

Special Education Needs & Disability Policy

Document Control

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All references to the *Trust* in this policy refer to The Harmony Trust and all its Academies.

1. Introduction

This policy outlines the framework for The Harmony Trust to meet its duties and obligations in providing a high-quality education to all its pupils. This includes pupils with Special Educational Needs and / or Disabilities (SEND). It sets out our approach to enabling effective provision and the principles we apply for children and young people with SEND in all our Academies.

This SEND Policy seeks to provide a pupil-centred approach that engages pupils, families, our Academies and relevant professionals in planning for and implementing high quality, needs-led provision.

The Harmony Trust will strive to ensure that all our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting positive well-being. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all pupils, whatever their needs or abilities.

The Harmony Trust therefore intends to work within the following principles, which underpin this policy:

- Providing the Right Support in the Right Place and at the Right Time.
- Ensuring **high quality provision** to meet the individual needs of children and young people with SEND.
- Developing **Specialist Provision** within our Academies where appropriate/commissioned.
- Ensuring the accurate and early **identification of SEND** and the associated barriers to learning.
- Promoting the involvement of children and their families in decision making.
- Actively collaborating across Education, Health, and Social Care services to provide support.
- Ensuring effective progress through effective and evidenced-based interventions.
- Prioritising leadership of SEND at both Academy and Trust level.
- Planning for the successful preparation for the next phase including secondary school and adulthood.
- Investing in our staff through high quality CPD.
 - Securing the appropriate resources, funding and staffing and using them effectively to meet pupil needs.

2. Vision

“Believe, Achieve, Succeed”.

Our Trust motto ‘Believe, Achieve, Succeed’ reflects our aspirations for all our children including those pupils with SEND.

The Trust is committed to improving outcomes for all pupils by providing an appropriate and high-quality inclusive education to all members of the Academy community. The Trust places inclusion at the heart of all its provision. We seek to develop a range of specialisms so that our children are given the opportunity to fulfil their potential now and in the future. The Trust is ambitious for its Academies and pupils and believes that with the right support everyone can achieve, regardless of their circumstances or background. We recognise that parents want choice with regard to where their child is educated and are therefore committed to developing Specialist Provision within our

Academies. We continue to develop our Inclusion Hubs which provide support for pupils with complex needs within our mainstream Academies as an integrated offer.

3. Our Aims

As a Trust we aim to:

- ensure that all pupils receive their entitlement to a broad, balanced, and relevant curriculum and where needed it is bespoke and matched to EHC outcomes.
- ensure that there is an equitable, quality offer to all our pupils with SEND across the Trust.
- ensure that the provision is appropriate and responsive to the needs of all pupils; promoting high standards and enabling them to reach their potential and achieve their best.
- develop confident aspirational individuals, living fulfilling lives and making a successful transition into adulthood.
- plan for effective transition between settings and to plan for successful induction into the Academy.
- provide Specialist Support where it is needed and/or commissioned, developing Inclusion Hubs that offer integrated provision within mainstream settings.
- ensure that provision for children with Special Educational Needs & Disabilities is central to curriculum planning and to recognise and record strengths, successes and create a positive self-image.
- identify the roles and responsibilities of all staff in providing for pupils' special educational needs through reasonable adjustments, to enable all pupils to have full access to all elements of the school curriculum and staff accept responsibility for the planning, organisation, and delivery of appropriate educational material.
- listen to, consider, and respond to parents'/carers' and pupils' views to develop high levels of confidence and partnership.
- communicate effectively and ensure that information is shared appropriately through the SEND Information report.
- ensure a high level of staff expertise to meet pupils' needs through well targeted, continuing, professional development.
- support pupils with medical conditions towards full inclusion in all Academy activities by ensuring consultation with health and social care professionals.
- work in co-operation and through productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

4. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 Years (Jan 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs Code of Practice: 2015
- Special Educational Needs and Disability Act 2001
- Local Authority (LA) Policy and Guidelines
- Equality Act 2010: advice for schools, DfE (Department for Education), Feb 2013
- Schools SEN (Special Educational Needs) Information Report Regulations (2014)
- Accessibility Planning [3-year anticipatory duty]
- Statutory guidance on supporting pupils with medical conditions Dec 2015
- Keeping Children Safe in Education (latest version)
- Children and Families Act 2014 (and related regulations).
- Teacher Standards 2021

- Data Protection Act (2018)

It also considers the recommendations of the HM Government Green Paper 'SEND Review: Right Support, Right Place, Right Time (2022).

This policy operates in conjunction with the following Trust policies:

Teaching and learning, Assessment, Behaviour, Child protection and Safeguarding, Anti-bullying, Equal opportunities, Admissions, Exclusions, EAL, GDPR, Mental Health and Wellbeing Policy, Accessibility plan, Admissions Policy, Supporting Pupils with Medical Conditions Policy, Complaints Policy, Inclusion Policy, Attendance Policy.

5. Definition of special educational needs & disabilities

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. 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. (SEND Code of Practice, 2014)

6. The four areas of need

The SEND Code of Practice defines four broad areas of need. The purpose of defining the area of need is to work out what action the Academy should take in order to meet need and support the pupil appropriately. As an inclusive Trust, we provide support for pupils who may fall into at least one of four areas, though many children will have multiple needs. We recognise that needs may cut across more than one area and that they may also change over time. All areas of need will have a varying degree of impact upon the pupil's ability to function, learn and succeed. To fully identify the appropriate provision an understanding of strengths in each area should be established.

- **Communication and Interaction Difficulties**

Pupils may have speech, language and communication needs (SLCN) and have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Neurodivergent Pupils (including pupils with ASC) will have different styles of communication which may impact on how they relate to others. They may also experience difficulties with language, communication and imagination. Pupils with unmet needs may display negative or challenging behaviours.

- **Cognition and Learning Difficulties**

Pupils may demonstrate features of moderate, severe, or profound learning difficulties; specific learning difficulties such as dyslexia or dyspraxia which require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to pupils with physical and sensory impairments and autistic spectrum disorder.

- **Social, Emotional and Mental Health Difficulties**

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include being withdrawn or isolated, disruptive, and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours. These behaviours may reflect underlying mental health difficulties

including but not limited to anxiety, depression or self-harming. They may also have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or Physical Difficulties**

Pupils may have a hearing impairment (HI), visual impairment (VI) or lesser, or multi-sensory impairment (MSI). They may have physical disability (PD) arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. They may have delayed or underdeveloped motor skills (fine and/or gross)

Occasionally a pupil may have undiagnosed needs, but are requiring additional support that would mean they have Special Educational Needs. In this instance the pupil will be placed on the SEND Register as SEND Support with No Specialist Assessment (NSA) to identify which type of need.

The Harmony Trust guide to SEND provides further detail of each of the four areas and provides advice and guidance as to appropriate and evidence-based intervention. This document is used alongside the whole school provision offer.

Pupils experiencing difficulties in any one or a combination of these areas may be entered on either the Academy's Medical register or SEND register or both.

Before identifying a pupil as having a SEND, we always consider factors which are not necessarily defined as SEND but may impact on progress and attainment. These are:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provides under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child who is Looked After or Previously Looked After
- Being a child of Serviceman/woman
- Behaviour*
- Trauma and childhood experience
- Medical needs
- Being new to schooling (missed educational experiences)

It is important to note that **not all behaviour issues are linked to social, emotional, mental health and may reflect other underlying difficulties**. Children and young people with some health condition or disability do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Identifying and assessing SEND for children whose first language is not English requires particular care. Academies need to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEND. (Code of Practice 6.24). Consideration must be given to the assessment in a child's home language and non-verbal ability.

7. Admissions

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children on SEND support; those with Education, Health and Care Plans and those without. The Local Authority administers admissions into all Harmony Academies. the Academy.

The Harmony Trust operates its admission procedures in accordance with the policy agreed by the Board of Trustees and in line with relevant LA statutory requirements. This policy will not discriminate on grounds of race, religion, disability, special need, or ethnic origin. Each Academy will make an assessment of the contextual factors placed upon the Academy and in particular cohorts when requested to admit a pupil with SEND. **The Academy will not automatically refuse a request for a place to pupils on the grounds that they have special, social, education or behaviour needs or because they have a history of disruption.** Whilst consideration will always be given to staffing needed to support applications for pupils with SEND, equipment, and environmental needs, these will not result in refusal to offer a place but will lead to consultation with the local authority regarding appropriate allocation of resources. Similarly, our Academies are willing to consider offering new opportunities to pupils who may have experienced difficulties previously where it is reasonable to do so. Parents/carers and pupils may be asked to make agreements as to future conduct and attendance, but such an agreement will not be used as a condition of entry.

Admission arrangements for each commissioned Inclusion Hub are outlined within the Local Authority (LA) Service Level Agreement (SLA). We work in partnership with LA colleagues to ensure all processes and practice are in line with the Code of Practice including appropriate consultation with parents. Where provision within an Inclusion Hub is named on the Child's EHC Plan these admission arrangements will apply. Where a child does not have an EHC but needs Specialist Provision the usual Academy admission arrangements will apply and a multi-agency decision will be made with parents through the Graduated Response.

8. Roles & Responsibilities

The Harmony Trust expects that **all staff are responsible for the outcomes of pupils with SEND** and that they will uphold its inclusive values and aspirations for all pupils.

8.1. The Board of Trustees

The legal responsibilities of governing boards in relation to pupils with SEND are set out in the Children and Families Act 2014 and the statutory guidance, the SEND Code of Practice: 0 to 25 years.

They require Trust Boards to:

- Use 'best endeavours' (do everything they can) to ensure that pupils with SEND get the support that they need.
- Ensure that relevant policies have been approved and monitor their effectiveness.
- Ensure that the necessary SEND information is published on the Academy/Trust website.
- Ensure that adequate resources are allocated to provision for pupils with SEND.
- Ensure a suitably qualified or experienced SENDCo has been appointed and is working effectively.

As a multi-Academy Trust, the Board of Trustees delegate their responsibilities for the day-to-day monitoring of the quality of provision in its Academies. The CEO and Director of Education report on

a termly basis to the Performance and Standards Committee with regard to the quality of provision and the overall effectiveness of its Academies, this includes for those pupils with SEND. The SEND Trustee sits on the Performance and Standards Committee and fulfils the duties outlined above on behalf of the board. The SEND Trustee also has a particular focus on provision and quality of experience of pupils with SEND when visiting and working with particular Academies.

The Role of the SEND Trustee

- To challenge and support the Executive Leaders of the Trust, who are responsible for ensuring the provision for SEND pupils including the CEO and Director of Education
- To lead on behalf of the board in ensuring that all pupils with SEND get the support they need.
- To act as the board's specialist on SEND and champion the needs of pupils with SEND at board level.

The appointed Trustee should take the lead on ensuring the effectiveness of SEND provision. However, **the Board of Trustees retains collective responsibility for SEND.**

The full duties of the SEND Trustee are outlined within the Harmony Trust Scheme of Delegation

8.2. The CEO/ Director of Education

The CEO will work with his Executive Leadership Team and the Inclusion Team to determine the strategic development of the SEND policy and provision in the Trust. As the line manager of all Academy Principals, the CEO will support and enable principals to share their strengths and the contextual challenges through Academy visits and one to one sessions. Progress and Standards meetings in each Academy monitor the attainment and achievement of SEND pupils, challenging underperformance if appropriate. Pupil, staff, and parent forums, all of which are led by the CEO will ensure that the views of these stakeholders in relation to SEND are listened to and acted upon as part of the governance model of the Trust.

Through the Performance and Standards committee, the Director of Education will report on the Trust wide, and Academy needs and to evaluate the impact of policy, practice, and process. The Director of Education will also provide an overview of the quality of provision for all pupils across all Academies and from this will support the development and implementation of the SEND section of the strategic plan.

The role of both the CEO and Director of Education is to challenge and support the Academies as per the Differentiated Model agreed by Trustees. The CEO is accountable for the outcomes of all pupils including those with SEND.

8.3. The Executive Principal/Principal/ Head of Academy

The Executive Principal/Principal and Head of Academy will work with the Inclusion Team to:

- Ensure that the Trust SEND policy is adhered to and followed within their own Academy.
- Be responsible for the implementation of the SEND Strategic Plan within their own Academy.
- **Uphold the inclusive vision, values, and practice of the Trust.**
- Work with the SENDCO in their Academy to ensure that provision is of high quality so that all pupils receive well matched and appropriate teaching and learning according to their needs.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

- Be responsible for the Performance Development of the SENDCo and hold them to account for fulfilling the roles and responsibilities outlined within this policy and the Code of Practice.
- Monitor the progress and attainment of pupils with SEND through regular pupil progress meetings.
- Ensure that resources are deployed effectively and efficiently to meet pupil need.
- Ensure the deployment of staff so that appropriate transition arrangements are planned for pupils with SEND.
- Review the procedures and practices in school as part of the ongoing self-evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.
- Identify Academy development needs and request the appropriate support, advice and resources to ensure improvement.
- Ensure a SEND information report is written annually and is shared on the Academy website.
- Develop effective relationships with parents so that they feel valued, supported and included.
 - Work effectively with and take appropriate direction from the Assistant Director of Inclusive Education and The Trust Senior Leaders for SEND.

8.4. Assistant Director of Inclusive Education

The Assistant Director of Inclusive Education will have the strategic responsibility for all aspects of Inclusion which includes the provision for those pupils with SEND.

This will include but is not limited to:

- Be responsible and accountable for the effective delivery of the Trust Wide Inclusion Team.
- Develop and deliver the strategic vision for the team which aligns with the Strategic Development Plan and responds to Trust wide priorities, organisational need, legislation, and national initiatives.
- Be responsible & accountable for statutory requirements related to the team.
- Support the development of models for both specialist provision, integrated provision and SEND leadership and outreach through the Inclusion Hub model.
 - Where needed, support individual Academies and/or Principals in the delivery of the Inclusion Strategy.
 - Work strategically as a locally based partner including the placement of pupils and ensuring reporting requirements to the Local Authority are met.
- Develop partnerships with relevant Local Authorities so that we maximise opportunities for effective strategic partnerships and can fulfil commissioning arrangements.

8.5. Trust Senior Leader for SEND

The Trust Senior Leaders for SEND will be responsible for the leadership and management of those included within the Inclusion Team including the Trust SENDCos. This team will be responsible for the implementation of strategic priorities identified by the Director of Education from the Trust's Strategic Plan.

Northwest: Trust Senior leader:

- Be responsible and accountable for the effective delivery of the Northwest Inclusion Team.
- Develop and deliver the strategic vision for the team through the Inclusion Team strategic plan which aligns with the Strategic Development Plan and responds to Trust wide priorities, organisational need, legislation, and national initiatives.
- Develop, manage, and implement the Inclusion team strategic plan

- Support the development of models for both specialist provision, integrated provision and SEND leadership and outreach through the Inclusion Hub model.
- Work strategically as a locally based partner with relevant Local Authorities including the placement of Inclusion hub pupils and ensuring reporting requirements to the Local Authority are met.
- Where needed, support individual Academies and/or Principals in the delivery of the Inclusion Strategy and Inclusion Strategic plan
- Develop partnerships with relevant Local Authorities so that we maximise opportunities for effective strategic partnerships and can fulfil commissioning arrangements.
- Ensure the Trust SEND policy is up to date and aligns with the strategic vision.

Derby: Trust Senior leader:

- Support the Assistant Director of Inclusive Education in the strategic response to SEND across the organisation including the introduction of new ways of working and innovative approaches to SEND Leadership.
- Develop and deliver the strategic vision for the team through the Inclusion Team strategic plan which aligns with the Strategic Development Plan and responds to Trust wide priorities, organisational need, legislation, and national initiatives.
- Develop, manage, and implement the Inclusion team strategic plan
- Where needed, support individual Academies and/or Principals in the delivery of the Inclusion Strategy and Inclusion Strategic plan. Ensure the Trust SEND policy is up to date and aligns with the strategic vision.
- Model high quality practice to SENDCO through own day-to-day provision.

The Trust Inclusion Team includes the Trust Leaders for SEND, Speech and Language Therapy Team, the SEND Administration Team, the Outreach Team and the SEND Specialist Support and SEND Teaching Assistants. The roles and responsibilities of each of these teams and the roles and responsibilities are outlined in the Inclusion Team Prospectus.

The Inclusion Team will:

Strategic Oversight & Planning

- Maintain strategic oversight of SEND provision with the Director of Education; implement Trust and Inclusion strategic priorities across Academies.

Policy & Quality Assurance

- Provide policy guidance and frameworks; monitor, support, and challenge Academies to ensure provision meets pupil needs; lead evaluation and development planning through peer inquiry.

Specialist Provision & Resources

- Develop and lead Specialist Provision, including Commissioned Inclusion Hubs; expand the SEND area of the Trust Resource Library with guidance, curriculum, and training materials.

Professional Development & Support

- Enable training and development through programmes, networks, and bespoke Academy support; role model excellence and provide hands-on leadership when needed.

Collaboration & Advice

- Offer expert advice to Academies and the Executive Leadership Team; engage with Local Authorities and external services as appropriate.

8.6. Trust Leaders for SEND

Trust leaders for SEND have specific roles to improve Inclusive provision across the Trust. The specific remit is individual and based upon current priorities they are expected to:

- Take an active role in improving outcomes for children
- Provide expert leadership capacity
- Ensuring provision is high quality through monitoring, challenge and support
- Provide CPD and ongoing advice and support to staff
- Lead by example, being deployed as required to lead and support provision
- Have Hub or Trust-wide leadership for a particular aspect of SEND

8.7 SENDCO / Trust SENDCo

As a Trust we are developing new ways of working so that we can maximise resources and develop specialism and expertise. There are both Trust and Academy SENDCos who fulfil the role of the SENDCo either within one Academy or across multiple Academies.

The SENDCo is responsible for:

Strategic Leadership & Compliance

- Work with the Principal and Inclusion Team to set SEND strategy; maintain knowledge of local/national policy; hold (or work towards) the National Professional Qualification for SEND; ensure compliance with the Equality Act 2010.

Provision Management & Coordination

- Oversee daily SEND operations, including provision for pupils with EHC plans; keep accurate records and chronologies; update the SEND Register; deploy TAs effectively; ensure high-quality teaching and ordinarily available provision.

Monitoring & Review

- Use progress data to identify needs and interventions; monitor and review Individual Plans and EHC Plans; share feedback with leaders and the inclusion team.

Collaboration & Communication

- Provide guidance to staff; liaise with parents, external agencies, and the local authority; act as main contact for support services; support smooth transitions and share information under GDPR.

Training & Development

- Organise SEND training based on monitoring outcomes; arrange staff surgery days; engage in Trust-wide development and attend networking meetings.

Environment & Resources

- Ensure a communication-friendly environment with support from the Speech, Language and Communication Team; advise on budget and resource deployment.

8.7. Teachers

All teachers are teachers of SEND.

Each class teacher is responsible for:

- Developing an inclusive ethos and communication friendly classroom environment.
- Ensuring effective relationships with all pupils and their parents/carers.
- Knowing the needs of individual pupils in their class and have read and are aware of relevant plans and records that detail strengths and targets for improvement.

- The progress and development of every pupil in their class through QFT/OAP and high-quality provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review the progress and development of each pupil and ensuring appropriate provision and intervention.
- Seeking support and advice in relation to pupil need and SEND.
- Ensuring smooth transition for pupils with SEND through liaison with teacher, parents and SENDCO.
- Ensuring they are familiar with and follow this SEND policy.
- Be held accountable for progress and provision of SEND pupils through progress meetings and performance management system.
- Developing effective relationships with parents and keeping parents informed of pupil progress.
- Working with the SENDCO to identify their own training needs around SEND.

Specialist Practitioners

As well as being responsibly for high quality teaching, Specialist Practitioners are also responsible for:

- Ensuring the Implementation of relevant Strategic plans.
- Developing curriculum provision and support the implementation.
- Providing support, advice and CPD to colleagues within and beyond Inclusion Hubs.
- Developing an inclusive ethos across the Trust.
- Developing practice and procedures to ensure high quality provision.
- Leading Inclusive learning and empowering others to do so.
- Developing effective partnerships with all stakeholders.

Specialist Support (Practitioners and Assistants)

There are a range of roles which form part of the Inclusion Team and provide in Trust Outreach Support. They are deployed to support Academy priorities, to meet need and to improve provision and staff expertise. They play a crucial role in establishing and leading Inclusion Hubs.

Their role is to work in the identified Academy to

- Support with the development of appropriate learning environments and resources to support pupils.
- Determine and if needed deliver the interventions needed by the pupil in line with targets and recommendations by expert practitioners.
- Develop and deliver CPD for the Academy staff to secure sustained improvement.
- Support parents as appropriate.
- Work as a Team to ensure highly effective provision for pupils with SEND across the Trust

8.8. Teaching Assistants including Peripatetic SEND TAs

Their responsibilities include:

- Providing a range of scaffolds that enable curriculum access and develop pupil independence in learning and social development.
- Working closely with teachers.
- Agreeing with SENDCO and class teachers, suitable strategies for the successful inclusion of special needs children in the mainstream environment.

- Knowing individual pupil needs and the relevant target and strategies from the child's individual plan.
- Ensuring on-going liaison with class teachers in order to monitor each child's progress and effectiveness of these programmes of work.
- Liaise with teachers/SENDCO to plan, deliver and assess suitable interventions.
- Helping to organise and participate in meetings with parents/carers.
- Contributing to the development and delivery of targets.
- Working with the SENDCO to identify their own training needs around SEND.

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8.9 SEND Admin team:

Their responsibilities include:

- Collate, input, and analyse data to maintain accurate SEN and student records.
- Enter SEN data, create tracking reports, and develop cross-referencing systems to support SENDCO analysis.
- Manage and improve SEN filing systems, including archiving, retrieval, and secure disposal of information.
- Liaise with external services under Trust Senior Leader direction and forward SEN information to transfer schools.
- Produce letters, reports, arrange meetings, take minutes, respond to calls/messages, and provide secretarial support to SENDCO.
- Attend meetings as needed and contribute to reviewing administrative roles within the Inclusion strategic plan.

8.10 The Harmony Trust Speech, Language and Communication (SLC) Team

The role of the SLC Team is to act as an enabler in the application of the Harmony Trust Inclusion Policy and the Special Educational Needs Policy. The role of the team is to deliver services within and beyond the Trust including Professional Development Programmes and supporting partner schools.

The areas of responsibility include:

- To contribute to and follow the agreed policies, frameworks and Strategic Plan of the Trust.
- To support the strategic direction of the Inclusion Service in providing excellent provision and meeting the needs of all pupils.
- To be able to provide assessment of need and provide the most appropriate intervention strategies for individual pupils.
- To actively lead and be responsible for the Communication Framework for the Trust directly leading and engaging with the Language Champion in each Academy.
- To develop and deliver an effective CPD for others including programmes that can be delivered across local partnerships and modelling effective strategies to others across the organisation. To work collaboratively both inside and outside of the organisation to maximise opportunities to develop skills and practice and support income generation.

9. Identification, Assessment and Provision

'Early identification and support' is one of the fundamental principles of this policy. All adults are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure

that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress either academically or socially is seen as a significant factor in considering the need for SEND provision.

9.1. Early Identification

Early identification of pupils with SEND is a priority. The Academy should use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation / assessment.
- Foundation Stage profile scores and their progress against the criteria contained in the 'Ages and Stages' documentation.
- Their performance in curriculum subjects judged against assessment requirements.
- Appropriate screening for SEMH, for example, The Boxall Profile.

Parents may also raise concerns regarding their child's progress. This will usually be to the class teacher; they should ensure that the information is passed to and discussed with the SENDCo.

9.2. Assessment

Assessments made will be through:

- Observations
- Records from feeder Academies/schools, etc
- Information from parents / carers
- Formal standardised assessments and pupil progress
- Reports and information from external agencies

10. The Graduated Approach

When a pupil has been identified as requiring SEND support the SEND Code of Practice sets out a graduated response to meeting pupils' special educational needs. This involves a cycle of "Assess, Plan, Do and Review."

10.1. Monitoring the progress of SEND Pupils

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required. This can be characterised by progress which:

- is significantly lower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- The SENDCO should be informed and consulted to provide support and advice, they may wish to observe the pupil. Parents will be fully informed so they can share information and knowledge with the Academy to help better understand the needs of the child.
 - The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.
 - The SENCo should begin to develop an electronic file which will include a chronology and record of teacher concerns and any information or comments made by parents.

- The SENCo will then give advice and support with reference to the Academy provision map and monitor the pupils progress during half termly reviews with the class teacher and through discussions with the Principal/Head of Academy.

If little or no progress towards meeting the initial concern has been made and the pupil has not been identified as having SEND, the SENCo may choose to move the pupil on to the Academy SEND register and advise targeted or specialist support.

If the child has made progress towards meeting the initial concern, the child should be taken off the monitoring register and deemed as not having Special Educational Needs. Children may return to the monitoring register at any point where new or additional concerns have been made, however no children should be left on a monitoring register without being given the adequate support to be removed off the monitoring register or the adequate support to be added on to the Academies SEND register.

10.2. Targeted SEND support/Specialist support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help the Academy ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents (once an external professional is involved in supporting a child, this then becomes 'Specialist SEND support').

Plan

Planning will involve consultation between the teacher, SENDCO/SEND Phase Leader and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of an Individual Plan (IP) document which will be shared with staff, parents and the pupil. In some cases, a child may need additional planning tools such as a Risk Assessment Care and Support Plan.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the

impact of support and interventions and ensure links with classroom teaching. The SENDCO will support with further assessment of the pupils' strengths and weaknesses.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO, will revise the support outcomes and based upon the pupil's progress and development make any necessary amendments going forward, in consultation with parents and pupils.

10.3. Request for an Education, Health and Care Plan (EHC)

An EHC Plan is for pupils who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

The EHC Plan is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This process focuses on what is important for the pupil, i.e., what they and you want to achieve now and in the future.

As part of the *assess, plan, do, review cycle* and with the agreement of the parents and other professionals involved with a child a request may be made by the Trust to the LA for an EHC Plan. A request is only made if a pupil has demonstrated significant cause for concern over time and it is felt that additional resources or a change of placement is required in order to meet the pupil's needs. The LA will be given information about the pupil's progress over time and will also receive documentation in relation to the pupil'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 plans and targets for the pupil
- records of regular reviews and their outcomes
- records of the child's health and medical history where appropriate
- attainment in literacy and numeracy
- education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- views of the parents
- views of the pupil

Parents have the right to appeal against a decision not to issue an EHC Plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the Academy named in the plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professional's external to the Academy, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

11. SEND Provision

For pupils with identified SEND the SENDCO/class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class and reasonable adjustments that should be made including additional resources such as fidget toys, coloured overlays etc
- Assess learning difficulties
- Ensure on-going observations/assessments, provide regular feedback on achievements/experiences for planning next steps in learning
- Involve parents in a joint home-Academy learning approach

The main methods of provision made by the Academy are:

- Full-time education in classes, with additional help and support by class teacher/teaching assistant, through a differentiated curriculum.
- Periods of withdrawal to work with a Teacher or Teaching Assistant, or for children accessing enhanced resources who have an EHC plan.
- In-class support with adult assistance.
- Attendance at a specialised intervention room within the Academy e.g., Teaching Assistant supporting children with speech and language programmes or specific interventions – time limited.
 - Inclusion Hubs – Specialist Provision within an Academy led by the Academy leaders and the Inclusion Service.

Specialist Provision: Inclusion Hub

At some of our Academies the Trust offers specialist provision through our Inclusion Hub model. This provision enables pupils with complex and significant needs to access tailored support within a mainstream setting, promoting inclusion and opportunities for meaningful interaction with their peers.

Purpose and Ethos

The Inclusion Hub is designed to provide a nurturing and structured environment where pupils can thrive both academically and socially. It offers a personalised approach to learning, ensuring that each child's provision is aligned with the outcomes identified in their Education, Health and Care Plan (EHCP). Our ethos centres on inclusion, dignity, and the belief that every child deserves access to high-quality education.

Provision and Support

Support within the Inclusion Hub is bespoke and responsive to individual needs. Provision may include:

- Specialist teaching approaches
- Communication and interaction support
- Emotional and behavioural interventions
- Access to therapeutic services

Each child's programme is regularly reviewed to ensure it remains relevant and effective.

Age Range and Needs

Our specialist provision is structured to meet a wide range of needs:

- **Early Development Hubs** support children from Nursery to Year 1.
- **Inclusion Hubs** cater for pupils from Reception to Year 6, with placement based on need rather than age.

Across the Trust, Inclusion Hubs are currently tailored to support children with:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH) needs

Integration with Mainstream Provision

Children in the Inclusion Hub are encouraged to participate in wider school life. In line with individual need, they have access to:

- Break and lunch times with their peers
- Whole-school activities such as sports, music and extra-curricular activities
- The national curriculum, where appropriate and accessible
- This integration supports social development and fosters a sense of belonging.

Multi-Agency Collaboration

We work closely with a range of external professionals to enhance our provision, including:

- The Harmony Trust Speech and Language Therapy Team
- Local Authority and services such as Educational Psychologists
- NHS services including Speech and Language Therapy and Community Paediatrics
- These partnerships ensure a holistic approach to meeting the needs of our pupils.

Record keeping

Each Academy will record the steps taken to meet pupils' individual needs. The class teachers and SENDCo will maintain the records and ensure access to them. The Academy record will also include:

- The Academy SEND Register
- Information from parents
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other outside agencies
- A chronology which shows evidence of the *assess, plan, do, review* process*
- Individual Plans (IPs) or Educational, health, care plans (EHCPs) which include termly reviews of targets.
- One-page profiles
- Parent and pupil voice collected during termly reviews
- Parental agreement signed annually by parents
- Log of initial SEND concerns including 'Concern referral for SEND monitoring' and 'Concern questionnaire for SEND monitoring' documents

Where appropriate

- Behaviour plans, including where relevant a Risk Assessment Care and Support Plan (RACSP)
- An individual Risk Assessment related to the physical needs of the pupil to ensure compliance with the Health and Safety Policy
- Personal Emergency Evacuation Plan (PEEP)
- Individual healthcare plan
- Intimate care plans

Records of pupils with SEND need to be retained by the Academy until the pupil has reached the age of 25 years.

*All record keeping for SEND should be held through individual pupil chronologies. Where SEND meets safeguarding, staff including SENDCos should follow the Academies/Trust Safeguarding Policy and report to the DSL. The DSL will then make the decision on whether the information is a safeguarding concern and should be added to CPOMs. SENDCos can then add brief notes to a pupil's chronology to inform staff of a CPOMs log in relation to safeguarding. SEND records should not be solely recorded on CPOMs due to GDPR, staff access and DSL responsibility/oversight.

12. Monitoring and evaluation

The role of the Trust is to effectively monitor, support and challenge its Academies. The Harmony Trust Differentiated Model outlines how the Trust fulfils its role. Trust Leaders at all levels (Executive Leaders, Principals, Trust SEND Leaders) regularly monitor and evaluate the quality of provision we offer all pupils. All staff are involved in the review, development and evaluation of the SEND policy.

Its effectiveness is considered in light of the following performance indicators:

- Academy SEND Monitoring cycle which may include SEND inquiries
- IP/EHCP SMART target monitoring
- Regular updates of the Academy SEND register
- Levels of differentiation by task and by outcome reflected in planning and evident in learning walks.
- Collation of children's and parents'/carers' comments following review meetings
- Termly book reviews
- Analysis of pupil progress data through pupil progress meetings
- Monitoring and evaluating interventions
- Termly meetings with teachers and a member the Academies' SEND team.
- Staff training audits
- Collation of pupil, parent and staff views through forums.
- Moderation of learning for pupils accessing PIVATs Assessment Tool and the DfE Engagement Model
 - Evidence gathered through Academy visits and enquiries

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Trust monitoring may also include peer inquiry supported and led by the Inclusion Service which will form a Trust wide perspective of strengths and recommendations for improvement.

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13. Involvement of external support services

The Trust recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND. The Local Authority's offer webpage is a good source of support and information about services locally that can be very helpful to families and will signpost you to other useful agencies and services. Some children need further support from professionals outside the Academy. Once an external professional is involved with your child, this then becomes Specialist SEND support.

Occasionally an Academy or Inclusion Hub may not be able to meet all of a child's individual needs. Where this is the case, it may be agreed through the Graduated Response that a child requires Alternative Provision. The Academy will work with the Local Authority to ensure that the provision meets the child's needs and is appropriate. The Trust will only use providers from the Local Authority's Approved List and is compliant with all relevant policies (safeguarding, H&S, LAC) including the contribution to Risk Assessment.

14. Criteria for exiting the SEND record

Where a pupil has received appropriate provision and has made the expected or indeed accelerated progress, then during the review process with the pupil and parents, that pupil may be removed from the *SEND support* category. The pupil will continue to receive high quality universal support through quality first teaching and progress will continue to be monitored so that the child does not become at risk of falling behind.

15. Partnership with parents

Partnership plays a key role in enabling pupils with SEND to achieve their potential. It is important that the views, thoughts and feelings of all stakeholders are taken into account. Parents are their child's first educator and should feel valued and listened to.

Each Academy aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Focusing on the child's strengths as well as areas of additional need, treating every child as an individual.
- Allowing parents and carers opportunities to discuss ways in which they and the Academy can help their child.
- Agreeing outcomes/targets for the child.
- Making parents and carers aware of the parent partnership services available from the Local authority.
 - Oldham Local offer: https://www.oldham.gov.uk/info/200368/children_with_disabilities
 - Derby Local offer: <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>
 - Tameside Local offer: <https://www.tameside.gov.uk/localoffer>
 - Rochdale Local Offer: [Our Rochdale | Welcome to the Rochdale Local Offer](#)

16. Pupil participation

Each Academy actively seeks the opinions of pupils when determining their educational offer including the support available and adjustments that will be made. For those pupils who are identified as requiring SEND support, where appropriate, we: -

- listen to the thoughts, feelings and opinions of pupils and enable all pupils to contribute even where communication may be a barrier.
- involve the pupil in decision making regarding the methods by which their individual needs will be met.
- invite the pupil to attend all or part of review meetings with a focus on celebrating achievement and success.
- involve the pupil in the implementation of their IP.
- aim to further develop the pupil's self-confidence and self-esteem.

17. Transition

We believe in a smooth transition for all pupils, especially for those with SEND. When a pupil moves to a different class/school there are meetings between the teachers/SENDCOs so that information can be handed over about pupils' needs. Regular visits should be planned, and a transition plan should be put into place to ensure that all stakeholders can ensure its success.

Where pupils are joining an Academy within the Trust transition / induction plans should be made that include the parents, professionals and any previous setting. The Academy will work in partnership to ensure that induction is at an appropriate pace and enables the child to achieve success.

The SENDCO may recommend that an Interim Reduced Timetable is put in place to support the induction of a child into the Academy. Where this is the case the Principal and Head of Inclusion should agree and the IRT Policy should be followed. An IRT can only be put in place with parental consent and the aim should be to build the child to full time provision as soon as reasonably possible. The relevant Local Authority must also be informed when a child is placed on an IRT. *Please also see the Interim Reduced Timetable policy for further information.*

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18. Supporting pupils at school with medical conditions

We recognise that pupils within the Trust with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case the Trust will comply with its duties under the Equality Act 2010. Please also see *Supporting Pupils at School with Medical Conditions Policy and Children with health needs who cannot attend school policy*.

19. Training and resources

Each Academy has a budget allocation for mainstream SEND. The Executive Principal/Principal/Head of Academy/SENDCO ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the Academy's SEND provision and practice and to discuss the needs of individual pupils

All staff are encouraged to attend courses that help them to acquire the skills needed to support pupils with SEND. Please see the Academy's SEND Information Report for further information about staff training.

The Role of the Harmony Trust Development Team

(Taken from The Development Team Prospectus)

The role of the Harmony Trust Development Team is to support the CEO and The Board of Trustees in their ambition for all our Academies to be Great Places to Learn and Great Places to work. The progress towards this ambition is through the delivery of the aims set out in the Strategic Plan. Great Academies are where Leaders have the capacity to focus on enabling teachers to teach, children to learn and parents to support so that every member of the community is able to meet their potential. The Director of Education is responsible for the support and development offer to our Academies and the co-ordination and quality assurance of the work of the development teams. By establishing our own Development Team in this way, we can ensure we are growing expertise within the organisation, and it enables Trust leaders to respond swiftly to identified priorities.

We aim to improve outcomes for all by:

- *Developing and delivering quality Continuing Professional Development aligned to the aims of the strategic plan*
- *Facilitating collaboration between Academies within the Trust*
- *Coordinating and providing bespoke support and intervention based on the needs of individual Academies*

The Development Team is committed to ensuring that these three aims are met in all areas relating to SEND. A full CPD offer is available to all staff to ensure that they have the skills and confidence to meet pupil need and ensure progress.

20. Dealing with complaints

In the first instance, parents should contact the Principal / SENDCO to discuss any concerns that they may have. If parents feel that a complaint has not been resolved satisfactorily, they should follow the guidance in the Harmony Trust Complaints Policy which is available on the Trusts website. We aim to work in partnership and resolve any complaints.

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request. Parents can be signposted to SENDIASS (parent support agency) for support.

21. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote and encourage equality in our Academies.

22. Data Protection Statement

All data will be handled in accordance with the Trust's Data Protection Policy.

Data Audit for This Policy

What?	Probable Content	Why?	Who?	Where?	When?
SEND policy	Name, address, personal information Personal sensitive information related to SEND, medical, pastoral. Multi agency documents	Required to be retained as part of SEND file	SENDCOs, Principal / SLT, Trust central team, staff or staff within the Academy as required to meet need	Kept on file at Academy (and Trust central	Held on file for DOB + 25 years

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As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
		✓

23. SEND Policy Monitoring arrangements

This policy and information report will be reviewed annually. It will also be updated if any changes to the information are made during the year. It will be approved by the Board of Trustees.

APPENDICES

	Documents
1	SEN information report
2	Accessibility plan
3	Flow Chart of SEND process
4	Chronology log - SEND recording of reviews and paperwork.
5	Concern monitoring referral form
6	Questionnaire for referral
7	Parental Agreement
8	Pupil voice pro-forma
9	Parental voice pro-forma
10	One Page profile
11	Target sheet IP & EHC plan
12	Provision maps
13	PCR questions
14	The Harmony Trust guide to SEND – Including non- negotiables
15	SEND register