Self-help
Self-responsibility
Equity
Equality
Democracy
Solidarity

Osborne
Co-operative Academy Trust

Special Education Needs and Disabilities (SEND) Policy

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Contents

Vision and Values for our young people and families 4

1. Legal Framework 5

2. Definition of SEND 6

3. Objectives 6

4. Roles and responsibilities 7

5 Admissions 10

6 Accessibility 11

7. Identifying SEND 11

8. Children with specific circumstances 11

9 Involving our Young People & Families in Decision Making 13

10. Joint commissioning, planning and delivery 14

11. Graduated approach 14

12 Levels of Support 16

13. EHCP Needs Assessment 17

14 One Plans/ILP/IEPs 17

15. Reviewing the EHCP 18

16 Evaluating the Effectiveness of SEND Provision 18

17 Involving Specialists 19

18 Evaluating the Effectiveness of the Policy 19

19. Transferring between phases of education 19

20. Supporting successful preparation for adulthood starts in the Early Years and continues through to Post 16 20

21. Funding 20

22. School Information Report 20

23. Local Offer 21

https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page 21

24. Training (CPD and PDP) 21

25. Promoting mental health and wellbeing 22

26. Bullying 22

27 Data & Record Keeping - GDPR 22

28. Confidentiality 22

4 Resolving Disagreements 23

30. Publishing information 23

31. Monitoring and review 23

Vision and Values for our young people and families
"Every Leader is a Leader of SEND"
(SEND Code of Practice 0-25, 6.36, 6.52, 6.54)

The Osborne Co-operative Academy Trust (OCAT) is a multi-academy trust (MAT) built around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

Each of our educational settings has its own unique context within which it operates its SEND offer. For this SEND policy 'educational settings' refers to our mainstream schools, specialist provisions and outreach services. Each of our educational settings will outline that context and their SEND offer.

The Osborne Co-operative Academy Trust believes that every young person who is enrolled in our educational settings, specialist provisions and outreach services, should be in a setting that provides appropriate provision for the young person's needs The setting should nurture their inner sense of belonging and to their school community and provide adaptations to ensure it is accessible physically, educationally and socially. Working with our staff the young person should feel able to thrive, learn and achieve their aspirations. Each setting's inclusive ethos should enable the young person and family to have a voice and a choice when making decisions, through fostering positive, co-productive relationships with the 'team' around the young person.

Statement of intent

The Osborne Co-operative Academy Trust values all our young people and celebrates diversity of experience, interest and achievement. All young people need to experience praise, recognition and success, and those with SEND have equal entitlement to this. We achieve this through careful identification of learning needs which are then addressed and the implementation of a consistent approach in understanding behaviour of students. This is known as the 'US' approach to Understanding Behaviour and Supporting Well-being.

This policy outlines the framework for our settings, specialist provisions and outreach services to meet their primary purpose by providing high-quality education to for all our young people, and to take advantage of adaptive teaching and engagement in a wide range of enrichment activities.

Through successful implementation of this policy, our schools will work to:

- eliminate discrimination.
- promote equal opportunities.
- foster good relationships between young people with and without SEND.

The Trust works collaboratively with the Local Authority (LA), and has regard for the following principles, which underpin this policy:

- The identification of a young person's needs
- The views, wishes and feelings of the young person and families.
- The involvement of the young person and their family in decision-making
- Support for the young person and families to facilitate their development and help them to achieve their best outcomes.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of the young people with SEND.
- A focus on inclusive practice and removing barriers to learning.
- Successful preparation for the future transitioning from and to Early Years, Primary, secondary school, life after school, employment and between settings both within our Trust, externally and from outreach services
- Promotion of high standards to enable a young person to achieve their best and become confident individuals.
- To use our best endeavours to ensure that provision is made for those who need it.

Osborne Co-operative Academy Trust context:

Our Trust settings work collaboratively both within our trust and externally with other agencies.

Our Trust provides the following for our young people and families in Thurrock and Essex, in accordance with admission criteria:

- 8 mainstream Primary Schools
- 1 junior school
- 3 mainstream secondary schools

Further, the Trust collaborates in partnership with Thurrock Local Authority to offer the following in our Thurrock schools:

- A Primary Deaf Provision (ARP)
- A Secondary Deaf Provision (ARP)
- An Outreach service for Deaf children from 0 – 25
- A Primary Vision-impaired provision
- A secondary Vision-impaired provision
- A VI Outreach service
- Primary alternative provisions: Stepping Stones and The Annexe
- Autistic Spectrum Condition provision: The Horizon Hub

The Trust has a Strategic Lead for SEND (TSLSend) who liaises with each setting to support their work. SENDCos work collaboratively with the TSL SEND to support the needs of young people in each setting. They also work to support teachers and learning support assistants in delivering the most appropriate programme of learning for each young person. The TSLSend can be contacted at TSLSend@osborne.coop

1. Legal Framework

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

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996 and 2011
- Mental Capacity Act 2005
- Children Act 1989 and 2004
- Special Educational Needs and Disability (Amendment) Regulations 2014 and 2016
- Local Government Act 1974 and 2014
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018
- The Children Act 1989 and 2004
- Reasonable Adjustments for disabled pupils 2015

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 (2017) ‘Supporting pupils at school with medical conditions’.
- DfE (2024) ‘Keeping children safe in education’.

- DfE (2018) 'Working together to safeguard children'.
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'School admissions code'
- DfE (2018) 'Inclusive Schooling'

This policy operates in conjunction with individual Trust and school educational policies which may include but are not limited to the following:

- Admissions Policy
- Equal Opportunities Policy
- SEND Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Behaviour Policy
- Accessibility Plans
- Personal Emergency Evacuation Procedure
- Careers Policy (secondary school and post 16)
- Complaints Policy
- GDPR policy

2. Definition of SEND

Settings adhere to The Special Educational Needs Code of Practice (SENDCoP, 2015) definition, which clearly states that:

2.1 A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than others of the same age or have a disability which prevents or hinders them from making use of facilities.

2.3 For a young person aged two or more, special educational provision is educational or training provision that is additional to or different from that made for children without additional needs.

2.4 Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

2.5 Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out ordinary day-to-day activities, 'long-term' being defined as 'a year or more'.

3. Objectives

Settings aim to achieve the core aims of this policy by implementing the following strategic and measurable objectives:

3.1 To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years.

3.2 To monitor the progress of all pupils to enable the earliest possible identification of SEND, to gain an understanding of need and implementation of provision.

4. Roles and responsibilities

4.1 The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled young people.

The Trust settings are committed to:

- not directly or indirectly discriminating against, harassing or victimising disabled young people
- not discriminating for a reason arising in consequence of a young person's disability
- making reasonable adjustments, including the provision of auxiliary aids and services where available, to avoid disabled young people being at a substantial disadvantage compared with their peers.
- making reasonable adjustments by undertaking physical alterations and publishing an accessibility plan, setting out how we plan access for disabled young people, to the curriculum, the physical environment and to information, wherever possible.

4.2 The **Trust Strategic Lead for SEND** is responsible for:

- providing strategic leadership in a strong consistent collaborative approach to the provision of SEND across the Trust
- promoting quality and aspirational standards for outcomes
- promoting the efficient shared use of resources, CPD and partnerships
- ensuring young people, families, staff and stakeholders are confident of the provision of SEND, in line with the Osborne Co-operative Academy Trust cooperative values.

4.3 Each setting has a **Local Governing Body,** which has delegated duties on behalf of the Trust Board and are responsible for:

- appointing an individual governor or sub-committee to oversee the educational setting's arrangements for SEND.
- doing all it can to make sure that every young person with SEND gets the appropriate support.
- ensuring the setting policies encourage young people with SEND to engage in the activities of the school alongside others.
- ensuring the SENDco and Senior Leadership Team (SLT) inform families when the setting is making special educational provision for their child.
- making sure that the setting has arrangements in place to support any young people with medical conditions.
- ensuring that information is published on websites about how the setting is implementing its SEND policy.
- ensuring that the school publishes information about the arrangements for the admission of young people with SEND, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access and the educational setting's accessibility plans.
- ensuring there is a qualified teacher designated as SENCO and the key responsibilities of the role are set out. Monitoring the effectiveness of how these are carried out.
- ensuring that all young people in secondary educational settings from years 8 to 13 are provided with independent careers advice.
- helping raise awareness of SEND issues at local governing body meetings where that is appropriate.
- supporting the monitoring of the quality and effectiveness of SEND provision.
- working with the senior staff to determine the strategic development of the SEND policy and provision in the school
- ensuring that young people with SEND are not discriminated against, harassed or victimised, in line with an Equal Opportunities Policy.
- ensuring there is an accessibility plan, showing how the educational setting intends to progressively improve all forms of access over time.
- ensuring arrangements are in place to support young people with medical conditions.
- co-operating with the LA in reviewing the provision that is available locally.

4.4 **Headteachers/ Head of Schools** have the responsibility for:

- ensuring the educational setting has a qualified SENDco on their staff team.
- consulting and working collaboratively to determine the strategic development of the SEND policy and provision within the school.
- working collaboratively make sure the educational setting meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- having overall responsibility for, and awareness of, the provision for young people with SEND, and their progress
- monitoring use of the setting's notional SEND budget and any additional funding allocated by the LA to support individual young people and accelerate progress.
- making sure that the SENDCo has enough time and resources to carry out their duties effectively.
- having an overview of the needs of the current cohort of young people on the SEND register and working to implement appropriate provision
- monitoring to identify any staff who have specific training needs regarding SEND and incorporate this into the plan for continuous professional development.
- regularly reviewing and evaluating the breadth and impact of the SEND support and co-operate with the LA in reviewing the provision that is available locally.
- in collaboration with their SENDCO and staff, identifying any patterns in the identification of SEND, both within the school and in comparison, to national data, using these to reflect on and improve the quality of teaching.
- ensuring that teachers monitor and review young people's progress during the academic year to ensure good rates of progress.
- ensuring that all complaints are investigated via the Trust's Complaints Policy and action is taken where appropriate.
- ensuring that the setting responds in an appropriate and timely fashion, to any request from a SEND tribunal.
- providing the SENCO with sufficient administrative support, where appropriate
- as a governor taking part in appointing a designated teacher for CLA (Children Looked After), who will work closely with the SENCO.
- regularly and carefully reviewing the quality of teaching for young people at risk of underachievement, as a core part of the raising achievement process
- ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against young people with SEND.
- establishing and maintaining a culture of high expectations for all young people.
- reporting to the local governing body on the impact of SEND policies and procedures, so that policies and practices are not detrimental to young people's mental health and wellbeing.
- ensuring that their SENDCO is provided with training, including mental health, annually.
- exploring gaps in the strategic SEND provision in collaboration with the Local Authority in Thurrock and during the Strategic Partnership meetings (Essex County Council)
- deciding on the deployment of the school's delegated budget and other resources to meet young persons' needs effectively referring to advice from the SENDCo.

The Trust is working towards all Trust SENDCos being qualified teachers who have achieved a National Award in Special Educational Needs or the NPQ SEND within three years of appointment. The Trust is aiming for each SENDCo to be on the SLT or invited to contribute to SLT meetings.

4.5 Each of our **SENDCos** is responsible for:

- discussing with the family the possibility of a young person having SEND needs and liaising about possible provision.
- working collaboratively with the leadership to determine the development of the SEND policy and provision in the setting

- the day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- providing professional guidance to colleagues and liaising and working with staff, families, and other agencies to ensure appropriate support and high-quality teaching
- advising on the graduated approach to providing SEND support and adaptive teaching methods appropriate for individual young people.
- discussing with the Head the setting's deployment of financial resources to provide for identified needs.
- being a point of contact for external agencies, such as the Local Authority and NHS support services and working with external agencies to ensure that appropriate provision is provided.
- liaising with potential next education providers to make sure that the young person and their families are informed about options and that ~~a~~ transition is planned.
- when a young person moves to a different educational setting, making sure that all relevant information about a young person's SEND and the provision for them is forwarded in a timely manner.
- collaboratively with the Headteacher/Head of School, SLT and school governors making sure the educational setting meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- regularly reviewing and evaluating the breadth and impact of SEND support offered or accessed, so that progress is accelerated.
- co-operating with the LA in reviewing and developing the Local Offer
- preparing and reviewing information for inclusion in the SEND Information Report and any updates to the school's policy
- working with staff to note any patterns in the identification of SEND and compare with national data and use these to reflect on quality of teaching
- liaising with the designated teacher where a CLA (Child Looked After) has SEND.
- liaising with the families of young people with SEND alongside the class teacher and staff.
- using the graduated approach to draw up One Plans, Individual Education Plan or Individual Learning Plans and one-page profiles for a young person with SEND which are reviewed regularly.
- being familiar with the Local Offer and working with professionals who provide a supporting role to the family.
- ensuring, as far as possible, that young people with SEND take part in activities, together with those who do not have SEND.
- ensuring that the school keeps the records of all young people with SEND up to date, in line with the Data Protection Policy.
- participating in training and CPD opportunities, some of which may emphasise mental health.
- supporting teachers in the further assessment of a young person's particular strengths and weaknesses and advising on effective implementation of support.
- preparing for the admission of young people with SEND and the facilities and curriculum is provided to meet their needs.
- meeting with the LA to explore strengths and areas of development of SEND provision.
- planning and reviewing support for young people with SEND on a graduated basis in collaboration with families, school staff and the young people themselves.

4.6 **Teachers** will be responsible for:

- planning and providing high-quality (QFT or HQT) teaching that is adapted to meet every young person's needs through a graduated approach and address any areas of potential difficulty to ensure there are reduced barriers to learning.
- the progress and development of every young person in their class/year group/subject/form group
- working collaboratively with Learning Support Assistants/Teaching Assistants (LSA/TAs) or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching and learning.

- collaborating with the SENDCO to review each young person's progress and development and decide on any changes to provision to support accelerated progress.
- ensuring they follow this SEND policy and the SEN information report.
- Communicating with families 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 family concerns and agree a set of aspirations for the young person.
- setting high expectations for every young person and aiming to teach them a broad and balanced curriculum, whatever their prior attainment.
- being accountable for tracking progress and development of the young person in their class/form/subject/year, including where young people access support from LSAs (Learning Support Assistants)
- promoting positive outcomes for young people in the wider areas of personal, emotional and social development
- being aware of the needs, outcomes sought, and support provided to any young person with SEND they are working with.
- keeping the senior staff up to date with any changes in behaviour, academic developments and causes of concern.
- collaboratively with the SENDCo gathering information about a young person's progress and reviewing it alongside national data and expectations in progress.

4.7 Our **LSAs, TAs and other support staff** will be responsible for:

- having an awareness of the young people with SEND, their needs and provision
- seeking advice and guidance on a young person's needs and provision
- following the recommendations on the appropriate level of training, to effectively deliver the one plan where required

4.8 Our **families** will be responsible for:

- informing the school if they have any concerns about their child's progress or development.
- providing information and expressing their views about their child's SEND needs and the provision provided.
- providing all updates from external agencies and information to the SENDco in a timely manner
- participating in discussions and decisions about this support and will be:
- Attending termly meetings to review the provision that is in place for their child, i.e. One Plan meetings
- providing information about the impact of SEND support outside school and any changes in their child's needs.
- sharing their concerns and, with school staff, agree their aspirations for their child.
- understanding that our educational settings work within capacity and will make reasonable endeavours in line with this consideration.

The young person will be given the opportunity to share information and express their views about their SEND provision.

4.9 Our **young people**, where they are able, are responsible for:

- explaining what their strengths and difficulties are
- contributing to setting targets or outcomes
- attending review meetings (if appropriate)
- giving feedback on the effectiveness of interventions

5 Admissions

5.1 Each will publish arrangements for admission of SEND pupils in the school's Admissions Policy by:

- where the school can meet a young person's SEND, not refusing admission for a young person that has named the school in their EHC plan,
- considering applications from families of young people who have SEND but do not have an EHC plan.
- adopting fair practices and arrangements for the admission of children without an EHC plan.

5.2 The Admission Policy for each of our schools is available on request from the school office and website.

6 Accessibility

6.1 All our educational settings and staff take reasonable steps to prevent young people with SEND from being treated less favourably than other young people.

6.2 The resources provided will help young people to access our settings, including the provision of aids and services to:

- increase the extent to which young people with SEND can participate in the curriculum.
- improve the physical environment to enable young people with SEND to take better advantage of the education, benefits, facilities and services available.
- improve the availability of accessible information to young people with SEND.

6.3 The Accessibility policy for each of our schools is available on request from the school office and website.

7. Identifying SEND

7.1 Each setting has a clear approach to identifying and responding to SEND. As a Trust we recognise that early identification and effective provision improves long-term outcomes for our young people. The school will work in a multi-agency way to make sure we obtain relevant information before the young person starts at our educational setting, so support can be put in place as early as possible.

7.2 With the support of the Senior Leadership Team (SLT), teaching staff will conduct regular progress meetings for all, with the aim of identifying who are making less than expected progress or demonstrating concerns.

7.3 Our staff acknowledge that slow progress and low attainment will not automatically mean a young person is recorded as having SEND. Potential short-term causes of impact on behaviour or progress will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEND for young people whose first language is not English.

7.4 A young person joining our educational settings are identified as having SEND by:

- their previous setting having already identified that they have SEND.
- being known to external agencies
- having an education, health and care plan (EHCP)
- staff identifying a concern and alerting the SENDCo.

8. Children with specific circumstances

Our educational settings commit to the following principles:

8.1 **CLA - Children Looked After**

- Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' (CLA).
- The setting has a designated member of staff for coordinating the support for CLA, this is stated at the front of the SEND policy document.

- The SENDCo works collaboratively with the designated staff member to ensure that the implications of a young person being both looked after and having SEND are fully understood.

8.2 **EAL – English as an Additional Language**

- Speaking English as an additional Language (EAL) is not a special educational need (SEND), but learners with EAL may themselves have additional Educational Needs just like learners who use English as their first language.
- Setting give particular care to the identification and assessment of the SEND of young people whose first language is not English.
- It is necessary to consider them within the context of their home, culture, community and prior educational experience.
- Where there is uncertainty about a young person, full use will be made of any local sources of relevant advice.
- Having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason.
- The setting will look carefully at all aspects of a young person's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English, lack of prior learning or arise from SEND.
- The SENDCo supports the EAL teacher, to ensure that the implications of being EAL and having SEND are fully understood.

8.3 **Medical Conditions**

- Where a young person has a healthcare plan, their provision should be planned and delivered in a coordinated way with the education plan.
- The designated person to manage Health Care plans is stated at the front of the setting's SEND policy.
- The setting will performance in different subjects to establish whether the problems they have in are due to their medical conditions or SEND.
- The SENDCo works with the designated staff member to ensure that the implications of a young person with medical condition having SEND are fully understood.

8.4 **Supporting Behaviour**

- The US approach is whole school**.** The implementation of the knowledge and skills learned within the training impact on all systems throughout schools within school policies and practice. It is a relational approach that places connectedness and relationships as a fundamental underpinning for school communities and day-to-day experiences. It encourages whole school culture and ethos to reflect a set of values and mindset for everyone to understand behaviour and support the wellbeing of everyone in the community. High expectations and boundaries are important as well as meeting individual needs.

- Within the Osborne Co-operative Academy Trust**,** we want to ensure that we develop a consistent approach in understanding behaviour of students and everyone within the school community. Working together is crucial to improve the way we communicate with and relate to students, ensure a consistent approach in how we respond to distress and support each other to manage emotions effectively. Restorative approaches are key.

The co-operative values in action:

- **Equality and Equity** -**Compassion and Kindness -** instead of blame and shame
  Understanding behaviour means being curious; What has happened/is happening to the child? What is being communicated? "Everyone is different, and we all need different things."

  - From the perspective of a stress detective, adults ask, 'why/why now?'
  - View behaviour as a way of coping and stress responses to feeling overwhelmed.
  - Using relational strength to influence behaviour rather than coercion/control methods.

- **Self-help & Self responsibility - Hope and Diversity** -, instead of hopelessness and deficits
  Finding and building on children and young people's strengths and confidence, the language that we use is important as it reflects our intentions.

  - What is working well? What can we do more of?
  - Acknowledge and support areas of need, difficulty and disability. Accept difference.
  - How does our environment / community need to adapt to include everyone and be neuro-affirming?

- **Solidarity and Democracy - Connection and belonging-** instead of disconnection.
  Relationships and connection underpin all behaviour and wellbeing policy and interventions.

  - Our wellbeing and ability to learn relies on having our basic needs met. People have their basic needs met through their social interactions and relationships.
  - Disconnection and isolation mean that wellbeing will be further impacted upon, if basic needs are not sufficiently met and is a barrier to learning and development.
  - Research shows that, through a relational approach and stable, nurturing adult-child relationships and environments, children develop strong cognitive and emotional skills and the resilience required to flourish as adults.
  - Within the US approach, trauma is defined as a response to a perceived threat to someone's survival / emotional wellbeing. Trauma leads to adverse brain /body/ psychological changes that damage self, relational development and impair living, learning and working. Research suggests that Adverse Childhood Experiences increase the likelihood of serious health conditions in adulthood. The importance of having the US approach as a whole school approach is that everyone benefits, especially those who have experienced trauma – we do not always know who those people are (students or adults). Relational trauma requires Relational Repair.

- Our Trust has implemented the Trauma Perceptive/Understanding and Supporting Behaviour approach in our schools.
- Persistent disruption or withdrawn behaviours do not necessarily mean that a young person has SEND. There may be other contributing factors, e.g., family circumstances, bereavement etc.
- The SENDCo works collaboratively with the designated staff member to ensure that the implications of a young person with behaviour difficulties having SEND are fully understood.

8.5 **Slow Progress and low attainment**

- Slow progress and low attainment do not necessarily mean that a young person has SEND and should not automatically lead to a young person being recorded as having SEND.

9 Involving our Young People & Families in Decision Making

9.1 Settings encourage our young people with SEND and their families to share their knowledge with a member of staff who will assure them that their views and contributions are valued.

9.2 Settings will ensure the views received will be seriously considered.

9.3 Families will be formally notified when the setting provides their young person with SEND support or removes it.

9.4 It is helpful to the SENDCo, for our families to provide up to date reports from other professionals as they are received.

9.5 Decisions on whether the school is able to commission added provisions will be discussed with the families and, where appropriate, the young person too.

9.6 Each of our settings aspire to identify whether a young person needs special education provision and will have discussions with the young person and their families. These conversations will ensure that:

- everyone develops a good understanding of the young person's areas of strength and difficulty.
- we consider family concerns.
- everyone understands the agreed outcomes sought.
- everyone understands how we hope to achieve this.
- everyone is clear on the next steps.

9.7 Notes of these discussions will be added to the young person's record and given to their families.

10. Joint commissioning, planning and delivery

Settings and staff are committed to:

10.1 ensuring that our young people with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities.

10.2 Settings will work collaboratively with local education, health and social care services to help young people get the right support.

10.3 assisting the LA in carrying out their statutory duties, by ensuring that services work together to promote children and young people's wellbeing or improve the quality of special educational provision (Section 25 of the Children and Families Act 2014). They hope to achieve:

- improved educational progress and outcomes for young people with SEND.
- increased identification of young people with SEND prior to school entry.
- where young people with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- SEND support being adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

11. Graduated approach

Settings are committed to the following approach:

11.1 Once a young person with SEND has been identified, the setting will employ a graduated approach to meet the young person's perceived needs.

11.2 The 'Graduated Approach' uses the Assess, Plan, Do and Review cycle to identify actions and put effective provision in place in accordance with the four areas of need. A young person can have needs that are acknowledged across more than one area, and their needs may change over time.

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

11.4 The Graduated Approach follows the cycle of:

1. Assess

A qualified member of staff will carry out an analysis of the young person's needs. Family views will be considered. The setting may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place matches the young person's need.

2. Plan

In consultation with the young person and their family, the school will consider 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 young person will be aware of the teaching plan and desired outcomes. This will be recorded on our management information system and will be made accessible to staff through the pupil passport / individual education plan / school-based support plan / One Plan etc.

Families will be aware of the planned support and interventions and may be asked to reinforce or contribute at home to help progress.

3. **Do**

The young person'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 young person. They will work collaboratively with any LSAs, 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 class or subject teacher in assessing the young person's 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 progress will be reviewed in line with the agreed date. This evaluation will be based on:

- the views of the young person and their families
- the level of progress the young person has made.
- the views of teaching staff

The staff will revise the outcomes and support considering progress and development, and in consultation with the young person and their family.

11.5 **Areas of Need**

The setting reviews how well equipped they are to provide support across the following Category of Need in accordance with the SENDCoP (2015):

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Physical needs

Communication and interaction

- Those with speech, language and communication needs (SLCN) have difficulty in communicating with others, because either they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.
- The profile for every young person with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all aspects of speech and language or social communication at various times of their lives.

- The **SENDCo** will work with young people, families and language and communication experts (where possible) to ensure these young people make strong progress from their starting points.

Cognition and learning

- Young people with learning difficulties will require provision that may be offered in a variety of ways, including adaptive teaching etc.
- The educational setting understands that learning difficulties cover a wide range of needs. The SENDCo will ensure that any provision offered will be suitable to the needs of the young person.
- Young people with learning difficulties may learn at a slower pace than their peers.

Social, emotional and mental health difficulties

- Young people may experience a wide range of social and emotional difficulties that manifest themselves in many ways.
- The setting recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression and will implement a range of measures to support young people with these difficulties.

Sensory or physical needs

- Young people with these needs may have a need that hinders them from accessing the facilities provided. They may have a sensory impairment such as vision impairment, hearing impairment, multi-sensory impairment or a physical impairment.
- They may need ongoing additional support and equipment to access all the opportunities available to their peers.

Our settings will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A young person with a SEND need or disability is covered by the definition of SEND if they require special educational provision. A formal diagnosis is not required for a young person to be considered as having a SEND need.

12 Levels of Support

12.1 **Ordinarily Available / Universal Offer**

- Each setting provides an approach to ordinarily available which guides the quality of teaching and learning for all young people.
- In our secondary school settings, the Ordinarily Available / Universal Offer is documented as our ACE (Adaptation, Creative, Engagement) framework.
- Our primary school settings and related specialist provisions are in the process of developing our PACE (Play, Adaptation, Creative, Engagement) framework.

12. 2 **Targeted Support for SEND provision**

- Young people receiving SEND provision will be placed on the SEND register if they require 'different from and/or additional to' provision that available to others.
- Young people who have needs that can be met the graduated approach.
- Where the young person's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist.

- The provision for young people without an EHCP on SEND support is funded through the educational setting's notional SEND budget.
- These young people will be marked with the code K on the census.

12.3 **Education, health and care plan (EHCP)**

- Young people who need more support than is available through the school-based SEND provision may be entitled to an EHCP through the LEA.
- The EHCP is a legal document that describes the needs of the young person, the provision that will be put in place, and the outcomes sought.
- On the census these young people will be marked with the code E.

13. EHCP Needs Assessment

Our educational settings commit to the following principles:

13. 1 The-setting will, in consultation with the young person's family, request a statutory assessment of SEND where the young person's needs cannot be met through the resources ordinarily available within the educational setting with adaptive teaching.

13.2 The setting will meet its duty to respond to any request for information relating to a statutory assessment within the timeframes requested.

13.3 If appropriate, the setting will gather advice from relevant professionals about the young person concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

13.4 In tracking the learning and development of young people with SEND, the school will:

- listen to staff feedback.
- base decisions on the insights of the young person and their family
- set the young person challenging targets.
- track their progress towards these goals.
- review additional or different provisions made for them.
- promote positive personal and social development outcomes.
- base approaches on the best possible evidence and ensure that they are having the required impact on progress.
- detailed assessments will identify the full range of the individual's needs, not just the primary need.
- where a young person is not making progress, the family will be consulted about referral to external specialist.

14 One Plans/ILP/IEPs

Settings commit to the following principles:

14.1 Once a young person has been identified as having SEND, the families are formally informed of the special educational provision being made.

14.2 The Class Teacher, SENDCo and family should agree in consultation on the adjustments, interventions, support, and provision.

14.3 All relevant staff, are to be aware of the One Plans, to address needs and provision.

14.4 The One Plan / ILP / IEP includes the following:

- desired outcomes
- desired progress
- views and wishes of the young person and their family.
- available provision and adaptations required to support the young person to achieve the outcomes and agreed strategies.
- if appropriate, details of how transitions between phases of education and preparing for adult life will be managed.
- recommendations / assessments and reports from other educational settings (when transiti~~on~~ing to the next education phase)
- a clear review date agreed.

14.5 This plan is reviewed as part of the Graduated Approach of Assess, Plan, Do and Review

14.6 The Teachers remain responsible for working with the young person daily and, where an intervention is conducted elsewhere, the young person remains the responsibility of the Class teacher / subject teacher.

14.7 The class teacher/subject teacher is responsible for planning and assessing the impact of support and interventions and how these can be linked to classroom teaching. The SENDco works collaboratively with them to offer advice and guidance. The class teacher should work collaboratively with any LSA or specialist staff.

14.8 The class teacher/ subject lead working with the SENDco should revise the support depending on the young person's progress and development.

15. Reviewing the EHCP

15.1 Our educational settings provide an Annual Report for families on their young person's progress towards their EHCP outcomes.

15.2 The Setting will:

- ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- ensure sufficient notice of the date of the meeting is given.
- seek information about the young person, and send out, at least seven days in advance of the meeting.
- support the class teacher to lead the discussion, with good knowledge and understanding of the young person and awareness of the needs and attainment.
- allow sufficient time to explore the family views and plan effectively.
- include the young person's views.
- prepare and send a report of the meeting including any proposed changes to the LA within the timeframe specified in their policy.
- clarify to with the family and young person that they have the right to appeal against the decisions made regarding the EHC plan.

16 Evaluating the Effectiveness of SEND Provision

16.1 Settings evaluate the effectiveness of provision for young people with SEND by:

- tracking a young person's progress, including by using provision maps
- carrying out the review stage of the graduated approach in every cycle of SEND support.

- using pupil and family questionnaires
- monitoring by the SENDCO
- holding annual reviews for pupils with EHCP
- data from pupil progress meetings

17 Involving Specialists

17.1 Settings recognise that they will not be able to meet all the needs of every young person and whenever necessary they will work with external support services.

17.2 The young person's family should be involved in any decision to involve specialists.

17.3 Specialists services may include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHs, SET, EWMHs, Kids Inspire etc.)
- Specialist Teachers
- Therapists
- Social Care
- School nurses
- Education welfare officers

18 Evaluating the Effectiveness of the Policy

18.1 The Trust is constantly looking for ways to improve the SEND policy. This will be done by evaluating whether we are meeting our objectives:

18.2 The effectiveness of SEND provision. will be kept under review by assessing:

- all staff's awareness of young people with SEND and the strategies to support them.
- how early young people are identified as having SEND.
- young person's progress and attainment once they have been identified as having SEND.
- whether young people with SEND feel safe, valued and included in the educational community.
- comments and feedback from the young person and their family.

19. Transferring between phases of education

19.1 Settings support the transition between phases of education, into or out of the trust by:

- reviewing and amending EHCP and One Plans (for SEN K) before a young person moves to the next phase of education, to allow for planning for support and provision at the new placement.
- transition plans will be put into place where appropriate.
- the Preparing for Adulthood document will be completed with young people in preparation for One Plan meetings and Annual Reviews from Year 9 onwards.
- to support this process the setting will agree with the families and young people what information can be shared with other settings and professionals.
- helping young people and their families understand and explore how the support they will receive in school will change as they move into different settings.
- if it is in the best interest of the young person, the school may commission alternative provision, in line with any EHCP in place, for young people who face significant barriers to participate in mainstream education.

20. Supporting successful preparation for adulthood starts in the Early Years and continues through to Post 16

20.1 Settings support preparation for adulthood by following the principles:

- ensuring that young people are supported to make a smooth transition to whatever they will be doing next.
- engaging with transition processes as necessary.
- transferring all relevant information about young people to their next setting.
- The setting will support young people with SEND for their transition into adult life by providing information that might be relevant.
- ensuring that it provides independent, impartial careers guidance.
- Discussing in planning meetings with young people preparation for their future
- Helping young people and their families prepare for the change in legal status once a pupil is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for young people with SEND.
- Helping young people and their family understand and explore how the support they will receive will change as they move into different settings, and what support they are likely to need.

21. Funding

21.1 Each school will be allocated a SEND budget based on the Local Authority tiers of funding:

- Settings have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.
- Settings are not expected to meet the full costs of more expensive provision from their core funding. They are expected to provide additional support from their delegated budgets and an element of funding from the EHCP additional monies.
- Young people with an Essex EHCP are allocated a band of funding by Essex Local Authority and their provision is costed according to the band of funding during the Annual Review
- Young people with a Thurrock EHCP are allocated funding by Thurrock Local Authority and provision is reviewed during the Annual Review.
- Essex Local Authority and Thurrock Local Authority both have notional thresholds which are adjusted regularly.

22. School Information Report

22.1. The School Information Report for each of the settings can be found on their website or provided on request.

22.2 The school information report publishes detailed information about the arrangements for identifying, assessing and making provision for young people with SEND.

22.3 The School Information Report must include:

- The kinds of SEND provided for
- Processes for identifying and assessing young people with SEND.
- Arrangements for consulting and involving families of young people with SEND in their child's education.
- Arrangements for involving the young person with SEND in their education.
- Arrangements for assessing and reviewing young people's progress towards desired outcomes.
- Arrangements for transitions between educational phases and preparing for adulthood.
- The approach to teaching young people with SEND
- How adaptations are made to the curriculum and learning environment

- The expertise and training of staff
- Evaluation of the effectiveness of provision
- How young people are enabled to engage in activities with other students.
- Support for emotional and social development
- How the school involves other organisations
- Arrangements for handling complaints
- Information on where the Local Offer is published.
- How the school provides a broad and balanced curriculum and how this is made accessible through adaptations
- SEND data.

23. Local Offer

23.1 Local Authorities must publish a local offer, setting out in one place information about available provision and how to access it across Education, Health and Social Care in their local area.

23.2 The local Offer for Essex can be viewed on the following link:

https://send.essex.gov.uk/

23.3 The Local Offer for Thurrock can be viewed on the following link:

https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page

24. Training (CPD and PDP)

24.1 Our staff use their PDP (Professional Development Process) to guide the training that would enable them to achieve their objectives.

24.2 School monitoring will help to identify any staff who have specific training needs, and these will be added to the training offer.

24.3 Relevant staff members can keep up to date with training, provided by the SENDCo and external agencies, where appropriate. It is the staff members' responsibility to document their CPD on their PDP (Professional Development Process).

24.4 CPD offered will be delivered to ensure equality, diversity, understanding and tolerance.

24.5 Mental health and wellbeing will be a key consideration for CPD.

24.6 During staff induction, all staff will receive SEND training which will include, although not be limited to, the following:

- Identifying SEND pupils in the educational setting
- How to contact the SENDCO
- Implementing One Plan/ILP/IEP provision and adaptations
- Monitoring the success of those support measures
- Positive handling techniques (staff designated by the Head of school)
- How to develop lessons so they are engaging for young people with varying forms of SEND
- How to adapt content and process appropriately
- How to support youngsters with SEMH

25. Promoting mental health and wellbeing

25.1 Settings implement a Social, Emotional and Mental Health (SEMH) programmes via Personal, Social and Health Education (PSHE) which focus on promoting young people's resilience, confidence and ability to learn.

25.2 Positive classroom management is implemented to promote positive behaviour, social development and high self-esteem.

25.3 The Osborne Co-operative Academy Trust, works to ensure that a consistent approach in understanding behaviour of students and everyone within the school community is developed. It encourages a whole school culture and ethos to reflect its values and enable everyone to understand behaviour and support the wellbeing of the community. High expectations and boundaries are important as well as meeting individual needs. This approach is known as the 'US' approach.

26. Bullying

26.1 Every effort is made to mitigate the risk of bullying of vulnerable young people.

26.2 Young people are aware that bullying is unacceptable and will not be tolerated.

26.3 They are encouraged to seek help and support if bullying occurs. Any reported incidents are dealt with effectively and rapidly and in accordance with the school's bullying policy.

26.4 Staff work with young people affected by bullying to equip them with the skills and knowledge to counter and deal with bullying. All young people have access to pastoral support.

27 Data & Record Keeping - GDPR

Settings keep information in accordance with the Trust's Data Protection Policy. Information about our young people with SEND includes, although is not limited to:

- Details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all young people.
- An accurate and up-to-date register of the provision made for each student with SEND.
- Individual's access to any provisions the educational setting makes which are different or additional to those offered through the school curriculum on a provision map.
- Levels and types of need within the school and makes this available to the LA and SEND census.

28. Confidentiality

28.1 Settings follow the school's policies on confidentiality and will not disclose any details of an EHCP without the consent of the young person and/or their family, except:

- to a SEND tribunal, and to the Secretary of State under the Education Act 1996.
- on the order of any court for any criminal proceedings.
- for investigations of maladministration under the Local Government Act 1974.
- to enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- to Ofsted inspection teams as part of their inspections of schools and LAs (Local Authorities).

- to anyone connected with the pupil's application for Students with Disabilities allowance before taking up a place in HE.
- to the Headteacher of the institution where the pupil intends to start their next phase of education.

29 Resolving Disagreements

29.1 Settings are committed to resolving disagreements between the young person, their families and the educational setting. In carrying out these duties, we are committed to:

- supporting early resolution of disagreements at the local level.
- explaining the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHCP and tribunals.
- publishing the school's Complaints Procedures Policy on the school's website or providing a paper copy by request

29.2 Where there are concerns about a school's SEND provision, they should first be raised a teacher. The school will try to resolve the complaint informally. If this does not resolve concerns, then a formal complaint can be submitted.

29.3 Formal complaints will be handled in line with the school's complaints policy. If the family is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

30. Publishing information

30.1 The school will publish information about the implementation of the SEND Policy on their website.

30.2 The local governing body will publish details of the SEND information report on the website.

30.3 The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

31. Monitoring and review

31.1 The policy is reviewed on an annual basis by the school ~~I~~f the policy is changed, copies of it will be available on the school's website.

31.2 All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Appendices

The Special Educational Needs and Disabilities Code of Practice: 0-25 years
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Special Educational Needs and Disabilities (SEND) and Alternative Provision Improvement Plan
https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf

Area and Category of Need

Osborne
Co-operative Academy Trust

Area of need

Area of Need	Cognitive and Learning	Social, Emotional and Mental Health	Communication and Interaction	Sensory and Physical
Primary Category of Need	SpLD – specific learning difficulty MLD – Moderate Learning Difficulty SLD – Severe Learning Difficulty PMLD - Profound and Multiple Learning Difficulty Dyslexia, Dyscalculia	ADHD – Attention, Deficit, Hyperactivity, Disorder ADD – Attention, Deficit, Disorder CD – Conduct Disorder ODD – Oppositional Defiant, Disorder Anxiety, Depression	SCLN – Speech and Language and Communication needs ASD – Autistic Spectrum disorder EAL – English as Additional Language Dysphasia	VI – Vision Impairment HI – Hearing Impairment MSI – Multi-sensory Impairment PD – Physical Difficulty APD – Auditory Processing disorder