



**White Woods**  
Primary Academy Trust

## SEND Policy

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## Version History

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### **1. Aims and Objectives**

This policy sets out our vision and aims for children with special educational needs and disability (SEND).

Our vision is to improve the life chances and choices of all children regardless of background or ability by ensuring we develop excellence in curriculum design, supported by exceptional pedagogy. This is underpinned by ensuring a culture built on strong relationships, high expectation, ambition and aspirations for all pupils.

We aim to ensure that each pupil is fully included in all aspects of school life. Fundamental to this aim is the belief that each pupil has a right to access a broad, balanced, relevant and ambitious curriculum appropriate to their individual needs, along with full access to all extra-curricular activities on offer.

### **2. Our Trust Values**

Our Trust values are the 'golden thread' of our work and underpin all we do.

- Child Centred - child voice (what about children without a voice?) Removal of barriers, interest led approaches. Championing the child - being resolute and united in standing for their very best interests.
- Curious - Seeking the best outward looking to other practice and evidence based successful

provision. Regular reviews (individual, whole school, whole trust)

- Challenging – Questioning provision, high expectation of outcomes and provision – identifying practice that needs support. Not allowing a need to be unmet because of a political barrier. Use of language internally and a whole Trust staff approach to relationships with parents.
- Collaborative - parents, parents and parents - creating a united support network for a child, outside agencies, internal and external Network meetings, good practice walks, SEND Reviews, shared expertise, shared resources.

### **3. Legislation and policy guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

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

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

The Equality Act 2010 - all pupils; including those with protected characteristics, as defined by the Equalities Act 2010, can flourish and thrive within the school community.

The protected characteristics in which pupils must not be discriminated against are: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation. In this respect, this policy is concerned specifically for pupils with special educational needs and/or disabilities (SEND)

The Education Act 1996

The Teachers' Standards (2012) makes clear the expectation for all teachers to "adapt teaching to respond to the strengths and needs of all pupils". Teachers must "have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)

Linked Documents in support of this policy.

- Admissions Policy
- SEND Policy
- Accessibility Plan
- SEND Information report.

- Equality Policy
- Safeguarding Policy

Staff in each school should have regular updates and access to the following documents:

- Keeping Children Safe in Education
- SEND Code of Practice (2015)
- EBSA guidance
- Supporting children with medical conditions

The policy has been written in consideration of the above documents and supported by:

- The SEND Review: right support, right place, right time.
- White Paper - Opportunity for all

As providers of education services to all children and young people, including those with SEND, All WWPAT schools contribute to 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 offer can be found here: <https://www.rotherhamsendlocaloffer.org.uk/>

#### **4. Roles and responsibilities**

##### **The Headteacher**

The headteacher has responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with special educational needs. The headteacher will appoint a Special Educational Needs Co-Ordinator (SENCO) who will work with the SEND Policy. Head Teachers need to allocate sufficient non-contact time for each SENCO to undertake the role.

The headteacher keeps the Trust and Local Governing Body (LGB) informed whilst working closely with the Trust's SEND lead/Inclusion team.

### **Local Governing Board (LGB)**

The Local Governing Body will support the Trust Boards oversight of SEND provision in their school by;

- Providing appropriate support and challenge to the Headteacher.
- Ensuring that the necessary provision is made for any pupil who has special educational needs.
- Ensuring that, where the 'responsible person' - the headteacher' has been informed that a pupil has special educational needs, these needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonable, practical and compatible with the learning needs of the pupil receiving the special educational provision. (Section317,EducationAct1996

### **The SENDCo**

The SENDCo is responsible for reporting regularly to the headteacher, parents/carers on the ongoing effectiveness of this policy.

- The school SENDCo must complete the NASENCO qualification within 3 years of being in the role.
- The SENDCo is responsible for determining the strategic development of the SEND Policy and provision within the school. This involves the day- to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans, and regularly reviewing interventions and adapting them accordingly to the needs of the individual.
- The SENDCo, with the support of the headteacher, is responsible for providing support, advice and training for all staff working with pupils with special educational needs.
- The SENDCo must be a qualified teacher working at the school and, where they have not previously been the SENDCo at that or any other relevant school or academy, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

### **Class Teachers**

Within our trust, every teacher is a teacher of every pupil, including those with SEND, therefore we believe it is paramount to create an inclusive environment for all pupils within the educational setting.

- All teachers are responsible for the progress and development of all pupils in their class.
- Their role will involve identifying, assessing and making provision for pupils with special educational needs, liaising with the SENCO as and when appropriate to the needs of the

pupil.

- They are also responsible for completing relevant documentation and paperwork under the direction of the SENCO, including Provision Maps (or other similar school-specific document).
- Teaching staff are expected to organise individual provision for SEND children within their classrooms in conjunction with the SENDCO and external agencies.
- SEND reviews will be held for each child on the SEND register each term. Teachers are responsible for preparing relevant documents and supporting during these meetings.

## **Children**

Child voice will be collected annually as part of the Trust pupil survey. Individual schools should collect child voice during SEND reviews.

## **Parents**

Within our trust, we seek to have effective relationships with all parents and families. It is vital to have good communication with families regarding any SEND. We would ask that parents/carers:

- Actively participate in the assessment and planning process for their child's special educational needs.
- Provide relevant information about their child's abilities, needs and aspirations to inform the Education, Health and Care (EHC) needs assessment and/or support plans.
- Collaborate with professionals, such as teachers and specialists, to develop and review their child's individual support plans and Education, Health, and Care Plan (EHCP).
- Attend meetings, reviews and discussions regarding their child's special educational needs, providing their input and perspectives.
- Engage in discussions and decisions related to their child's provision and placement, seeking appropriate support and services.
- Work in partnership with the school, sharing information and maintaining effective communication channels.
- Support their child's learning and development at home, fostering a positive and inclusive learning environment.
- Access available support, information, and resources from local authorities and relevant organizations to assist their understanding of special educational needs and related processes.

## **Partnerships**

We work with a range of partners across the Trust who support us in delivering the highest quality provision. These include:

- Inclusion Support services
- Educational Psychologists
- Occupational Therapy
- SALT
- CDC
- Portage



- CAMHS
- Outreach services e.g., Aspire
- RPCF

## **5. Early Identification**

Early Identification of SEND is essential to ensure that all schools can meet the needs of all pupils if possible. Each school will undertake regular pupil progress meetings and identify training requirements for all staff around SEND to support this. All schools within the Trust will follow a robust Graduated Response

Each school will record each level of SEND through the graduated response using the categories: Monitor, SEND Support (K), EHCP

## **6. Definition of Special Educational Needs**

The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have 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.

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools. A child with a disability is covered by the SEND definition if they require special educational provision. Children with SEND may need extra 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.

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 vulnerable groups of learners and others. We focus on individual progress as the main indicator of success.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for pupils who are learning EAL as part of our wider provision for vulnerable learners.

We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. Some pupils in our school/s may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils

catch up.

Other pupils will genuinely have special educational needs, and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

## **7. Identifying Special Educational Needs**

In our schools, identification is a thorough process, involving the views of the teachers, parents/carers, SENCO and in some cases, where appropriate, external specialists. This ensures that all areas are considered to determine if the pupil has special educational needs or whether the impact on progress and attainment is as a result of other factors listed below:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Funding
- Being a Looked after Child
- Being a child of a Serviceman/woman.

## **8. A Graduated Response**

We believe it is fundamental that all pupils achieve; the steps to achieving this, including the graduated approach to SEND support is described below. By adopting a graduated response, the trust recognises that there is a continuum of special educational needs that brings increasing specialist expertise to bear on the difficulties that a pupil may be experiencing. See also Appendix 1.

### ***Quality First Teaching***

All pupils within the Trust receive quality first teaching within the classroom under the responsibility of the class or subject leader. 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 pupils. 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.

### ***Identification***

Pupils' progress is regularly reviewed on a termly basis by the class teachers and overseen by members of the senior leadership team. Progress and attainment is shared with parents/carers

throughout the academic year and there are regular opportunities for teachers and parents/carers to jointly review the pupil's learning.

If pupils are not making expected progress in line with their peers after an adapted curriculum and booster intervention, then their needs will be explored further to determine if there is an underlying special educational need that is affecting their progress and performance.

Pupils are identified as having SEND through a variety of different ways including:

- Concerns are 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 poor self-esteem which impacts on their learning.
- Liaison with external professionals.
- A medical diagnosis (where this impacts on their learning)

### ***SEND Support and Managing Pupils' Needs on the SEND Register***

If pupils are identified as having special educational needs, parents/carers will be formally advised of this, and they will be placed on the SEND Register in school under SEND Support. Alongside the SENCO, the class teacher will then create an individual SEND Pupil Profile with the pupil and the parents/carers, which includes an individual Education Plan (or other similar academy-specific document). This details strategies of what helps the pupil with their learning, celebrates the pupil's strengths and details the desired long and short-term outcomes and the provision that will support the pupil in achieving these outcomes. The long-term outcome looks at the long-term aim or the individual pupil in relation to their area of need. The short-term outcome then changes on a termly basis at the review stage in order provide short term aims for the pupil, also in relation to their area of need.

This is part of the Assess/Plan/Do/Review approach suggested in the Code of Practice (2015). All stages of the process are conducted through discussion with both parents/carers and the pupils. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions and strategies which are the most effective in supporting the pupil to achieve good progress and outcomes.

Our trust follows the Assess-Plan-Do-Review cycle and this looks like:

- **Assess:** The pupil's needs will be assessed, taking into consideration the needs of the whole child. It 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. This is then broken down into small step targets for the coming term, which are measurable, specific and achievable
- **Plan:** An Individual Education Plan (or other similar academy-specific document) will be written for the pupil, describing the interventions that are additional to or different from that received by their peers within the same year group in order for them to meet the short term targets. Some of these may be conducted within the classroom and others may be in a small

group outside the classroom.

This document 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 the progress according to the outcomes described on the SEND Pupil Profile. Each individual intervention is also recorded on a Provision Map in order for the SENCO to keep an overall record of the additional intervention. This document details the clear aims behind the intervention and the starting point and reasoning behind its use. The interventions are the overall responsibility of the class teacher and are overseen by the SENCO. They are delivered either by teachers or teaching assistants within the academy.

Across the whole school, the SENCO will review the interventions taking place within each year group using the Provision Map. The impact of the intervention will be evidenced for the group in relation to the aims and assessment conducted at the beginning. The measure of impact and cost effectiveness will then be analysed. This information will inform subsequently interventions and provision.

- Do: The strategies and provision will be implemented by the teacher, teaching assistant, or where appropriate, other professionals. Allocation of intervention and provision is dependent on the pupil's particular needs and reflects a graduated approach that recognises the continuum of special need.
- Review: The impact of the interventions and provision will be reviewed against the short term targets on the plan by the teacher and will be discussed in a review meeting with the parents/carers and the pupil. The short term targets are also reviewed at this meeting and the Assess/Plan/Do/Review process restarts. The successes will be discussed and recorded. Any interventions that have not been as successful for particular reasons will be discussed and addressed. Any new provision for the next term is also decided.

Occasionally a pupil or family may need more 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.

## **9. High Needs Funding and Education, Health and Care Plans**

If, after the involvement of specialist external support and the use of the academy's own provision arrangement, the academy is still unable to meet the needs of a pupil, the academy can apply to the local authority for extra funding from the High Needs Block. This will be applied for in full discussion and approval by the parents. The application includes details of the pupil's needs as well as demonstrating how advice given by external agencies has been implemented and the impact this has had. Evidence also has to be submitted showing the Plan/Do/Assess/Review cycle. However, high needs funding is only allocated in rare circumstances and for a minority of pupils with very complex needs, their needs might be best met through an Education, Health and Care Plan.

## **Applying for an EHC Plan**

A request for an EHC Plan will be made once support has already been put in place and the services available through the Local Offer. The academy will work in full co-production with the parents/carers 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
- Education professionals
- 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. A decision will be made by a group of people from education, health and social care about whether or not the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The legal process for an Education, Health, and Care Plan (EHCP) application is designed to ensure that children with special educational needs receive the support they require to thrive. It is important to note that the duration of the process can vary based on individual circumstances. Generally, from the formal request for an assessment, it can take up to 20 weeks for the local authority to complete the assessment and issue a final EHCP. However, it is not uncommon for the process to extend beyond this timeframe due to factors such as gathering necessary information, consulting relevant professionals and addressing any disagreements or appeals. It is important for parents and professionals to work together effectively, communicate openly and adhere to the statutory timelines outlined in the Children and Families Act 2014 and the SEND Code of Practice. While the process may involve complexities and potential delays, it aims to ensure that the child's needs are accurately assessed and appropriate support is provided to enable their educational progress and well-being.

## **The Issue of an EHC Plan**

Following Statutory Assessment, an EHC Plan will be issued by the 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. They may also appeal against the academy named 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 at least annually by staff, parents/carers and the pupil. 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.

Having an Education, Health, and Care Plan (EHCP) can provide crucial support for a child with special educational needs. One potential benefit of an EHCP is that it may provide additional funding to the child's school to help with extra provision and resources. This can contribute to the implementation of tailored interventions, specialized equipment, and targeted support within the educational setting. However, it is important to note that while an EHCP may provide additional funding, it is unlikely to solely fund an additional adult or provide 1:1 support for the child. The provision of 1:1 support is not generally recommended as it can create issues such as over-reliance and hinder the child's independence and social integration. Instead, the focus is often on providing a supportive learning environment, effective differentiation strategies, and targeted group interventions, all of which are outlined in the EHCP. The emphasis is on promoting inclusive practices and empowering the child to develop their skills and abilities within a supportive and inclusive educational community.

## **10. Criteria for exiting the SEND register**

The SEND register is a document that changes and responds to the needs of the pupils within the academy. If a pupil has made good progress and they no longer have needs that are significantly different to those of the majority of others the same age of them, 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 an 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.

## **11. Supporting pupils and families**

### **Working in partnerships with parents/carers**

White Woods Primary Academy Trust 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 SEN.
- 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 SEN to the local authority SEND Information and Advice Service (SENDIAS) where specific advice, guidance and support can be sought.

### **Admission arrangements**

Parents/carers are welcome to visit the academy and see it in operation at any time.

As an academy, White Woods Primary Academy Trust and not the local authority (LA), is responsible for the admission arrangements, however, the policy for the Trust is to follow the LA admissions arrangements. The LA will manage the admissions process in accordance with the Co-ordinated Admissions Scheme, details of which will be published by the LA.

Children with EHC Plans naming the academy will be given priority for admission at the normal entry point. Other admissions will be in accordance with the academy's Admissions Policy.

### **Access arrangements**

In order to support pupils with SEND in statutory assessments within the academy, the SENCO, considers appropriate access arrangements in the academy in consultation with teachers and parents/carers.

A small number of pupils may need additional arrangements so they can take part in statutory tests and assessments. Access arrangements must be considered before the tests are administered.

Access arrangements should be based primarily on normal classroom practice for pupils with particular needs. They must never provide an unfair advantage; the support given must not change the test questions and the answers must be the pupil's own.

Access arrangements may be appropriate for a pupil:

- with an Education Health and Care 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.

### **Transition**

The relevant class teachers liaise with the feeder schools/nurseries; the SENCO also meets with the SENCO from the main feeder schools/nurseries for a complete transfer of information. They also attend any review meeting that is deemed relevant by the feeder school, thus ensuring that the needs of all pupils can be met immediately on entry to the school/nursery. An enhanced transition which may include extra SEND visits are also arranged for higher level needs pupils in addition to the main transition days. This provides further opportunities for familiarisation with the academy layout and routines as well as also 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, with pupils who are leaving the academy to transition to a new school or their secondary

school, a full hand over of information is completed. All pupils with an Education Health Care Plan will have a transfer review to ensure placement in secondary school is best to meet 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.

## **12. Supporting pupils at the academy with medical conditions**

Most pupils, at some time have a medical condition, which could affect their participation in academy activities. This may be a short term situation or a long term medical condition which, if not properly managed, could limit their access to education. The Governing Body and staff wish to ensure that pupils with medical needs receive care and support in our academy. We firmly believe pupils should not be denied access to a broad and balanced curriculum simply because they are on medication or need medical support, nor should they be denied access to the academy or other activities.

Information regarding how pupils with medical conditions are specifically supported is detailed in the Trust's Supporting Pupils with Medical Needs Policy.

## **13. Monitoring and evaluation of SEND**

In order to make consistent continuous progress in relation to SEND provision each academy encourages feedback from staff, parents/carers and pupils throughout the year. This may be done in the form of an annual parent/carer and pupil questionnaire, discussion and progress meetings with parents or other means. SENCOs will monitor the progress of their SEND Development Plan in line with the academy school improvement and evaluation cycle.

## **14. Accessibility**

(Reference should also be made to the White Woods Primary Academy Trust Accessibility Policy)

We aim to be an inclusive trust and we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our pupils, and this, of course, includes pupils with disabilities.

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of each academy, within the limits of the resources available. Each academy publishes their own Accessibility Plan on their websites.

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in 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 the parents/carers and pupils. We also welcome the advice from external agencies such as Specialist Teachers, Physiotherapists and Occupational Health.

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. Safeguarding**

Safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our pupils. We believe that Pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems.

If any behaviour is a concern in relation to safeguarding, the procedures detailed in White Woods Primary Academy Trust's Safeguarding Policy will be followed.

## **16. Curriculum Offer**

In alignment with the Green Paper for Special Educational Needs and Disabilities (SEND) which is currently under consultation, our trust is committed to implementing a policy that ensures our curriculum is both aspirational and accessible for all children, including those with SEND. We believe that every child deserves an inclusive and high-quality education that promotes their aspirations, nurtures their talents, and supports their individual needs. To achieve this, we will adopt a person-centred approach, tailoring our curriculum to meet the diverse needs of our pupils. We will prioritise early identification of SEND, providing timely interventions and support that enable pupils to access learning and make progress. Our teaching staff will receive regular professional development opportunities to enhance their knowledge and skills in inclusive education, ensuring they are well-equipped to differentiate and adapt teaching methods, resources, and assessments to meet the individual needs of every pupil. Collaboration with parents, external specialists, and relevant agencies will be at the heart of our approach, fostering effective partnerships that enable us to provide a holistic and comprehensive support system. Through our commitment to this policy, we aim to create an inclusive learning environment that inspires all pupils to achieve their full potential, promoting equity, and removing barriers to learning for pupils with SEND.

## **17. Assessment**

In line with our trust and academy procedures, all pupils, including those with Special Educational Needs and Disabilities (SEND), will undergo comprehensive assessments to ensure their educational needs are effectively identified and addressed. Our approach recognises the importance of individualised assessment methods that capture the unique strengths and challenges of each child. Additionally, when necessary, we will utilise a range of assessment tools and measures to support the evaluation process. This may include utilising Pre-Key stage reporting to track progress and

attainment, conducting Social, Emotional, and Mental Health (SEMH) assessments such as Boxall and Strengths and Difficulties Questionnaire (SDQ), implementing the Engagement Model to assess Personalised Learning Development (PLD), and employing Birmingham Toolkits as additional resources to inform assessment and intervention strategies. By employing a multi-faceted approach to assessment, we aim to gather a holistic view of each pupil's needs, enabling us to provide targeted support and tailor our curriculum to ensure their progress and well-being.

## **18. Professional Development**

As a trust, we are fully committed to ensuring effective professional development for all staff, enabling them to acquire the necessary skills and knowledge to effectively support children with Special Educational Needs and Disabilities (SEND). This commitment extends to providing support for Early Career Teachers (ECTs). Our comprehensive Continuing Professional Development (CPD) offer encompasses a range of approaches. It includes trust-wide support initiatives that encourage collaboration and knowledge-sharing among staff across academies. We also organise academy-based training sessions tailored to address specific needs and challenges within each setting. To enhance our offerings, we collaborate with external providers, such as Learners First, who deliver specialised training. Moreover, we encourage staff to engage in personal research and self-improvement, empowering them to stay informed about the latest developments in SEND practice. Facilitating networking and information sharing, our trust has a dedicated SENDCO group. We also utilise tools like Google Docs to share training resources and information efficiently. Through these comprehensive professional development strategies, we aim to empower our staff with the skills and knowledge required to provide high-quality support for children with SEND.

## **19. The Local Offer**

The Local Offer document, published on the school website by each academy within our trust, holds immense significance in promoting transparency, collaboration, and inclusive education. It serves as a crucial resource for parents, carers and professionals seeking information about the provision and support available to children with Special Educational Needs and Disabilities (SEND) in our academies. The Local Offer outlines the range of services, interventions and resources offered by the academy to meet the diverse needs of pupils with SEND. It provides detailed information about assessment procedures, available support, and the pathways for accessing additional services. By making this information readily available, we empower parents and carers to make informed decisions about their child's education and well-being. The Local Offer document also fosters collaboration by promoting effective communication and engagement between the academy, families and external agencies. Ultimately, the Local Offer document reinforces our commitment to inclusive education, ensuring that every child has equal access to high-quality provision, support, and opportunities within our academies.

## **20. The White Paper (2022) and Green Paper (2022 – under consultation) for SEND**

The White Paper and Green Paper for SEND are two documents that were published by the Department for Education in March 2022. The White Paper, titled "Supporting children with special educational needs and disabilities: SEND Review", sets out the government's proposals for reforming the SEND system in England. The Green Paper, titled "SEND and alternative provision: a consultation on reforms", seeks views on the specific proposals for reform.

The consultation on the White Paper and Green Paper closed on 22 July 2022. The government is currently considering the responses to the consultation and is due to publish its response in the summer of 2023. The White Paper and Green Paper are important documents because they set out the government's plans for reforming the SEND system. The reforms proposed in these documents have the potential to make a significant difference to the lives of children and young people with SEND.

We are committed to implementing the proposals in The White Paper and The Green Paper of 2022. We will do this by taking the following actions:

- Providing earlier identification and evidence-based provision: We will work with schools to ensure that children and young people with SEND are identified early, and that they receive the support they need as soon as possible. We will also ensure that this support is based on evidence-based interventions.
- Developing new National Standards: We will work with the government to develop new National Standards for the provision of SEND support. These standards will set out the expectations for the provision of SEND support, and will be used to hold schools and other providers to account.
- Making mainstream schools more inclusive: We will work with schools to make them more inclusive, so that children and young people with SEND can have the same opportunities as their peers. We will also provide training and support to school staff to help them better understand and meet the needs of children and young people with SEND.

We believe that these actions will help us to create a more inclusive and supportive SEND system for all children and young people.

## **21. Complaints**

In our trust we endeavour to put the needs of the pupils first. Parents/carers are positively encouraged to come into their academy to talk about any aspect of their child's education; initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties can usually be resolved at this stage. However, if this fails and a parent wishes to make a formal complaint, White Woods Primary Academy Trust Complaints Policy details the necessary procedures and stages in the formal complaints procedure.

## **22. Monitoring and review**

Statutory documents (including those for SEND) on each individual school website are monitored for compliance by the Trust Governance and Policy Lead

This policy will be reviewed annually by the Trust SEND and Inclusion team.

