teachers with the knowledge and skills necessary to understand and address the needs of these children, we ensure that they can provide high-quality teaching that is inclusive and effective. Continuous professional development and training are key to empowering our educators to be advocates for all learners, thus ensuring all children are taught by a teacher.

Support Staff as Learning Support for all:

All support staff within Victoria Academies Trust are learning support for children with special educational needs and disabilities. Our teaching assistants play a crucial role in the educational journey of children with SEND. By recognising their importance and providing them with the necessary training and resources, we enhance the support available to our children. This collaborative approach ensures that all staff members work together to create a nurturing learning environment.

Educational Leadership including SEND:

All school leaders within Victoria Academies Trust are leaders of special educational needs and disabilities. Leadership is pivotal in driving the SEND agenda forward. Our leaders are committed to fostering an inclusive culture within their academies, ensuring that SEND is a priority in all aspects of school life. By leading by example, they inspire staff and children alike to embrace diversity and champion the rights of all learners.

Access to a Broad and Balanced Curriculum:

All children should have access to a broad, balanced, and relevant curriculum. We believe that a rich and varied curriculum is essential for the holistic development of every child. By ensuring that our curriculum is inclusive and adaptable, we provide opportunities for all children to engage, explore, and excel. This principle reinforces our commitment to delivering high-quality education that meets the needs of all learners.

Involving Children in their Learning:

Children's views are sought in a way which is appropriate for their voice to be heard. Empowering children to express their thoughts and feelings about their education is vital in promoting their agency and self-advocacy. By actively involving them in decision-making processes, we foster a sense of ownership over their learning journey, enhancing their motivation and engagement.

Partnership with Parents:

Partnership with parents plays a key role in promoting a culture of co-operation between parents, the academy, Local Authorities, and other relevant parties. We recognise that parents are invaluable partners in their child's education. By fostering open communication and collaboration, we create a supportive network that benefits children with SEND. This partnership is essential in ensuring that we collectively work towards the best outcomes for every child.

Collaboration with Local Authorities:

We shall work closely with, support and, where necessary, constructively challenge the local authorities in which our academies are located to assist them in fulfilling their obligations under Part 3 of the Children and Families Act 2014 and its associated guidance. Our commitment to collaboration extends beyond our schools, as we recognise the importance of working with local authorities to ensure that all

children receive the support they need. This partnership is crucial in creating a cohesive approach to SEND provision across the community.

Statutory Duties and SEND Code of Practice:

We shall ensure that each of our schools has procedures in place which allow them to fulfil their statutory duties and support the wider vision and ethos contained in the SEND Code of Practice (January 2015). Adhering to statutory obligations is essential in providing a framework for our SEND policy. By aligning our practices with the SEND Code of Practice, we ensure that our approach is evidence-based and in the best interests of our children.

Contact Details:

Victoria Academies Trust Director of SEND is Catherine Medhurst.

The Special Educational Needs Co-ordinator at Poppyfield Primary Academy is Stephanie Griffiths.

Stephanie Griffiths reports directly to Rebecca Scordis, Headteacher.

The SEND Team can be contacted through at:

Poppyfield Primary Academy
Bishop St,
Hednesford,
Cannock
WS12 4RY

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Email: sendco@poppyfieldacademy.org.uk

Inclusion and Equal Opportunities

At our schools we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special Educational Needs:

For children of two or over, special educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority (LA), other than special schools.

Children have special educational needs if they have a learning, communication, SEMH, sensory or physical difference that calls for special educational provision to be made for them.

Children have a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a special educational need solely because the language, or form of language, or if their home language is different from the language in which they will be taught.

Disability:

A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Four Broad Areas of Need as outlined in the SEND Code of Practice:

The needs of pupils with SEND are grouped into 4 broad areas; Cognition and learning, communication and interaction, social, emotional, mental health and physical and sensory. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Within school, children will be identified with a primary area of need under one of the following categories:

Area of Need	Definition
SLCN – Speech, language and communication needs	Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them if they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives'.
ASC – Autistic Spectrum Condition	Children and young people with ASC, are likely to have difficulties with social interaction and communication. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others
SpLD – Specific Learning Difficulty	SpLD is a term used to describe a range of difficulties including dyslexia, dyspraxia and dyscalculia. The most obvious sign that a pupil has a specific learning difficulty is that they make markedly better progress in some areas of the curriculum than others and their barriers to learning tend to be focused around one area e.g. Literacy (dyslexia), maths (dyscalculia) or motor skills (dyspraxia)
MLD – Moderate Learning Difficulty	Children with MLD find learning in most areas of the curriculum difficult. Their attainment in core areas of the curriculum,

	particularly English and mathematics, is likely to be low when compared to the majority of their peers and they do not always make progress at the same rate as others. As a very general indicator, Children with MLD are likely to have low attainment reflected in levels typical of around two-thirds of their chronological age or lower.
SLD – Severe Learning Difficulty	For Children with SLD, their ability to make progress will be limited across all areas of development. They may have a life-long learning disability which requires a multi-disciplinary service response. Children and young people will have significant impairments which may include some or all of the following: • Severe cognitive difficulties • Significant difficulties with communication (expressive and/or receptive language) • Severe sensory impairment. • Difficulties with social interaction / understanding • Limited self-help skills and awareness of danger • Reliant on adults for activities, and travel dependent. Where there has been standardised testing of cognitive functioning, children and young people will be assessed as being at or below the 1st percentile.
Social, Emotional and Mental Health	SEMH reflects a wide range of underlying difficulties, challenges or diagnosed “disorders”. Children identified with needs in this area may have: • Anxiety • Depression • Eating disorders • Attention deficit hyperactive disorder or attention deficit disorder • Suffered adverse childhood experiences • Attachment disorder These needs can be demonstrated in many ways, for example: • Challenging behaviour • Frequent disruptive or disturbing behaviour • Withdrawal or isolation • Behaviour not expected from a child’s chronological age
HI – Hearing Impairment	Includes: Clinical diagnosis of bilateral (both ears) mild, moderate, severe or profound hearing loss that is permanent (sensorineural or conductive in nature) Clinical diagnosis of unilateral (one ear) mild, moderate, severe or profound hearing loss that is permanent (sensorineural or conductive in nature) Clinical diagnosis of unilateral (one ear) or bilateral (two ears) hearing loss that is conductive, and temporary but is known to have a significant and on-going impact for the learner in accessing the curriculum and engaging in life experiences.
VI – Vision Impairment	A vision impairment is an impairment that could impact a child or young person’s development and that requires adaptations to be made to the way learning experiences are presented, materials are used or the learning environment.

	Includes clinical diagnosis of vision impairment, this means a vision diagnosis that is NOT correctable with glasses.
MSI – Multi Sensory Impairment	Clinical diagnosis of combined vision and hearing impairments which may include a functional loss in one or both of these senses, that create difficulty in accessing the curriculum and engaging in daily life experiences.
PD – Physical Disability	Diagnosis/recognition of physical condition that affects balance, mobility, physical ability, hand function, communication, independence.
SLCN – Speech, language and communication needs	Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them if they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives'.

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

The Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Part 3 of the Children and Families Act 2015
- Health and Social Care Act 2022
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation

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 (2022) 'Keeping children safe in education (2025)'
- DfE (2022) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Accessibility Policy and Plan
- Teaching and Learning Policy
- Admissions Policy
- Attendance Policy

- Safeguarding Policy
- Behaviour and Relationships Policy
- Equality policy
- Supporting Children with Medical Needs Policy
- Complaints Policy
- Data Protection Policy.

Roles and Responsibilities

Victoria Academies Trust Executive Director will:

- Ensure SEND is embedded within the Trust's overall school improvement processes.
- Monitor the progress, attendance and inclusion of pupils with SEND across Trust schools.
- Work with Headteachers and SENDCos to ensure high-quality teaching and inclusive practice.
- Support leaders to address any concerns or risks relating to the achievement or wellbeing of children with SEND.
- Collaborate with the Director of SEND to ensure consistency and alignment in Trust-wide SEND priorities.

Victoria Academies Trust Director of SEND will:

- Ensure consistent implementation of the Trust's SEND policy across all schools
- Monitor the effectiveness and consistency of SEND provision and identify areas for improvement
- Oversee the collection, analysis and reporting of Trust-wide SEND data.
- Provide guidance and support to school leaders and SENDCos to ensure high-quality provision.
- Ensure statutory duties under the SEND Code of Practice are met across the Trust.

The SENDCo will:

- Work with the Director of SEND to ensure consistency and implementation of SEND practices in line with Trust procedures
- Ensure all procedures and practices within Poppyfield Primary Academy align with Victoria Academies Trust How We SEND document
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with the headteacher and SEN Academy Councillor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 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 potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.

- Work with the headteacher and Academy Councillors 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 SEN, 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, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The SEN Academy Councillor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Giving up-to-date information to the Academy Council on the provision for children with SEND in school
- Supporting dissemination and understanding of the policy on provision for pupils with SEND
- Assuring the Academy Council that the school website publishes the school's SEN information report
- Have a clear working knowledge of the SEND code of practice.
- Be aware of their school's systems for SEND provision.
- Build a good working relationship with the school's special educational needs co-ordinator (SENDCo).

The Headteacher will:

- Oversee the implementation of the SEND policy and provision, to align with Victoria Academies Trust.
- Work with the SENDCO and Academy Councillors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils and report this to Director of SEND
- Make sure that the SENDCO has enough time to carry out their duties.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, 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, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet each pupil's 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 SEN 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 their aspirations for the pupil

Families

Families of children should inform the school if they have any concerns about their child's progress or development.

Partnership with families plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All families of children with special educational needs and/or disabilities will be treated as partners and supported to play an active and valued role in their children's education.

We aim to:

- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
- Ensure shared knowledge and support via review meetings and parent evenings.
- Consider parents' knowledge, views and attitudes.
- Consult with and involve parents at all stages of their child's provision.
- Provide parents with information on school policy, support and services provided by the school and the LA.
- Ensure communication is clear and effective.
- Enlist the help of parents with home activities designed to reinforce work in school.

Parents and carers will be given the opportunity to meet with school staff at least once a term to discuss their child's provision, needs and wellbeing. They will have the opportunity to express their views and opinions and school will keep them informed of provisions and progress.

However, we recognise that difficulties may arise in a minority of cases and respect the right of parents and carers to seek independent advice and support. This is available within Sandwell through the SEND Information and Advice Service and regionally through the mediation service. Sandwell send information, advice and support service (SEND IASS)

Children

Children's views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Children and young people with special educational needs often have a unique knowledge of their own needs and their views will be ascertained. They will be encouraged to participate in all the decision-making processes.

Children are given opportunities to:

- Self-assess
- Take part in student council
- Attend review meetings (where appropriate)
- Suggest possible targets to achieve
- Suggest how school can better provide for their needs
- Be part of class discussions

Pupils also have the option to attend mentoring sessions in school to discuss how they feel about their learning, and to work alongside staff in order to achieve their potential.

Pupils who are less able to verbalise their views will be supported through observation and the use of communication systems such as Makaton and symbols.

Admissions and accessibility for children with SEND

Poppyfield Primary Academy adhere to the local authority's policy for admissions. The Local Authority for Poppyfield Primary Academy is Staffordshire.

Where a child has an identified special educational need before joining our school, the child's current setting or keyworkers will liase with the SENDCo and family to ensure all provisions and reasonable adjustments are in place prior to the child starting in our school.

When a child with a disability is due to start school at Poppyfield Primary Academy, the environment, training and teaching strategies will be assessed for what reasonable adjustments are required. Where specialist training, for example specific medical training, is required to ensure a child's physical needs are met in school, the training will be sought and delivered prior to the child starting at school. There may be instances where the need for specialist training could delay the start date of a child with a disability. In these rare cases, the SENDCo and Headteacher will work alongside the family and Local Authority to ensure that this causes the least disruption and delay as possible.

The Accessibility plan can be found on our school website, outlining our aims to ensure our school is accessible for all.

SEN Information Report

The SEN Information Report on its website, which sets out how this policy is implemented in the school.

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

Our approach to SEND Support

1. **Identification of children with SEND:**

Early identification of children with SEND is paramount to ensuring they receive appropriate support within school.

Children can be identified through concerns expressed by parents, teachers, support staff and outside agencies.

Our process for raising a special educational need concern:

1) If the class teacher, a member of support staff, a parent or carer feels that a child is making little or very limited progress then a 'cause for concern' form should be completed by the class teacher and forwarded to the SENDCo.
2) The SENDCo then completes more detailed observations and discussions will then follow. An informed decision can then be made as to whether a pupil needs additional support or needs to be placed on our SEND register.
3) Parents and school will meet together to ensure that all voices are considered and all experiences noted.
4) A decision is made whether to add a child to the school's SEND register including actions to be taken by all stakeholders to ensure the child's barriers to learning are addressed.

In the main, children in school will have their educational needs catered for within adaptations to planning and resources in their classroom, as created by the class teacher as part of our ordinarily available provision.

The school is committed to early identification of special educational needs and disabilities and adopts a graduated response to meeting those needs in line with the code of practice 2015.

Provision for children with special educational needs is everyone's responsibility. In addition to the Academy Council, the school's head teacher, the SENDCo and all members of staff have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching children with SEND is therefore a whole school responsibility, involving a continuous cycle of planning, teaching and assessment. The majority of children will learn and progress within these arrangements. Those children whose overall attainment, or attainment in specific subjects, fall significantly outside the expected range may have special educational needs.

If a child requires additional support, then we will ensure that the most appropriate support is available for them. The pupil will then be recorded as having SEN support and will receive additional targeted support within and outside the classroom environment. Specialist intervention programmes may also be put into place under the direction of the SENDCo.

Additional support may be implemented before a child is identified as having special educational needs.

If a child is not accessing the national curriculum yet, they may be working within the Sandwell Skills ladders for reading, writing and maths or Development Trackers if the child is working at less than 4 years old.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN,
- They are known to external agencies,
- They have an education, health and care plan (EHCP),

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Throughout this process, the voice of the child and family are placed at the heart of all decisions made about special educational provision.

Our conversations with families will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns the parents/carers have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are

2. <u>The Graduated Approach to SEN Support:</u>

Once a pupil has been identified as having SEN, 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.

1) Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2) Plan

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [name of MIS], and will

be made accessible to staff in a [pupil passport / individual education plan / school-based support plan].

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3) Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4) Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils.
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

3. Levels of Support

Initial Concern:

When an adult raises a concern about a child's development or progress, but additional to and different from provision is not immediately required, the child will marked as Cause for Concern. This means that the child will be monitored for the minimum of 1 term. This is not recorded on Census but is available to the class teacher to ensure adaptations and monitor the effectiveness of ordinarily available provision.

SEN Support:

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

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

All pupils identified under SEN Support will have special educational provision as outlined in the school's provision map and will have a support plan identifying their primary area of need with outcomes to support their progress linked to this.

On the census these pupils will be marked with the code K if the support is in-house and K+ if an external agency is involved.

Education, Health and Care Plan (EHCP):

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E

4. **Evaluating the effectiveness of SEN Provision:**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice surveys.
- Monitoring by the SENDCO.
- Holding annual reviews for pupils with EHC plans.
- Getting feedback from the pupil and their parents/carers.

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.

Expertise and training of staff

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's Professional Development and Training Policy. The school SENDCo will attend the Victoria Academies Trust network and make use of the central training offer for SEND for all staff within their school, as appropriate. The school SENDCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND. Staff members will keep up-to-date with any necessary training, which may be provided by the SENDCo, another staff member or outside agencies. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

It is the responsibility of the head teacher and the SENDCo to ensure that staff have up-to-date training in specialist areas of need if necessary.

Currently we have staff in school who are trained in the following areas:

- CPI
- WellComm
- Autism
- PlayDoh Therapy
- Lego Therapy
- Sensory Circuit
- Social Stories
- Makaton
- Paediatric first aid
- Epileptic trained
- Emotion Coaching

In the case that further training may be needed, the head teacher and SENDCo would endeavour to provide this. This may be in the form of in-house training, for example by the SENDCo, training run by local authority. We will work with family, external professionals and the children to ensure that the best possible care and provision are in place for the child.

Links with external professional agencies

As a school we have access to:

- An Educational Psychologist
- Autism Outreach Support
- Speech and Language Therapist
- Occupational Therapist

At Poppyfield Primary Academy, we recognise that school will not be able to meet all the needs of every child. Whenever necessary, the school will work with external support services. If a child requires additional external support, families will always be consulted with first to provide consent.

Some of these agencies require families to self-refer. If we feel this may be necessary, we will ask you to contact the agency, but can support you in doing so.

The SENDCo maintains a professional dialogue with all external agencies involved with a child or will initiate a professional dialogue if external support is required. External agencies attend school to review children with SEND in order to ensure the correct and appropriate provision is in place. DBS checks or assurances are sought by the school before external agencies have access to any children.

Transition Arrangements:

Transition from school to another primary setting:

- Share relevant SEND information with the new school.
- Arrange meetings between staff.
- Identify key adults to support the child.
- Provide photographs, visual timetables or social stories.
- Arrange visits to the new setting.
- Prepare the child for changes in routine and environment.
- Consider sensory and communication needs.
- Ensure successful support strategies are continued.
- Involve the child in transition planning.
- Maintain communication with parents/carers.
- Review support after the child starts.

Transition from school to secondary settings:

- Share relevant SEND information with the secondary school.
- Arrange transition meetings between staff.
- Identify key adults and support arrangements.
- Arrange visits to the secondary setting.
- Use visual resources and social stories where helpful.
- Prepare the child for changes in routine and environment.
- Consider sensory, communication and learning needs.
- Ensure successful support strategies continue.
- Involve the child and parents/carers in planning.
- Review support after the child starts secondary school.

Transition to new classes:

- Introduce the child to their new teacher and classroom.
- Arrange visits to the new classroom.
- Use visual timetables, photographs or social stories.

- Provide a transition passport with information about the new teacher, classroom, routines and key adults, which can also be shared with families to support transition at home.
- Use the passport to help the child become familiar with their new class before the transition.
- Use team teaching to support continuity and familiarisation where appropriate.
- Share relevant SEND information and successful support strategies with new staff.
- Consider sensory, communication and learning needs.
- Involve the child and parents/carers in transition planning.
- Provide additional support where needed.

Complaints about SEND Provision:

If a parent has a complaint about the SEND provision for their child, we encourage them first to talk to the teacher, SENDCo or head teacher. If following this, the complaint is not resolved, please see the school's complaints procedure.

The https://www.sendiass.org/ offers a free, confidential and impartial service for all parents and carers of children with special educational needs in Sandwell to help them navigate a way through the new send legislation.

Family Action Head Office,
34 Wharf Road, London,
N1 7GR
020 7254 6251

Monitoring and Review:

The policy is reviewed on an annual basis by the SENDCo in conjunction with the Headteacher and Academy Council. Any changes made to this policy will be communicated to all members of staff and will be made available to parents/carers.

All members of staff are required to familiarise themselves with this policy.