



SEND and Inclusion Policy

2024 -25

At Cromwell Learning Community Multi Academy Trust we believe that learning without limits means that we do not put a ceiling on children's achievement.

The School's Values, Vision and Broader Aims around SEND

"If children are happy they will achieve"

We seek to educate the whole child, paying particular attention to children's emotional and intellectual well-being.

CLC MAT is committed to providing an appropriate and high-quality education to all of our pupils whilst meeting their individual needs. We believe that all children, including those identified as having special educational needs, English as an additional language, and children from minority ethnic groups, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Definition of special educational needs and/or disabilities taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age
or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Policy Introduction

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

CLC MAT is committed to inclusion for all pupils. We aim to facilitate a sense of community and belonging offering new opportunities to learners who may have experienced previous difficulties. This means we will respond to learners in ways which take into account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of the following different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick
- those who are in families under stress
- any learners who are at risk of disaffection and exclusion

CLC MAT follows the requirements outlined in the following legislation:

- SEN and Disability Act
- Equality Act 2010
The Revised Special Educational Needs and Disability Code of Practice 0-25 2014
- The Children and Families Act 2014

Policy Development and Implementation

As part of CLC MAT's strategic planning for developing this policy, the following stakeholders were informed and consulted as necessary:

- Parents
- Staff
- SEND Co-ordinator
- SEND Trustees
- Support Agencies that work with CLC MAT
- Beacon Behaviour Support Service

This policy describes the way we meet the needs of children who experience barriers to their learning in the following areas:

- Communication and interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and Physical needs

Our approach to teaching pupils with SEND

As a school, we are committed to a graduated approach to our SEND provision. At the

core of that provision is that teachers are responsible for all children's progress. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives

SEND Code of Practice, 2014

We recognise that each child is unique and, therefore, we aim to provide an education which enables every child to fulfil their potential within a context of respect and acceptance for the differing needs and strengths of all individuals.

High quality teaching, that is scaffolded and personalised, will meet the needs of most children and is our first step in responding to children who have or may have a SEND. We will also provide interventions/booster groups/extra support that meet the individual needs of the children where appropriate.

These include:

- Phonics (Read, Write Inc)
- WellComm
- precision teaching
- additional reading
- pre/post tutoring
- lexia reading and writing
- emotional support/mentoring/nurture groups.
- pastoral care supports to manage emotions and/or behaviour
- social skills/friendship groups
- 1:1 teacher/teaching assistant targeted support

Pupils who may require higher levels of support have access to appropriately trained support staff.

Adaptations to the curriculum and learning environment

We make the following adaptations to overcome all barriers to learning and ensure all pupils' needs are met:

- high quality adaptive teaching
- adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. CLC MAT takes all reasonable steps to modify/adapt the teaching and learning environment to meet the individual needs of pupils. This includes seeking and implementing advice from external agencies where appropriate
- differentiating our curriculum to ensure all pupils can access it, for example, by grouping
- 1:1 and small group work, teaching style, content of the lessons
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables

Securing equipment and facilities

Resources, staffing levels and skills for delivering SEND provision are reviewed annually. Class based resources for children with SEND are continually under review, and if specific needs are identified, the appropriate resources are sourced. Provision is supported and monitored by the SENDCo.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- reviewing children's progress on their Birmingham Toolkits (at least termly)
- reviewing the impact of interventions after each cycle
- using pupil voice sheets
- regular monitoring by the SENDCo, and other members of the SLT
- using class provision maps to monitor provision
- holding annual reviews for children with an SSP plans
- holding annual reviews for children with an EHC plans

Identification of SEND

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Under-achieving pupils (ie those pupils who are working slightly below the expected standard for their year group following formal assessments), are not added to the SEND register unless there are additional SEND needs as outlined in the Code of Practice. For those underperforming children, the class teacher will be responsible for setting up appropriate interventions to address any areas of weakness or gaps in the pupils learning.

At CLC MAT we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Types of Need

The Code of Practice (2015) describes four broad categories of need which give an overview of the range of needs that should be planned for.

• Communication and Interaction

This category incorporates children with speech, language and communication needs (SLCN) and children with ASD.

• Cognition and learning

This category includes moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) that affect one or more specific aspects of learning also fall in this category.

• Social, emotional and mental health difficulties

Children may experience behaviours that reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

• Sensory and/or physical needs

Children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The Code of Practice highlights that it is important to consider what is not SEND, but may impact on progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEND Support

Stage 1 (Universal Support)

(Pupils are provided with well-differentiated 'quality first teaching')

- All learners, regardless of individual needs will have access to High Quality Teaching
- All teachers are expected to plan effectively to meet pupils' identified needs and track their progress
- Audit the provision to ensure it matches the needs of their pupils' in lessons
- Identify gaps in their learning and put in place provision that addresses them
- Respond to continuing professional development and training and implement appropriate strategies that improve the progress and attainment by children.
- All teachers are expected to effectively liaise with parents and carers.

Stage 2 (Targeted support)

(Targeted intervention and support for pupils with SEND)

- Continuation of stage 1 strategies.
- Regular adult led interventions that are planned and targeted and monitored.
- Regular parental liaison
- Information from other settings
- Early advice from external agencies
- Involvement of outside agency support services (where appropriate)
- Individual or small group support within the class setting
- Additional differentiation of resources and equipment

This will be monitored through:

- Classroom assessments and monitoring, using continuums and Individual Education Plans where appropriate
- Tracking an individual pupils progress over time

Stage 3 (Specialist support)

(Specialist intervention and support for pupils with SEND)

- Continuation of stage 1 and 2 strategies
- Sustained and systematic adult support – Adult led intervention, mix of group work and planned 1:1)
- Interventions and direct input from external agencies
- Multi agency support where appropriate
- Specific environmental adaptations

On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care to consider the need for an Education Health and Care Plan (EHC Plan) or Specialist Support Provision Plans (SSPP's)

EHCP and SSPP Support

(Specific support for pupils in receipt of an Education Health and Care Plan or Specialist Support Provision Plans)

- Pupils with an EHCP will have access to all arrangements for pupils on the SEND register (as in Stage 1 - 3 support) and in addition will have an annual Review of their plan.
- Our review procedures fully comply with those recommended in Special Educational Needs and Disability Code of Practice 0-25 2015 and with LA policy and guidance.

Roles and Responsibility

CLC MAT is committed to providing an appropriate and high-quality education to all pupils whilst meeting their individual needs. To do this, we follow a child centred approach incorporating the input from the following people:

The Child

At CLC MAT, we recognise that all pupils have the right to be involved in making decisions and to exercise choice. In most lessons, all pupils are involved in monitoring and reviewing their progress using individual targets and success criteria. We will fully involve all pupils by encouraging them to;

- State their views about their education and learning – including what they like/dislike about school.
- Identify their own needs and things that help them learn best.
- Share in their target setting across the curriculum so that they know what their targets are and what to do to achieve them.
- Review their own progress towards their targets and for those and monitor their success at achieving the targets.

Partnership with Parents/Carers

The schools aim to work in partnership with parents and carers. We will do this by;

- Working effectively with all other agencies supporting children.
- Giving parents and carers the opportunity to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately to all concerns.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Where appropriate, agreeing targets for all pupils, particularly those not making expected progress and, for some pupils identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of support services by providing all information in an accessible way.

Responsibility of Class Teachers

Class teachers have a responsibility to liaise with the SENDCO to:

- Support all pupils with SEND and all pupils who require additional support because of a special educational need and need to be included on the school's SEND register. Some of these pupils may require advice/support from an outside professional to address a special educational need (this would include pupils with EHC Plans).
- Securing high quality provision and outcomes for all groups of SEND pupils by providing differentiated teaching, support and learning opportunities for all SEND pupils which consider the specific needs of every pupil.
- Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies".
- Ensuring effective deployment of resources – including teaching assistants and other support staff - to maximise outcomes for all groups of SEND pupils and those with medical conditions.
- Taking into consideration targets and guidance given by the SENDCO or other adults from additional outside agencies.
- Enabling all SEND pupils to access learning activities and opportunities which focus on supporting pupils to work towards targets or objectives set on provision plans.
- Taking individual responsibility for acquiring knowledge of special education needs through active self-guided CPD

The Responsibilities of Special Educational Needs Co-ordinator (SENDCO) and Inclusion Team.

In line with the recommendations in the SEND Code of Practice June 2015 and their job description, the SENDCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying on the provision map a staged list of pupils with special educational needs –those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Education Health and Care plans
- Coordinating and monitoring the quality of provision for children with special educational needs
- Liaising with and advising teachers on delivering excellent provision for these pupils
- Managing other teaching and support staff involved in supporting SEND
- Overseeing the records on all children with Special Educational Needs
- Liaising sensitively with parents and families of children with SEND, in conjunction with class teachers and SLT where appropriate
- Contributing to the in-service training and continuing professional development of staff
- Implementing a programme of Annual Review for all pupils with an EHCP.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when a pupil has a special educational need which will require significant support.
- Overseeing transition arrangements and transfer of information for pupils on the SEND register from Nursery providers and for pupils who arrive or leave mid-year.
- Evaluating regularly the impact and effectiveness of all additional interventions for all

- vulnerable learners (including those with special educational needs).
- Meeting teachers to review the progress of pupils who are being tracked on the SEND provision register.
- Attending area SENDCO network meetings and training as appropriate.
- Liaising with the school's SEND Trustees/Directors, keeping them informed of current issues regarding provision for SEND pupils.
- Liaising closely with a range of outside agencies to support SEND pupils including LA agencies, NHS, the voluntary sector and Social Services.
- The SENDCO is responsible for reporting regularly to the Head teacher and the Governing Body and Trustees representatives with responsibility for SEND on the ongoing effectiveness of this SEND policy. Members of the Senior Leadership Team (SLT) also have responsibilities for supporting and monitoring pupils on the SEND register within the year groups for which they are responsible.

The Senior Executive Leader (SEL) and Senior Leadership Team (SLT)

- The SEL and SLT are responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which maximise their ability to learn.
- The SEL and SLT and the Directors/Trustees will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDCO).
- The SEL and SLT will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through;
 1. Analysis of the whole-school pupil progress tracking systems
 2. Maintenance and analysis of a provision map for SEND
 3. Pupil progress meetings with individual teachers (may be delegated to SLT members)
 4. Regular meetings with the SENDCO and related teams
 5. Discussions with pupils and parents

Supporting pupils moving between phases and preparing for adulthood

- We ensure early and timely planning for transfer to and from each phase of their education and will offer transition meetings to all pupils with and their parents with SEND and not just those pupils in receipt of an Education Health and Care Plan. During the meeting, the next phase destinations and transition arrangements will be discussed.
- We will Support for the pupil in coming to terms with moving on or starting in a new setting. This will be carefully planned and will include familiarisation visits and mentoring work if required. Pupils will be included in all transition days and may also be offered additional transition visits as appropriate and in line with their needs.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

At CLC MAT we:

- make contact with the educational settings used by the pupils before they transfer to us, in order to seek the information that will make sure that the transfer is as seamless as possible;
- before moving on to a new primary school or entry to a secondary school, information will be shared with the SENDCo of the new school, in order to aid transition;
- Where appropriate have an additional induction visit for pupils to build confidence and give them opportunities to meet the staff at their new school;
- provide opportunities for the pupil and parent/carer to have supported visits to the new situation if appropriate;
- provide transition booklets for the pupil to prepare them for their new learning environment;
- consult with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the pupil;
- consult with parents/carers in how we can best meet the emotional needs of the pupil.

Safeguarding and Attendance

Safeguarding audits are made to all Alternative Provisions before pupils start at the setting and a transition programme is planned to meet individual needs. Where pupils are educated off site checks will be made by phone call to the home/settings. This could be where provision is shared or an alternative is being provided. Phone calls will be carried out by 9.30 each day that this provision is in affect or by 1.30 if the provision is in the afternoon. Where it has not been possible to make contact by phone a home visit will be carried out in order to ensure the pupil is safe and well. Where it has still not been possible to make contact this will be referred to FSW/Social Worker, where appointed, or for families where there is not a worker involved CASS will be contacted for advice. This advice may include a visit by the police to check that a pupil is safe and well. Outcomes of all phone call and safe and well checks will be recorded on SIMs.

External Support Specialists and Agencies

CLC MAT works closely with a number of specialists and support agencies to focus on the identification and provision for those pupils who have SEND. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the SEND Code of Practice 2015, an integrated, high quality, holistic support that focuses on the needs of the individual pupil.

The following services/agencies are available to support the individual pupil as necessary:

- Educational Psychologist
- Communication and Autism Support (CAT)
- Speech and Language Therapist
- Beacon Behaviour Support Service
- Pupil and School Support Service
- Sensory Support Service
- Physical Difficulties Support Service
- Children's Services
- Health Services
- Forward Thinking Birmingham previously CAMHS (Child and Adolescent Mental Health Services)

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If concerns continue parents should request to meet with the SENDCo. If the issue can't be resolved at this level or the complaint is regarding the SENDCo, the parent should be directed to the school's complaints procedure. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

At CLC MAT, we are committed to working in partnership with parents and children to meet the needs of all children with special educational needs. If parents were to have a question or concern about the provision for a child with special educational needs, in the first instance, we would encourage them to contact their child's class teacher. If they still have concerns, the next step would be to contact the Inclusion Team who will then refer to SEL and SLT if required.

If a parent still considers that the concern/complaint has not been resolved the SEND Trustee can be contacted by writing a letter marked for their attention. The MAT and Trustees take complaints seriously and will do everything they can to resolve the issue quickly. In the unlikely event the concern is not resolved, contact the Chair of Governors, in line with the 'Parental Complaints' policy and procedure.

The Local Authority Local Offer

More information and Local Authority Offer can be accessed at:

www.localofferbirmingham.co.uk

Additional information regarding SEND pupils and Provision can be found in the Schools Information Report and Accessibility Plan.

The Trustees and Head Teacher will review this policy in February 2026

Agreed February 2024.