



## ***Special Educational Needs (SEN) Policy***

***for***

## ***The West Stafford Multi Academy Trust***

***(Gnosall St Lawrence CE Primary Academy, Gnosall St Lawrence Pre-School,  
Haughton St Giles CE Primary Academy and Woodseaves CE Primary Academy)***

### ***Introduction***

Where the words “academy” is used, this refers to all three Primary Schools within the West Stafford Multi-Academy Trust along with Gnosall St Lawrence Pre-School.

Each Academy has a named SENCO and a named MAT Board Director responsible for SEN. Within each of the individual schools there is also a named Governor who is responsible for SEN. All of these people ensure that the Academy’s Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the Academy.

All who work and are associated with the Academy believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014). These four areas are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

This policy outlines the framework for West Stafford Multi-Academy Trust to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

The West Stafford Multi-Academy Trust therefore intends to work with Staffordshire Local Education Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for secondary school.

## ***Legal framework***

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

## ***What is Special Educational Needs?***

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Because the general level of ability within the Academy is good, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

The Academy recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEN policy details how at the Academy we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

## ***Areas of special educational need***

The West Stafford Multi-Academy Trust makes provision for pupils with the following 4 kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical.

## ***Admissions***

The West Stafford Multi-Academy Trust will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

## ***Aims and objectives***

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers/and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process

- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## ***Equal Opportunities and Inclusion***

Through all subjects we ensure that the schools within the Academy meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings between the Senior Leadership team of each school with our SEN coordinator along with individual class teachers to ensure all children have equal access to succeeding in this subject.

**Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

**Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for each individual school under the guidance of this policy. The governing body of each school, each of the schools' head teachers, the SENCO and all other members of staff employed by the Academy, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child

already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## ***Roles and responsibilities and provision within the Academy Schools***

**The governing body of each school within the Academy has a responsibility to:**

- Fully engage parents and / or young people with SEN when drawing up policies that affect them.
- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEN.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.

**The Headteacher of each school within the Academy has a responsibility to:**

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

**The SEN Coordinator (SENCO) of the Academy must:**

- Be a qualified teacher.
- Have the National Award in Special Educational Needs Coordination.
- Collaborate with the local governing body and the headteacher of each school to determine the strategic development of SEN policy and provision in each school.
- Work with the school governors and the headteacher of each school to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of this SEN policy.
- Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans.
- Liaise with and advise fellow teachers.
- Liaise with the relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with local feeder nurseries so that support is provided for YR pupils as they prepare to transfer to primary school.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Liaise with confirmed local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Draw up a 1-page profile of the child or young person with SEN.

- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN, including on forums.
- Ensure that the school keeps the records of all pupils with SEN up-to-date.
- Inform the child's parents that SEN provision is being made, where the child does not have an EHC plan.
- Oversee the records of all children with SEN.
- Contribute to the in-service training of staff.
- Co-ordinate and develop school based strategies for the identification and review of children with SEN.
- Make regular visits to classrooms to monitor the progress of children on the SEN Register.
- To oversee each of the schools' maintenance of its Dyslexia friendly status, ensuring that appropriate strategies are employed throughout each school and that staff training is kept up to date.

#### **The Class teachers must:**

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving

To identify pupils with SEN, each school within the West Stafford Multi-Academy Trust will:

- Assess each pupil's current skills and levels of attainment on entry.
- Make regular assessments of all pupils to ensure that the intervention:
  - ❖ Ensures that the child's progress is similar to that of their peers starting from the same baseline.
  - ❖ Matches or betters the child's previous rate of progress.
  - ❖ Closes the attainment gap between the child and their peers.
  - ❖ Prevents the attainment gap growing wider.
- The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

#### **Monitoring Children's Progress**

All of the schools within the Academy have a system in place for observing and assessing the progress of individual children and such observations and assessment will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his/her peers from widening.
- Closes the attainment gap between the child and his/her peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, the schools in the Academy will adopt a graduated response. This includes:

- Establishing a clear **assessment** of the pupil's needs.
- **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the interventions, with support of the SENCO.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

This may see us using specialist expertise if a school feels that their interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map and the SENCO will have responsibility for ensuring that records are kept and available when needed. If a school refers a child for statutory assessment/Education Health and Care Plan, the school will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents/Carers may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission, under the Children Causing Concern section of the register.

The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents/carers and young person.

**Reasons for a child being added to the SEN register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.



- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment. Has communication and / or interaction difficulties, and continues to make little or no progress.

### **The Nature of Intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other Wave 3 intervention such as Toe by Toe, and Power of 2 materials for mathematics.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents/Carers will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents/Carers will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss Individual Learning targets and progress with the SENCO on a termly basis. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents/carers.

### **Dyslexia Friendly Status**

In line with the inclusion strategy published by Staffordshire County Council Education Service the Academy provides equality for all its pupils. The Dyslexia friendly Initiative was begun in Staffordshire in 2001 and each school is required to work toward and maintain full dyslexia friendly status. All schools in the Academy actively promote a Dyslexia Friendly learning environment and uses teaching techniques suitable for all children to learn.

## ***Partnership with parents/carers - Involving pupils and parents in decision making***

Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEN label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents/Carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/Carers of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

All of the Academy school's websites contains details of this policy for special educational needs, the special educational needs information report including the arrangements made for children in each school with special educational needs.

At all stages of the special needs process, the school keeps Parents/Carers fully informed and involved. Each school will take account of the wishes, feelings and knowledge of Parents/Carers at all stages.

Each school encourages Parents/Carers to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their Parents/Carers. Each school informs the Parents/Carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents/Carers always have access to the SENCO through a school email address.

### *Joint commissioning, planning, and delivery*

The West Stafford Multi - Academy Trust will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

- Identifying improved system outcomes in consultation with pupils and their parents, taking into account:
  - ❖ Prevention.
  - ❖ Early identification / recognition.
  - ❖ How pupils and their families will be able to access services.
  - ❖ How transitions between life stages and settings will be managed, including from early years to primary education and primary to secondary education.
  - ❖ How provision and support services will enable pupils to prepare for their future adult life.
- Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN to forecast future need, including:
  - ❖ Population and demographic data.
  - ❖ Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
  - ❖ Numbers of local children with EHC plans and their main needs.

- ❖ The numbers and types of settings locally that work with or educate children with SEN and disability.
- ❖ An analysis of local challenges / sources of health inequalities.
- Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
  - ❖ Improved educational progress and outcomes for children and young people with SEN.
  - ❖ Increasing the proportion of children with SEN whose needs are identified before school entry.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his/her peers.

### **Individual Education Plans**

Strategies employed to enable the child to progress will be recorded within an Individual education plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants
- The child's views will be sought and taken into account, as will those of the Parents/Carers, whose support is vital if progress is to be achieved and maintained.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on 'Teaching and Learning styles' and this has led to members of staff planning lessons that incorporate the different learning styles that children have. Individual education plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an Individual education plan with individual targets. Each school supports children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, each school does not withdraw children from the classroom situation. There are times though when, to maximise learning, each school arranges for the children to work in small groups, or in a one-to-one situation outside the classroom.

## **School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)**

In consultation with the pupil's parents, a request will be made by the individual school to the LEA for a statutory assessment of SEN where the pupil's needs cannot be met through the resources normally available within the school. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the Parents/Carers.

The Parents/Carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

## ***Education, Health and Care (EHC) plans***

- The relevant school within the West Stafford Multi-Academy Trust will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- The school will admit any child that names the school in an EHC plan.

- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

## ***Reviewing an EHC plan***

- The West Stafford Multi-Academy Trust will:
  - Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
  - Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
  - Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
  - Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
  - Cooperate with the local authority during annual reviews.
  - Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
  - Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

## ***SEN and Disability Tribunal***

The West Stafford Multi-Academy Trust will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

## ***Preparing for adulthood***

All of the schools within the West Stafford Multi-Academy Trust will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-13, including:

- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEN.
- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

## ***Funding***

- The West Stafford Multi-Academy Trust will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils.
- Personal budgets are allocated from the local authority's high needs funding block and The West Stafford Multi-Academy Trust will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within each school, including the provision for children with statements of special educational needs and Education Health and Care plans. The headteacher of each school informs their local governing body of how the funding allocated to support Special educational needs has been employed. The headteacher of each school and the SENCO meet annually to agree on how to use funds directly related to statements.

## ***Local offer***

The West Stafford Multi-Academy Trust will cooperate generally with the local authority and local partners in the development and review of the local offer.

## ***Data and record keeping***

Each school within the West Stafford Multi-Academy Trust will:

- Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
- Record details or additional or different SEN provision on a provision map.

## ***Confidentiality***

Each school within the West Stafford Multi-Academy Trust will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of 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 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

### ***Monitoring and evaluation***

The SENCO monitors the movement of children within the SEN system in school and provides staff, governors and Directors of the Academy with regular summaries of the impact of the policy on the practice of each school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENCO and the headteacher of each school hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor and Director with responsibility for special needs also hold regular meetings.

Signed:

A handwritten signature in black ink, appearing to be 'C. Jones', written over a light green background.

Director for SEN

Date: November 2017

Review Date: November 2018