

Special Educational Needs and Disability (SEND) Policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement Committee
Policy Ratified:	November 2025
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Additional School Procedure	
Committee:	
Procedure Adopted:	
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Note to Headteachers:

This is the Partnership's SEND policy, please take careful note of the responsibilities detailed in section 5.

Appendix 6 details the requirements for the school-specific SEND Information Report. This must be updated on an annual basis and approved by the LGB.

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1. Our Vision

Our vision is one where we encompass the ‘whole child’ providing all children with the opportunities to thrive and fulfil their potential.

This will be achieved through:

- Inclusion in all aspects of school life
- CLP schools providing high-quality teaching and learning and provision.
- Working effectively with families and the wider community.
- Being aspirational and building on the knowledge children need for their future lives.
- Our Multi-Academy Trust values of Serve, Inspire, and Empower alongside school values.

2. Legal Framework

2.1 This policy has due regard to all relevant legislation and statutory and non-statutory guidance

2.2 This policy operates in conjunction with the following Trust-wide policies:

- Data Protection Policy
- Safeguarding & Child Protection Policy
- Complaints Policy & Procedure
- Admissions Policy
- Behaviour and Exclusions policy
- First Aid and Medical Conditions and Managing Medication
- Public Sector Equality Duty Policy
- Pupil Attendance Policy

2.3 This policy operates in conjunction with the following Individual school policies:

- Behaviour Policy

3. Statement of Intent

3.1. The Special Educational Needs and Disabilities (SEND) Policy aims to:

- Set out how CLP will support and make provision for pupils with SEND in line with the Special Educational Needs Code of Practice (2015);
- The policy in accordance with The Equality Act (2010) and Part 3 of the Children’s and Families Act (2014) that sets out schools’ responsibilities for pupils with SEN and disabilities, The Special Educational Needs and Disabilities Regulations (2014) which sets out schools’ responsibilities for education, health and care (EHC plans, SEND Coordinators and the SEN information report;
- Uphold the principles of the United Nations Convention on the Rights of the Child (UNCRC, 1989), ensuring that:
 - All children have the right to education without discrimination (Article 2);
 - The best interests of the child are a primary consideration (Article 3);
 - Children have the right to express their views and be heard in matters affecting them (Article 12);
 - Children with disabilities have the right to special care and support to live a full and dignified life (Article 23);

- Education must be directed to the development of the child’s personality, talents, and abilities to their fullest potential (Article 29).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

3.2. This policy sets out the framework for schools within CLP to fulfil their statutory duties and uphold core equality principles by delivering high-quality education for all pupils, including those with SEND. It outlines the commitment to identifying and meeting the needs of pupils with SEND to ensure inclusive and effective provision.

3.3. CLP believes that meeting the needs of every pupil is a shared responsibility. Staff are committed to recognising each pupil as an individual while fostering a strong sense of belonging within the wider school community. CLP is dedicated to delivering an inclusive curriculum that supports the best possible progress for all pupils, regardless of their needs or abilities. Through the effective implementation of this policy, CLP schools aim to:

Promote inclusion in all aspects of the school community;

- Deliver high-quality teaching, learning, and provision where all teachers are equipped to support pupils with special educational needs. Ensure that learning is appropriately adapted so every pupil can access an aspirational, broad, and balanced curriculum that prepares them for lifelong learning.
- To promote high expectations for all from a pupils’ starting point;
- Eliminate discrimination;
- Promote equal opportunities;
- Foster good relationships between pupils’ families and outside agencies.

3.4. CLP schools recognise that:

- Each pupil is an individual with their own particular educational needs;
- All pupils have the right to a broad and balanced curriculum, adapted to reflect their needs and with regard to continuity and progression;
- Learning experiences are designed to reflect pupils’ starting points and address gaps in knowledge. They promote high expectations, foster self-motivation and independence, and focus on celebrating positive achievement;
- Every effort should be made to minimise the risk of pupils with special educational needs being ‘labelled’ or excluded rather than included. Wherever possible, pupils with SEND will learn alongside their peers, supported by reasonable adjustments to ensure full inclusion. However, there may be occasions when pupils are withdrawn for specialist teaching. CLP schools strive to ensure that this is a positive experience and seen as a natural part of their educational journey.
- The nature of the pupil’s SEND might be long or short-term, and in one or more areas;
- The provision made by CLP schools is a process that is strongly rooted in partnership with parents/carers;
- There should be a focus on pupils’ opportunities beyond the school environment.
- For all pupils we build on our CLP values of: Serve, Inspire and Empower alongside each individual CLP schools’ values.

3.5. CLP schools will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents/carers in decision-making.

- To ensure that all pupils with SEND have their needs identified to support academic progress, good physical and mental health, and well-being;
- Collaboration between education, health, and social care services to provide support;
- High-quality provision to meet the needs of pupils with SEND;
- Opportunities to discuss choice and control for pupils and their parents/carers over their support;
- Successful preparation for adulthood, including independent living and employment;
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.

4. Definition of Special Educational Needs

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

- *have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools” (SEND Code of Practice for 0 – 25 years, DfE, June 2015)*

4.2. A pupil has special educational needs if they have a learning need that calls for special educational provision to be made. A child will not be identified as requiring special educational needs solely on the basis that they use English as an additional language.

4.3. A pupil has special educational needs if they have a disability which prevents or hinders them from accessing education and therefore requires special educational provision. Special educational provision means, for a child of two or over, educational provision which is additional to, or otherwise different from, that educational provision made generally for children of the child’s age in maintained schools, other than special schools, in the area. (Education Act 1996, Section 312).

4.4. Under the Equality Act 2010, a disability is a physical or mental impairment that has a long-term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities. Not all pupils with disabilities have SEN and not all pupils with SEN meet the definition of disability, however, this policy covers all of these pupils.

4.5. CLP schools will review how well-equipped they are to provide support across the four broad areas of need as outlined in the SEN Code of Practice:

- Communication and interaction;
- Cognition and learning;
- Social, emotional, and mental health difficulties;
- Sensory and physical needs.

(Appendix 3 outlines the four broad areas of need)

5. Roles and Responsibilities

5.1. **The Trust Board** determines the Partnership's general policy and approach for the education of children with SEND as detailed in the SEND Code of Practice. The Trust Board makes strategic decisions on the allocation of Partnership resources by understanding the impact of provision for pupils with SEND.

5.2. The Appointed Trustee for SEND

- Takes a lead role in SEND governance, acquire a working knowledge of the Partnership's overall SEND arrangements and effectiveness.
- Provides support and challenge which contributes to the continued strengthening of the Partnership's overall SEND culture and inclusion.
- Reports to the Trust Board, providing assurances of the Partnership's compliance with its statutory requirements and its ongoing improvement.

(See Appendix 1 for key responsibilities)

5.3. **The Local Governing Body** is responsible for holding school leaders to account for implementing the Partnership's policy and ensuring compliance with statutory duties.

5.4. **The Appointed Local Governor for SEND** should understand how SEND Policies and Procedures are working at the school by exploring:

- How the school makes decisions through special education provision;
- What training and development has been provided to the appointed SENDCo;
- What information is published on the website;
- Report back to the local governing body and ensure local governors are up to date;
- Liaise with the appointed trustee for SEND.

(See Appendix 2 for key responsibilities)

5.5. **The Headteacher** has responsibility for the day-to-day management of all aspects of the school, including the provision for children with SEND.

This includes, but is not limited to:

- Working with the SENDCo to publish the annual SEND Information Report;
- Report on SEND provision in the school, and determine strategic development;
- Ensure statutory duties are upheld and that the SEND policy is implemented effectively
- Have overall responsibility for the provision and progress of pupils with SEND;
- Work alongside other CLP schools to ensure excellence for all pupils with SEND – enabling SENDCos to work collaboratively together.
- Work effectively with parents/carers and outside agencies to achieve the best outcomes for pupils with SEND.

School leaders are responsible for directing the use of funds allocated by the Partnership and the local authority for those with an EHCP to meet the needs of pupils with SEND.

5.6. **The SENDCo** is the member of staff designated to coordinate the provision for pupils with SEND. They should act as champions for inclusion, the SENDCo role includes, but is not limited to:

Statutory Duties

- Ensure compliance in line with the Children and Families Act (C&FA2014), Equality Act (2010) and Code of Practice (2015);
- Lead on statutory duties relating to Education Health Care Plans;
- Complete an annual SEND Information Report to be published on the school's website (SEND Information Report Checklist Appendix 6);
- Ensure all documentation is maintained in line with school processes and statutory duties;
- Work with the headteacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

Strategic Leadership

- Contribute to the development of SEND provision across the school including where the school has a preschool ensuring legal obligations are met;
- Review the SEND register termly and update this, accordingly, notifying parents/carers of any changes
- Implement the Partnership's SEND policy at the local level;
Promote and ensure the implementation of agreed SEND processes for documentation, record keeping and the graduated response
- Ensure the CLP universal offer is consistently implemented across the school, providing high-quality, inclusive teaching and adaptive learning environments that meet the needs of all pupils, including those with SEND.
- Co-ordinate and monitor provision to support individual pupils with SEND, including those who have EHC plans;
- Advise on the deployment of the pre-school's/schools delegated budget and other resources to meet pupil's needs effectively. Be aware of provision in the Local Offer and work with professionals to provide support to families and ensure pupils with SEND receive appropriate support and high-quality teaching;
- Ensure the records of pupils with SEND are kept up to date;
- Liaise with providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned;
- Evaluate the impact of provision;
- Have oversight of attendance of pupils with SEND; and support with barriers to attendance in line with parents/carers and outside agencies;
- Responsible for ensuring that any part-time timetable implemented for pupils with SEND are appropriate, time-limited, and regularly reviewed. Work with staff, parents/carers, and external agencies to ensure the arrangement supports the pupil's needs and complies with statutory guidance, safeguarding, and inclusive practice.
- Oversee the educational and welfare arrangements for pupils with SEND placed in alternative provision. This includes ensuring the provision is suitable, monitoring progress, attendance and well-being, maintaining regular communication with the provider, and coordinating support to meet the pupil's individual needs.
- Complete the SEND audit tool on an annual basis and keep it under review;
- Meet with and report to the Local Governor for SEND;
- Provide professional guidance to colleagues and work closely with staff, parents/carers, and other agencies;
- Deliver training and professional development for SEND.
- Report to the LGB on a termly basis; (exemplar template can be found in Appendix 7)
- For CLP schools with preschools/nursery to check pupils have undergone their 2-year progress check in line with the Healthy Child Program and implement relevant actions and next steps

- Apply for Special Educational Needs Inclusion Funding (SENIF) to support children with emerging or identified SEND needs. Apply for additional funding where a child has more complex needs, subject to local authority criteria and parental consent.
- Apply for or explore eligibility for Disability Access Fund (DAF) for 3- and 4-year-olds in receipt of Disability Living Allowance (DLA),
- Work in partnership with parents/carers and the local authority to ensure transparency and shared decision-making in funding applications.

Teaching and Learning

- Provide professional guidance to colleagues and work closely with staff in meeting the needs of pupils with SEND;
- Advise on the graduated approach to providing SEND support;
- Support teachers to develop highly inclusive teaching across the curriculum in line with CLPs universal support and teaching standards.

Working with stakeholders

- Liaise with other schools, educational support services and outside agencies;
- Coordinate provision and advice from outside agencies;
- Liaise with parents and encourage equal participation in the education and development of their child;
- Ascertain and consider the views of stakeholders regarding SEND;

5.7. Teaching staff

All teachers are teachers of SEND and are responsible for the provision of inclusive teaching. Teachers are accountable for the outcomes of pupils with SEND and must:

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- Set high expectations for every pupil, whatever their prior attainment, and promote a culture in which all are valued;
- Promote and plan for the development of communication and language skills, executive function and the acquisition of foundational skills;
- Deliver inclusive teaching, identifying and addressing barriers to learning, and adapting the curriculum to support the progress and engagement of every pupil, in line with the CLP universal offer (Appendix 8)
- Use appropriate assessments to set targets that are deliberately ambitious (potential areas of difficulty should be identified and addressed at the outset);
- Plan lessons to address potential areas of difficulty and remove barriers to pupil achievement;
- EYFS teachers will plan an indoor and outdoor environment which is accessible for each child and is responsive to the diversity of individual developmental starting points presented by children and resourced to cover all areas of the EYFS curriculum;
- Encourage all pupils to participate fully, regardless of their disabilities or medical needs.
- Write individual plans in liaison with the school SENDCo;
- Ensure that any additional adults supporting a child with SEND are clear about their roles and responsibilities;
- Inform parents/carers of their child's provision, and progress, involving them in setting and reviewing progress towards key targets;
- Work in partnership with outside agencies and implement recommendations;
- Follow school-specific procedures to identify, assess, plan, and review provision for children with SEND.

6. Monitoring and Evaluation

School leaders are required to monitor and evaluate the impact of the school's provision for children with SEND

6.1 School leader monitoring should form part of the school's quality assurance activity.

Examples of monitoring activity that might be undertaken are:

- Monitor teaching and learning, curriculum engagement and ensuring curriculum planning and learning has been adapted appropriately;
- Undertaking pupil observations alongside subject leaders;
- Joint monitoring of curriculum subjects;
- Reviewing pupils' individual progress towards their targets and their progress across the curriculum in line with prior attainment;
- Reviewing the impact of targeted provision, including external support;
- Gathering pupil and parent/carer views on SEND within the school.

7. Identification, assessment, and review

7.1 CLP schools are committed to the early identification of special educational needs. This will be completed using the Graduated Response.

7.2 Early identification of need means appropriate support is provided to ensure good progress from a given starting point. This could be academic, social, physical, or emotional. Early identification is a holistic approach, which encompasses the graduated approach which is made up of four stages: assess, plan, do, and review (Appendix 4).

All CLP schools will have a robust and clear approach to meeting the needs of pupils this will include:

- Quality first teaching strategies and adapting or differentiating learning;
- Standardised and holistic benchmark assessments;
- Review and analysis of relevant data;
- Observation and monitoring of pupils;
- Views of parents/carers, teachers, pupils, outside agencies and previous setting;
- Use of medical reports and external observations and assessments;
- Guidance from outside agencies and professionals;
- Implementing support;
- Monitoring and reviewing alongside parents/carers, pupils and outside agencies (where appropriate);
- Guidance on how to raise concerns if a child is thought to have an unidentified need (both teachers and parents/carers).

7.3 When a concern relating to an unidentified need is raised about a pupil, CLP schools should apply the graduated response to review needs prior to placement on the SEND register.

7.4 Following the completion of the graduated response, if it is considered that, a pupil has special educational needs that require support beyond that received as part of normal classroom practice; they will then be placed on the school's SEND Register.

- ✓ The SEND Register must be kept electronically in school and record the child's broad area of need. CLP schools will review this document termly
- ✓ Parents/carers must be notified if their child is placed on or removed from the SEND register;
- ✓ Strategies to support the pupil's special educational needs must be recorded on a support plan (the plan must be based on the 'Assess, Plan, Do, Review' model explained in the Special Educational Needs and Disabilities Code of Practice).

The plan will include information about:

- Short-term targets that have been set for the pupil;
- The provision/intervention that has been put into place;
- Strengths, difficulties and strategies;
- The plan must be reviewed regularly by the teacher and shared with parents/carers.

8. Children with Specific Circumstances

Looked After Children and other care experienced children are accommodated by, or have been taken into care, by the LA.

- CLP schools recognise care-experienced children may have additional barriers to their learning, and in some cases may require an EHC plan to meet their needs.
- Each CLP school has a designated teacher for looked after children who holds overall responsibility for the progress and educational outcomes of these young people.
- Where that role is carried out by a person other than the SENDCo, designated teacher will work closely with the SENDCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

English as an Additional Language (EAL) EAL is not considered a SEND area of need on its own. CLP schools must not equate EAL as a learning difficulty.

- CLP schools will give particular care to the identification and assessment of the Special Educational Needs of pupils whose first language is not English;
- CLP schools will consider the pupil within the context of their home, culture, and community.
- Where there is uncertainty about an individual pupil, the school should make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
- CLP schools will consider all aspects of a pupil's performance in different subjects to establish whether the experience in the classroom is due to limitations in their command of English or arise from SEND.

9. Education Health Care Plans (EHCP) – Statutory Assessments:

9.1 Request for Statutory Assessment

Statutory assessment involves consideration by the LA, working co-operatively with parents/carers, the school, and other agencies (as appropriate), as to whether a statutory assessment of the pupil's special educational needs is necessary. A pupil will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent/carer, or a referral by another agency. The Local Authority will consider the case for a

statutory assessment of the pupil's special educational needs and disabilities where the evidence presented to the LA demonstrates that:

- The child or young person has or may have special educational needs ("SEN"); and
- Whether they may need special educational provision to be made through an EHC plan.

This test is set out in the law (section 36(8) of the Children and Families Act 2014). This means these are the only questions the LA should be asking when considering whether to carry out an EHC needs assessment.

9.2 Educational Healthcare Needs Assessment (EHCNA) of Special Educational Needs and Disabilities

Where a request for a statutory assessment made by a CLP school, the parent/carers, or an outside agency has been agreed upon by the LA, notification will be sent to all parties to seek information.

This information provided with the request may include:

- Learning/Support plans for the pupil;
- Records of regular reviews and outcomes;
- The pupil's health, including the child's medical history where relevant;
- Academic attainment including national curriculum expectations;;
- Attendance data;
- Behaviour records and/or risk assessments;
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist;
- Evidence generated from the graduated response;
- Views of the parents/carers and the pupil;
- Involvement of other professionals such as health, social services, or education welfare services.

On receipt of the application the Local Authority will decide whether to proceed with the application in line with the two-part test.

The local authority has a total of 20 weeks from the agreement to assess to decide whether to award an Educational Health Care Plan.

9.3 An EHCP is a statutory document and must:

- Provide details of the pupil's strengths, special educational needs and disabilities;
- Specify the special educational provision necessary to meet the pupil's special educational needs and disabilities;
- Identify the type and name of the school where the provision is to be made;
- Include relevant health and social care needs of the pupil;
- Include information on the non-educational provision;
- Indicate outcomes for the child with steps as to how they will be achieved.

All pupils with EHCPs will have targets set for them that will be established after consultation with parents/carers, professionals, and the pupil. EHCPs outline provision in section F that is required to meet the needs of the pupil.

9.4 Annual Review of an Individual Education Health Care Plan

All EHCPs must be reviewed at least annually, with the parents/carers, the pupil, the LA, the school, and professionals involved, to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the pupil has achieved, as well as on any difficulties that need to be resolved.

9.5 Joint commissioning, planning, and delivery

CLP schools are committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

CLP schools will work closely with local education, health, and social care services to ensure pupils get the right support.

CLP schools will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

10. Admissions Arrangements for pupils with SEND.

10.1 Children where the EHCP names a school must be admitted to that school under the Children and Families Act 2014 and with regard to the SEN Code of Practice. These children will be admitted to the named school, even if it is full, and are therefore outside the normal admission arrangements. As required by the School Admissions Code, these children will, where possible, count towards the PAN.

Admission of children with an EHCP is dealt with by the pupil's home Local Authority (LA) (which is where they reside). In exceptional circumstances, a school may be unable to meet the very specific needs of a child. In an event where the Local Governing Body feels that the school is unable to meet a pupil's needs, this is then referred back to the Local Authority's SEN team.

10.2 Parents or carers seeking the admission of children with accessibility needs are advised to approach the school well in advance so that consultation regarding access arrangements can take place and appropriate actions taken (please refer to each school's Disability and Access Arrangements Policy for more information).

11. Safeguarding and Attendance

11.1 CLP schools recognise that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying;
- May face additional risks online, e.g., from online bullying, grooming and radicalisation;
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment

- 11.2 CLP schools recognise there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g., peer group isolation, injury, and changes to behaviour and mood.
- 11.3 CLP schools will ensure the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse;
- 11.4 Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any injuries or changes in mood and behaviour. When identified, these should be investigated by the Designated Safeguarding Lead in collaboration with the SENDCo.

12. Pupils with medical needs and/ or SEND

CLP understands that some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities. However, their right to an education is the same as any other pupil and therefore our attendance ambition for these pupils is the same as they are for any other pupil. We are mindful of the unique barriers that these pupils may face and are committed to putting support in place where necessary to help them access full-time education.

13. Data and Record Keeping

- 13.1 CLP schools hold data on the levels and types of need within the school. All information must be kept in accordance with the MAT's Data Protection Policy.

14. Complaints and SEND Provision

- 14.1 CLP schools are committed to resolving disagreements between parents/carers and the school.

In carrying out duties, schools aim to:

- Support early resolution of disagreements at the local level;
- Signpost to the CLP Complaints Policy.

- 14.2 Any complaint should be made through Coastal Learning Partnership's Complaints Policy. This document is available via the school or Partnership website.

15. Confidentiality

CLP schools will not disclose any EHCP without the consent of the pupil's parents, except:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996;
- On the order of any court for 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 1989 relating to safeguarding and promoting the welfare of children.

- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in Higher Education;
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

APPENDIX 1 – Appointed Trustee for SEND

Although the appointed Trustee takes a lead in this area, the Trust Board retains a collective responsibility for ensuring that the Partnership's arrangements are effective and in line with statutory requirements.

Core purpose:

- Takes a lead role in SEND governance, acquire a working knowledge of the Partnership's overall SEND arrangements and effectiveness.
- Provides support and challenge which contributes to the continued strengthening of the Partnership's overall SEND culture and inclusion.
- Reports to the Trust Board, providing assurances of the Partnership's compliance with its statutory requirements and its ongoing improvement.

Key activity:

1. Develop your own understanding of SEND requirements

This includes:

- Maintain an awareness and understanding of the 'SEND code of practice: 0 to 25 years', The Children and Families Act 2014 and the Equality Act (2010).
- Building a thorough knowledge of the Partnership's SEND policy, procedures, recording and reporting arrangements.
- Gain an understanding of the strengths and challenges in relation to SEND across CLP.

2. Work closely with the Partnership's Lead Practitioner for SEND and Inclusion

This includes:

- Building an effective relationship with the lead practitioner of Inclusion that allows for appropriate challenge and support.
- Meet on a termly basis to discuss relevant issues that might include:
 - Current themes of SEND challenge across the school(s);
 - Support and training for SENDCos and wider inclusion teams;
 - Key themes /actions emerging from relevant school information, data, and reports;
 - Progress against developmental actions towards strengthening inclusion for SEND;
 - National and local developments on SEND including government guidance and research.

3. Understand how SEND works across the Partnership and provide challenge to the Lead Practitioner

This includes:

- Arranging meetings with the lead practitioner of Inclusion to find out about:
 - How the Partnership achieves compliance with statutory requirements;
 - Any SEND concerns pertaining to individual schools and how they are being addressed;

- The Partnership's SEND strengths and strategic areas for development;
- How the Partnership continues to proactively develop a strong inclusion culture'
- How the Partnership ensures succession planning in the SENDCo workforce.

4. Report back to the Trust Board and ensure trustees are up to date

This includes:

- Ensuring other trustees have undertaken key reading and training as required in relation to SEND;
- Ensuring that SEND is given sufficient prominence in the Trustees' discussions and embedded across all areas
- Ensuring that the outcomes of SEND evaluation work are shared with trustees and resulting concerns are addressed.

APPENDIX 2 - Appointed Local Governor for SEND

Appointed Local Governor for SEND

Although the appointed Local Governor takes a lead in this area, the Local Governing Body retains a collective responsibility for ensuring that the school's arrangements are effective and in line with required policies and procedures.

Core purpose:

- Takes a lead role in local SEND governance
- Through the SENDCo, develops an understanding of the individual school's SEND arrangements and effectiveness;
- Provides direct support and challenge which contributes to the SENDCo's continued strengthening of the school's inclusive culture;
- Reports to the Local Governing Body, providing assurances of the school's compliance with appropriate national legislation and policies (especially the Children's and Families Act (2014) and the SEND code of practice: 0 to 25 years) as well as ongoing improvements and compliance with local arrangements and requirements.
- Reports to Appointed Trustee for SEND.

Key activity:

1. Develop own understanding of SEND requirements

This includes:

- Maintain an awareness and understanding of the 'SEND code of practice: 0 to 25 years' and the Children and Families Act 2014 and the governing board's responsibilities
- Ensure the school and local governing body are compliant with their responsibilities under the Equality Act 2010.
- Maintain an up-to-date knowledge of local and national developments in SEND.
- Build a thorough knowledge of the school's SEND policy, procedures, recording and reporting arrangements and the SEND represented within the school
- Attend regular/termly meetings (such as with SENDCo, other Governors and the Appointed Trustee for SEND) to discuss updates and good practice.

2. Work closely with the SENDCo

This includes:

- Building an effective relationship with the SENDCo that allows for appropriate challenge and support;
- Meet with the SENDCo on a termly basis and providing a written report of that meeting to the LGB.

Key discussion points might include:

- Current challenges in the provision of SEND at the school;
- The number of pupils on the SEND register and how it has changed;
- Recent support and training for the SENDCo and wider Inclusion team (including from their attendance at CLP/LA networking events);

- Key themes /actions emerging from school's data and evaluation (such as pupil achievement data, Challenge Partner reports, audits and reviews) especially progress against red/amber actions;
- Recent local and national practice reviews and changing Areas guidance; General Issues/concerns including:
- Statutory duties relating to EHCPs
- Outside agency involvement
- Overlap of SEND, Pupil Premium and safeguarding
- Ensuring the SENDCo is well supported to carry out the role and has received the required training;
- Get to know the school's wider Inclusion team, including mental health leads and pastoral support

3. Understand how SEND works in practice at the school by exploring:

- How the school makes decisions regarding special educational provision;
- What training and development has been provided to the appointed SENDCo;
- What information is published on the website;
- Report back to the local governing body and ensure governors are up to date;
- Liaise with the appointed trustee for SEND.

Termly visits to the school SENDCo might include gathering information in relation to:

- The school's context and how this influences the approach to inclusion;
- Arrangements for working with external partners;
- The school's SEND/Inclusion strengths and areas for development;
- Monitoring opportunities available to pupils with SEND ensuring a broad and balanced curriculum
- Outcomes for pupils with SEND;
- Provision for pupils with SEND (including transition);
- Clarity of communication for parents, pupils, and school in relation to SEND;
- The school's annual SEND report and that it is published annually on the website.
- Common themes from the school's monitoring and evaluation of the process

The SENDCo provides a termly report to governors on SEND provision within the school, to include:

- The number of pupils on the SEND register;
- A comparison of progress and attainment data as a discrete group, compared with other pupils;
- The attendance of pupils as a discrete group, compared to other pupils;
- The number of fixed term/permanent exclusions;
- Pupil destinations;
- An update on policy and procedures related to SEND;
- Training and induction arrangements for all staff;
- SEND school profile
- Information on referrals and liaison with outside agencies;
- Information on the spending and impact of the SEND budget.
- Engaging in discussion with the SENDCo around the completion of the annual SEND audit and following progress against developmental actions from monitoring and review
- Ratifies the school's SEN information report on an annual basis.

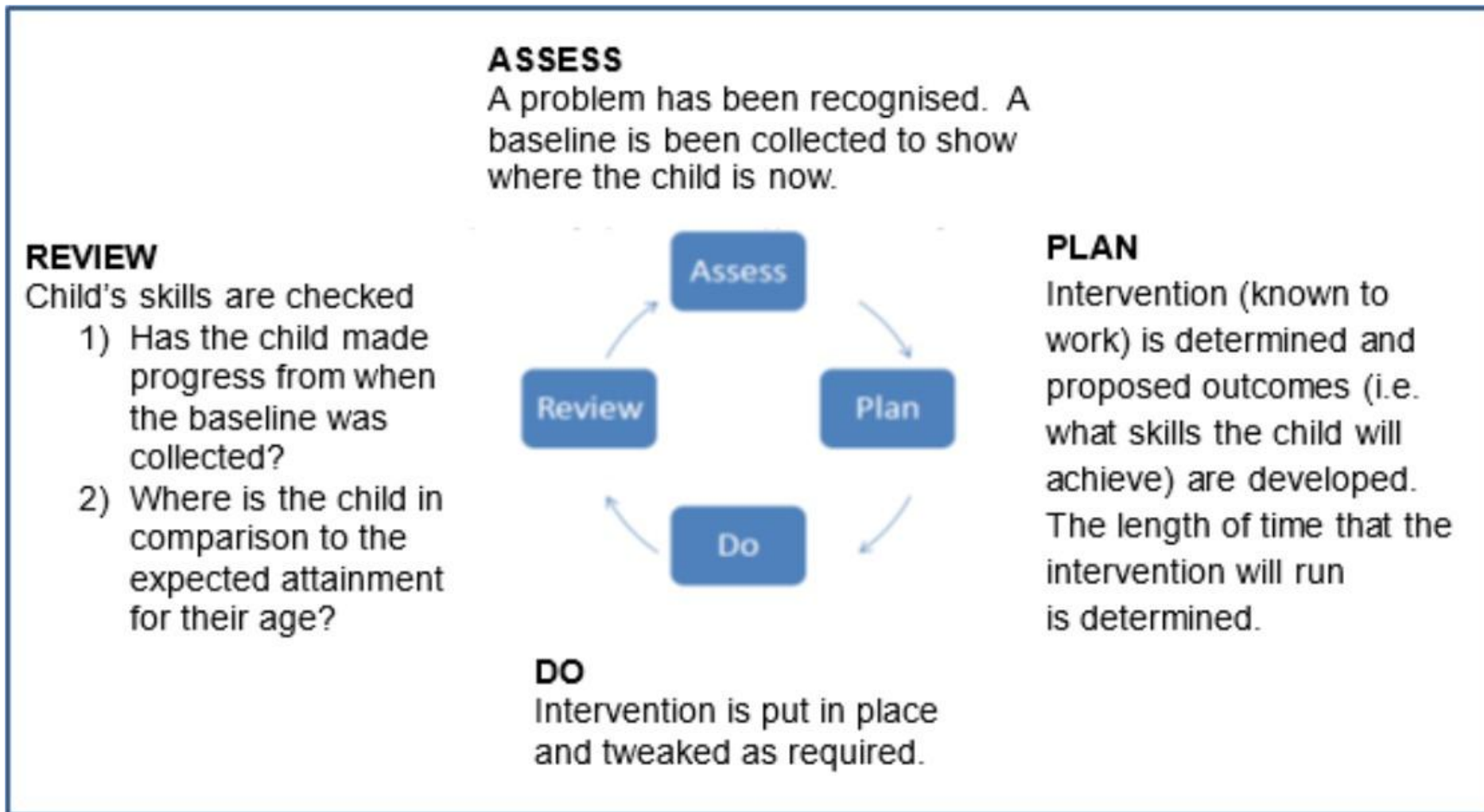
4. Report back to the Local Governing Body and ensure governors are up to date

This includes:

- Ensuring other governors undertake key reading/ training as required by SEND policy;
- Ensuring that SEND is given sufficient prominence in the LGB's discussions and that inclusion is embedded
- Ensuring that the outcome of SEND audits and other evaluation work is shared with the LGB and that any resulting concerns are addressed.

Appendix 3 - Four Broad Areas of Need

<p>Communication and Interaction</p>	<p>Pupils with speech, language, and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.</p> <p>CLP recognises that:</p> <ul style="list-style-type: none"> • Pupils with Autism Spectrum Condition (ASC), including Asperger’s Syndrome and • Autism, can have particular difficulties with social interaction. <p>The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language, or social communication at different times of their lives.</p> <p>CLP will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.</p>
<p>Cognition and Learning</p>	<p>Learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD), and profound and multiple learning disabilities (PMLD).</p> <p>CLP schools will ensure that any provision offered will be suitable to the needs of the pupil.</p> <p>Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.</p>
<p>Social, Emotional and Mental Health</p>	<p>Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. CLP schools recognises that these behaviours can be representative of an unmet need or may reflect underlying mental health difficulties such as anxiety or depression.</p> <p>CLP will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND; the Behaviour Policy explains how we will manage the effect of any disruptive behaviour so that it does not adversely affect other pupils.</p>
<p>Physical and/or Sensory</p>	<p>Impairments such as visual impairment (VI) that prevent or hinder pupils from using the school facilities do not necessarily fall under the definition of SEND. The school will ensure staff understand that:</p> <ul style="list-style-type: none"> • Some conditions can be age-related and can fluctuate over time. • A pupil with a disability is covered by the definition of SEND if they require special educational provision. <p>CLP recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition.</p>



Our vision is one where we encompass the ‘whole child’ providing all children with the opportunities to thrive and fulfil their potential.

- Our vision will be achieved through:**
- Inclusion in all aspects of school life
 - CLP schools providing appropriate high-quality provision.
 - Working effectively with families and the wider community.
 - Being aspirational and building on the knowledge children need for their future lives.
 - Our Multi-Academy Trust values of Serve, Inspire, and Empower alongside school values.

- CLP recognises that:**
- Each pupil is an individual with their own particular educational needs;
 - All pupils have the right to a broad and balanced curriculum, adapted to reflect their needs and with regard to continuity and progression;
 - Learning experiences should encourage self-motivation and independence and focus on positive achievement;
 - Every effort should be made to reduce the risk of ‘labelling’ for pupils with special educational needs. Wherever possible pupils with SEND will work alongside their peers, with reasonable adjustments. However, there may be times when pupils are withdrawn for specialist teaching which CLP strives to make a positive experience and a ‘natural’ course of events;
 - The nature of the pupil’s SEND might be long or short-term, and in one or more areas;
 - The provision made by CLP schools is a process that is strongly rooted in partnership with parents;
 - There should be an element that focuses on pupils’ futures beyond the school environment.

SEND DEFINITION

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

-have a significantly greater difficulty in learning than the majority of others of the same age, or

-have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools”

- All teachers are teachers of SEND.**
- Teachers are accountable for the outcomes of pupils with SEND and must respond to needs by:
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
 - Set high expectations for every pupil, whatever their prior attainment and promoting a culture in which all are valued;
 - Use appropriate assessments to set targets that are deliberately ambitious (potential areas of difficulty should be identified and addressed at the outset);
 - Planned lessons to address potential areas of difficulty and remove barriers to pupil achievement.
 - Encourage all pupils to participate fully, regardless of their disabilities or medical needs.
 - Write individual plans in liaison with the school SENDCo.
 - Ensure that any additional adults supporting a child with SEND are clear about their roles and responsibilities.
 - Inform parents of their child’s provision, and progress, involving them in setting and reviewing progress towards key targets.

School VALUES to be entered into this box

Our vision is one where we encompass the ‘whole child’ providing all children with the opportunities to thrive and fulfil their potential.

The first part of provision for all pupils is GOOD teaching.
Universal Support in our school is:
-Curriculum is thoughtfully planned ensuring key knowledge
-Learning is adapted to the individuals building on what they know and what they need to know
-A range of adaptive teaching strategies are used to develop independent, resilient and confident learners
-Teachers know their pupils and what they need to move their learning forward (ADAPT to you School)

What to do if you have a concern:

- Please add your school processes here

The Graduated Approach in our School

-

School VALUES to be entered into this box

Appendix 6 – Checklist for SEND Information Report

The checklist is based on the requirements set out in:

[Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#)
[Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice](#)

STATUTORY INFORMATION THAT YOU MUST INCLUDE:

- | |
|--|
| <input type="checkbox"/> The types of SEND provided for at your school |
| <input type="checkbox"/> How your school identifies pupils with SEND and assess their needs |
| <input type="checkbox"/> Name and contact details for your school's SENDCO |
| <input type="checkbox"/> Admission arrangements |
| <input type="checkbox"/> Details of how your school consults pupils and their parents and involves them in the education of the pupil |
| <input type="checkbox"/> How your school assesses and reviews pupil progress toward outcomes. This should include the opportunities available to work with parents and pupils as part of this process |
| <input type="checkbox"/> How your school supports pupils to transition between phases of education and/or in preparation for adulthood and independent living. (Outcomes should reflect the pupil's ambitions, when they prepare for adulthood.) |
| <input type="checkbox"/> Your school's approach to teaching pupils with SEND, and the additional support that's available to them |
| <input type="checkbox"/> How your school evaluates the effectiveness of your provision for pupils with SEND |
| <input type="checkbox"/> How your school adapts the curriculum and learning environment for pupils with SEND |
| <input type="checkbox"/> What facilities your school provides to help pupils with a disability access the school |
| <input type="checkbox"/> The steps your school has taken to prevent pupils with a disability from being treated less favourably than other pupils |
| <input type="checkbox"/> A link to your school's accessibility plan |
| <input type="checkbox"/> What training and expertise your staff have to support pupils with SEND, and how you'll secure specialist expertise |
| <input type="checkbox"/> How your school involves other bodies to meet the needs of the pupil with SEN and to support their family, with contact details of support services including those for pursuing mediation |
| <input type="checkbox"/> How your school enables pupils with SEND to engage in activities (including physical activities) with pupils who don't have SEND |
| <input type="checkbox"/> How your school will secure equipment and facilities to support pupils with SEND |
| <input type="checkbox"/> What support your school offers pupils with SEN for their emotional, mental and social development, including extra pastoral support arrangements for listening to the views of pupils with SEND |
| <input type="checkbox"/> What anti-bullying measures are in place |
| <input type="checkbox"/> How parents can complain about the school's SEND provision and how complaints will be handled |
| <input type="checkbox"/> Link to your local authorities' local offer or information on where it is published |

STATUTORY INFORMATION THAT YOU SHOULD INCLUDE:

- | |
|---|
| <input type="checkbox"/> Information about your school's SEND policy (e.g. explaining where parents can access it) |
| <input type="checkbox"/> Clear and straightforward language |
| <input type="checkbox"/> What arrangements are in place to support children that are looked after by the local authority who also have SEND |
| <input type="checkbox"/> Who in the school parents or pupils should contact if they have concerns |
| <input type="checkbox"/> How the broad and balanced curriculum your school provides for each year group is adapted and made accessible for pupils with SEND |
| <input type="checkbox"/> What your school contributes to the local offer |

THE KEY RECOMMENDS THAT YOU INCLUDE:

- | |
|--|
| <input type="checkbox"/> A glossary to explain SEND terms and acronyms |
| <input type="checkbox"/> Diagrams to explain more difficult concepts |
| <input type="checkbox"/> That the report will be: <ul style="list-style-type: none">• Updated annually• Updated as soon as possible throughout the year if any of the information changes |

Appendix 7 – Exemplar Template for Reporting to Local Governors

SEND PROFILE	
TYPE OF SUPPORT	NUMBER OF PUPILS
Special Educational Needs (SEND) Support	
Education Health Care Plans	
Monitored	
AREAS OF NEED	NUMBER OF PUPILS
Specific Learning Difficulties (SpLD)	
Cognition and Learning	
Communication and Interaction	
Social Emotional Mental Health	
Sensory and/or physical needs	
Moderate Learning Difficulties (MLD)	
Severe Learning Difficulties (SLD)	
Profound Learning Difficulties (PLD)	
ATTENDANCE	
SEND	Non-SEND
ATTENDANCE	NUMBER OF PUPILS
Attending part-time (not in AP)	
Attending alternative provision (AP)	
Not in school or AP	
In receipt of fixed term exclusion	
At risk of permanent exclusion	
Attendance Feedback	
This section may provide any ongoing interventions for children with low attendance and actions	
EHC Plans	
Expect information on any statutory assessments for EHC plans that have been submitted to the local authority and the outcomes of these.	
Strengths and Challenges	
In this section an overview of the strengths and challenges the school is facing currently. Outcomes of monitoring of SEND and progress information	
Staff Development Needs	
This section can include training accessed and identified training	

Appendix 8 - CLP Universal Offer (ORDINARILY AVAILABLE PROVISION)

Defining and Implementing Inclusive Practices

Inclusion is a term used in educational settings, often without clear, practical guidance. While the desire for inclusivity is universal, its practical application varies significantly across schools. Given the evolving needs of learners, genuine inclusion is vital for ensuring success and fostering independence for all. To establish a culture of inclusion this requires a shared understanding amongst all staff members regarding its definition and importance. True inclusion is achieved when diversity is normalised, rendering the term "inclusion" itself redundant – so that it becomes the established norm.

Research indicates that inclusive environments are cultivated through careful consideration of:

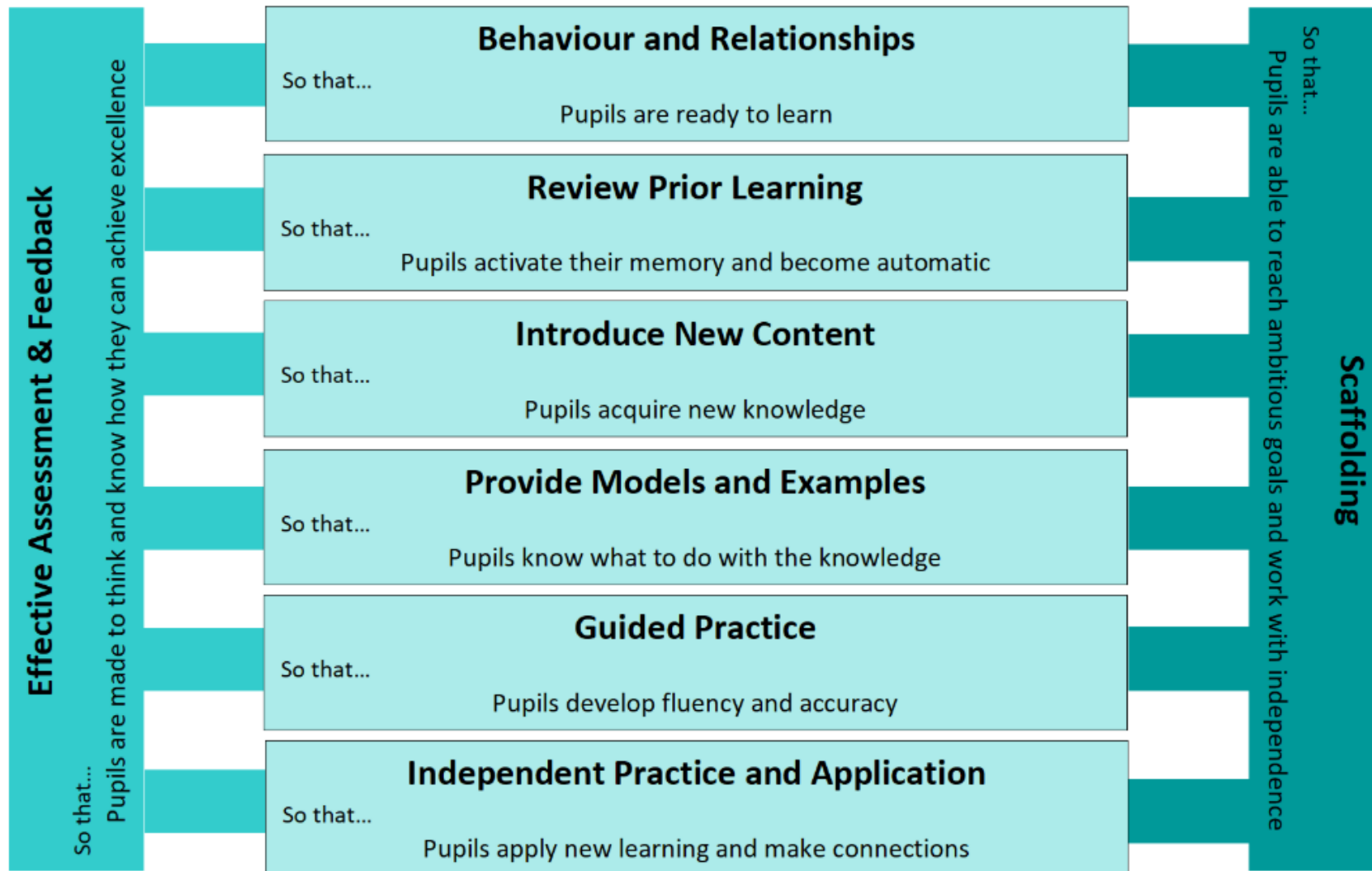
- Physical environments
- Systems and processes
- Curriculum design
- A culture that emphasises co-production, parental engagement, relational approaches, and strengths-based language
- Consistency in approach and a shared ethos

2. Ordinarily Available Provision: The Foundation of Inclusion

"Ordinarily available provision" (Universal) refers to the standard provisions offered to all learners within an educational establishment, every day. This principle underpins the creation of an inclusive learning environment, enabling all individuals to thrive. Recognising that provisions beneficial to those with additional needs ultimately benefit all learners. This responsibility necessitates ongoing adaptations to ensure all learners benefit from high-quality provision, as reflected in Teachers' Standards four, five, and six.

3. The Fundamental Role of Ordinarily Available Provision in Inclusion

Ordinarily available provision is crucial for establishing an environment conducive to success for all. When ordinarily available provision becomes the established norm, all learners achieve, develop independence, and experience positive outcomes.



	Cognition & Learning Communication & Interaction Sensory & Physical	Social Emotional Mental Health Behaviour/Mental Health	Attendance
UNIVERSAL- MAINSTREAM (for all pupils)	<p>Cognition and Learning Adapted instruction/scaffolding Explicit teaching of key vocabulary (dual coding) Chunking information Modelling, provide examples and metacognitive strategies Review of prior learning and key knowledge (retrieval practice) Multi-sensory learning opportunities (including concrete resources) Flexible groupings Consideration of curriculum planning content Supportive learning tools (e.g., word mats, number frames) Using technology to support learning tasks Formative and summative assessment Providing timely and effective feedback</p> <p>Communication and Interaction Total communication strategies: Clear and consistent language delivered in a language rich environment, consideration of processing, Visual aids, (e.g., whole class visual timetables) and modelling of language Promoting positive interaction between pupils (social skills) Facilitating peer interaction through group work</p> <p>Sensory and Physical Reasonable adjustments to the school and classroom environment for sensory and physical needs Enabling environment to support the development of fine and gross motor skills Ensuring physical accessibility in line with accessibility policy Reasonable adjustments to the classroom or school environment to meet individual needs. Teaching of handwriting (e.g., posture, pencil grip) Providing whole class movement opportunities Adaptions to uniform</p> <p>External agency involvement: Reaching out for Information advice and training to support school training needs and meeting pupil needs.</p>	<p>Positive School Culture: Creating a safe, supportive, and inclusive environment Promoting positive relationships Teaching social and emotional skills Whole school Social Emotional Learning curriculum Trauma awareness Mindfulness awareness Clear expectations and routines: Providing predictability and structure to reduce anxiety.</p> <p>Strategies to Support SEMH: Clear routines and expectations Use of visual support emotional wellbeing (e.g., Zones of Regulation) Providing opportunities for pupil voice Trusted adults Sensory breaks and whole class regulation strategies Check ins as part of usual school day</p> <p>Behaviour Support: Consistent behaviour management policies Restorative approaches Clear routines and boundaries Language used is linked to behaviour is positively framed with a culture of understanding and exploration Social skills support (e.g., Playground buddies/Play leads)</p> <p>Environmental Adaptions Supportive seating within the classroom (e.g., sitting near the front, away from busy areas) Sensory overload awareness</p>	<p>Universal support focuses on proactive, preventative strategies and a positive school environment that supports the emotional well-being and attendance of all pupils. The aim is to create a sense of safety, belonging, and reduce potential triggers for anxiety.</p> <p>Positive School Ethos: Strong relationships: Fostering positive relationships between staff and pupils, and among peers. Warm and welcoming environment: Ensuring school feels like a safe and nurturing place. Inclusive practices: Ensuring all pupils feel valued and supported, regardless of their needs.</p> <p>Parental Engagement: Open communication: Establishing clear lines of communication with parents. Information sharing: Providing information about the school's approach to well-being and attendance. Collaborative problem-solving: Working with parents to understand their child's needs and implement strategies at home and school.</p> <p>Early Identification and Monitoring: Robust attendance monitoring: Promptly identifying patterns of non-attendance and investigating reasons. Open communication channels: Encouraging pupils and parents to communicate concerns early. Key adults who can build relationships and notice changes in well-being.</p> <p>Curriculum and Pedagogy: Differentiated instruction: Adapting teaching to meet diverse learning styles and needs, reducing academic pressure. Social and Emotional Learning (SEL): Explicitly teaching skills like self-regulation, empathy, and problem-solving. Anxiety awareness: Educating staff on the signs and symptoms of anxiety and Emotional Based School Avoidance (EBSA).</p>

Targeted offer – Schools will use this table to identify provision and support them to develop their targeted offer (this table demonstrates the types of provision that would be classed as targeted support for some pupils)

	Cognition & Learning Communication & Interaction Sensory & Physical	Social Emotional Mental Health Behaviour/Mental Health	Attendance
MAINSTREAM TARGETED (for some pupils)	<p>Targeted Teaching Practices Providing alternative ways to record learning Pre-teaching and overlearning/consolidation of skills Adult supported group learning Individual Assessments for pupils falling behind (e.g., spelling, phonics) Access arrangements for examinations</p> <p>Key Characteristics of Targeted Support Targeted support is tailored to the specific needs of the individual child/group of pupils</p> <p>Reading interventions (e.g., phonics programmes, guided reading with a focus on specific skills, comprehension programmes). Phonics interventions: (e.g., pre-teaching, evidence-based intervention, precision teaching) Writing interventions (e.g., handwriting programmes, sentence structure support, planning and drafting support). Mathematics interventions (e.g., number bonds programmes, place value support, problem-solving strategies). Spelling interventions. (e.g., evidence-based interventions) Motor Skills Small group fine and gross motor skills (Learn to Move, Sensory Circuits) Small group work: Focused small group sessions led by a teacher or teaching assistant to address specific learning gaps. Use of technology: Specific software or apps to support individual learning Learning Skills support: Teaching strategies for organisation, memory, and independent learning. Communication-Friendly Environment Speech and language therapy (SaLT) programmes. Individual or group sessions delivered by a SaLT or a trained adult, focusing on specific communication needs. Social skills groups. Structured groups to develop social understanding, interaction, and emotional regulation skills. Programmes for Autism Spectrum Conditions (ASC) e.g., Attention Autism Makaton or other signing systems Communication aids: Introduction and use of alternative and augmentative communication (AAC) systems. Visual supports, Individualised visual aids to support understanding and communication Visual aids, (e.g., visual timetables, now and next boards) Support for Sensory and Physical Needs Physiotherapy or occupational therapy programmes, designed and delivered by therapists or trained staff to develop motor skills, coordination, or sensory processing. Sensory integration activities: Targeted interventions to support with sensory processing difficulties. Assistive technology: Provision of equipment or adaptations to support access and participation. Environmental adaptations: Specific adaptations/resources for pupils External agency involvement: Involvement from external agencies who provide direct support and guidance within the school setting. External agency involvement: Collaboration with external agencies that involved targeted actions</p>	<p>Social, Emotional and Mental Health (SEMH) Emotional literacy programmes: Interventions to develop emotional awareness, understanding, and expression. Adaptions to the school day in terms of soft starts, alternate play and lunchtimes, movement around the school and end of day arrangements ELSA/Equivalent Accessible Environment: Access to a safe space within the classroom Social skills training: Focused work on specific social skills, such as turn-taking, empathy, and conflict resolution. Using strategies such as Social Stories and Comic Strip Conversations Therapeutic approaches: Use of techniques such as drawing and talking (delivered by trained staff). Programmes to support emotional awareness and mindfulness e.g., Storm break shine Mentoring: 1:1 support from a designated adult, such as a learning mentor or ELSA (Emotional Literacy Support Assistant). Behaviour support plans: Individualised plans to address specific behavioural challenges. Zones of Regulation: Using specific approaches to support self-regulation</p>	<p>This wave is for pupils who are beginning to show signs of EBSA or attendance difficulties that are not resolved by universal provision. It involves more specific and targeted interventions, often delivered by school staff or school-based professionals.</p> <p>Strategies to Support Attendance: Structured Transition and Engagement interventions Welfare checks</p> <p>Early Identification and Referral Pathways: Establishing clear processes for referring pupils to multi-agency meetings (e.g., TAF) or early help services when concerns arise.</p> <p>Personalised Recognition and Motivation Systems: Developing bespoke reward and recognition programs tailored to individual pupil attendance and engagement goals.</p> <p>Proactive Well-being Monitoring: Conducting regular welfare checks and maintaining communication. During periods of absence</p> <p>Needs-Based Assessment and Intervention Documentation: Utilising specific tools (e.g., EBSA push/pull documents) to assess and track pupil needs and interventions.</p> <p>Individualised Relationship-Based Support: Providing one-to-one "meet and greet" opportunities and bespoke relationship-building interventions for targeted pupils.</p> <p>Emotional Literacy and Nurture Provision: Implementing programs like ELSA (Emotional Literacy Support Assistant) and broader pastoral support to address emotional and social development.</p> <p>Focused Intervention Groups: Establishing specialised groups for nurturing, social communication development, or specific therapeutic interventions (e.g., Lego Therapy).</p> <p>Integrated Mental Health Support: Facilitating mental health services within the school setting to provide accessible support.</p> <p>Collaborative Professional Development: Facilitating regular meetings and collaborative efforts among teachers and pastoral care leads to ensure holistic pupil nurturing and support</p> <p>External Agency Collaboration and Outreach: Developing clear referral pathways to external agencies and community resources for specialised support beyond the school's direct provision.</p>

	Cognition & Learning Communication & Interaction Sensory & Physical	Social Emotional Mental Health Behaviour/Mental Health	Attendance
MAINSTREAM PLUS (Pupils with EHCs or undergoing EHCNAs)	<p>Teaching & Learning 1:1 or higher ratio of trained adult support to that is normal Differentiated personalised, which is small step based Specific interventions to support communication, social interaction, and sensory processing (e.g., TEACCH strategies). Individual Assessments (e.g., Diagnostic assessment)</p> <p>Specialised interventions: Individualised programmes designed and delivered by trained staff Precision teaching with frequent data collection and analysis, leading to individualised adjustments to teaching.</p> <p>Multi-sensory teaching: Individualised, multi-sensory approaches that require input from professionals and ongoing delivery. A high-level support, or 1:1 or very small group support from a specialist teacher or a trained teaching assistant with specific expertise, provided for a significant portion of the school day. (EHCP wording high level of support)</p> <p>Communication-Friendly Environment Individualised speech and language therapy planned and reviewed by a qualified SaLT, delivered by a trained member of staff, with individualised targets Specialised programmes for ASC or social communication difficulties, delivered by staff with training and expertise, with a focus on generalisation of skills and addressing barriers to learning and social interaction. Individualised communication tools to support communication e.g., PECS</p> <p>Equipment and technology: Individualises access to the use of assistive technology that goes beyond standard classroom resources (e.g., specialised software with text-to-speech, speech-to-text, alternative input devices)</p> <p>Environmental adaptations: Adaptations to the environment, routines, and expectations, based on specialist advice (e.g., from an autism advisory teacher), that are beyond typical reasonable adjustments and require careful planning and implementation across the school.</p> <p>Support for Sensory and Physical Needs Individualised physiotherapy or occupational therapy programmes planned and reviewed by a therapist and delivered by a trained member of staff Specialised equipment and technology:</p> <p>Personal care: Individual support with personal care or mobility needs, requiring knowledge or training</p> <p>Health care plans: Implementation of health care plans developed in close collaboration with health professionals, to support medical needs, requiring training, ongoing monitoring Close collaboration with health professionals:</p> <p>External agency involvement: Regular involvement from external agencies who provide direct support and guidance within the school setting.</p> <p>External agency collaboration: Close collaboration with external agencies, such as specialist communication teams or autism support services, with these agencies providing direct support and guidance within the school setting.</p>	<p>Social, Emotional and Mental Health (SEMH) Specialist therapeutic interventions: Individual or group therapy delivered by a qualified therapist (e.g., play therapy, art therapy) with a high degree of specialisation, intensity, and frequency, to address SEMH needs. Specialised programmes to address trauma, attachment difficulties, anxiety, or mental health needs, delivered by staff with specialist training and expertise, with a focus on addressing barriers to learning and well-being.</p> <p>Individualised behaviour support: Implementation of individualised behaviour support plans that require specialist input, a high level of consistency and intensity, and proactive strategies to address significant behavioural challenges and promote safety.</p> <p>Risk management: Development and implementation of detailed risk assessments and management plans to ensure the safety of the child and others, requiring specialist guidance and a high level of monitoring and intervention</p> <p>Environmental and routine adaptations: Adaptations to the school environment and routines to meet the child's SEMH needs (e.g., designated safe space, individualised timetables, sensory regulation strategies, crisis management plans), based on specialist advice and requiring careful planning and implementation across the school. Access to a safe space outside of the classroom where supervision is required</p> <p>Specialised adult support: High levels of 1:1 support from a designated adult (e.g., learning mentor, ELSA) with specialist training and expertise, to manage behaviour, promote emotional regulation, and facilitate access to learning throughout the school day, with a focus on addressing significant SEMH barriers and promoting inclusion.</p> <p>Close collaboration with external agencies: Close collaboration with external agencies, such as CAMHS or specialist mental health teams, with these agencies providing direct support and guidance within the school setting.</p>	<p>This wave is for pupils with persistent and complex EBSA or attendance issues where Wave 1 and 2 interventions have not been sufficient. It involves the involvement of external specialists and multi-agency collaboration.</p> <p>Multi-Agency Assessment and Planning: Referral to external professionals: This may include: Educational Psychologists (EPs): For comprehensive psychological assessments and advice on educational strategies. Child and Adolescent Mental Health Services (CAMHS): For assessment and intervention for underlying mental health conditions (e.g., severe anxiety disorders, depression, OCD). Other health professionals: Paediatricians, occupational therapists, speech, and language therapists, if relevant. Social Care/Early help: If there are safeguarding concerns Team Around the Child (TAC) or Multi-Agency Meeting: Bringing together all involved professionals, the family, and the child to create a holistic support plan. Education, Health and Care Plan (EHCP) consideration: If the child's needs are complex and long-term, an EHCP may be considered to ensure legal protection and funding for necessary support.</p> <p>Intensive and Specialised Interventions: Therapeutic interventions: Individual or family therapy (e.g., Cognitive Behavioural Therapy - CBT, systemic family therapy) delivered by mental health professionals. Specialist educational provision: In some cases, a modified timetable, home tuition, or alternative provision may be considered as a temporary measure, with a clear plan for reintegration to mainstream education. This should be a last resort and not used as a punitive measure for behaviour. Outreach support: Professionals working with the child and family in their home or community. Parenting support: Specialised parenting courses or individual coaching for parents dealing with complex EBSA. Advocacy services: Support for parents navigating the education and health systems (e.g., SENDIASS).</p> <p>Reintegration Planning: Careful and gradual reintegration: A detailed plan for returning to school, often involving short visits, building up to full attendance, and ongoing support, including part time timetables Ongoing monitoring and review: Regular review meetings to assess progress and adjust the plan as needed.</p> <p>Alternative Provision Legality: Schools have a duty to provide education, and local authorities have a duty to provide alternative education if a child cannot attend school due to health needs (including mental health), after 15 days of absence. Parents should not be penalised for non-attendance due to EBSA.</p>

SCHOOL NAME UNIVERSAL PROVISION DATE

MODEL TEMPLATE FOR SCHOOLS TO PUBLISH ALONGSIDE THEIR SEN OFFER

The table below outlines **SCHOOL NAME'S** ordinarily available (UNIVERSALPROVISION). This is the standard available provision offered to all learners within our school.

TARGETED SUPPORT OFFER– represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed

<p><u>Cognition and Learning</u> Adapted instruction/scaffolding Explicit teaching of key vocabulary (dual coding) Chunking information Modelling, provide examples and metacognitive strategies Review of prior learning and key knowledge (retrieval practice) Multi-sensory learning opportunities (including concrete resources) Flexible groupings Consideration of curriculum planning content Supportive learning tools (e.g., word mats, number frames) Using technology to support learning tasks Formative and summative assessment Providing timely and effective feedback</p> <p><u>Communication and Interaction</u> Total communication strategies: Clear and consistent language delivered in a language rich environment, consideration of processing, Visual aids, (e.g., whole class visual timetables) and modelling of language Promoting positive interaction between pupils (social skills) Facilitating peer interaction through group work</p> <p><u>Sensory and Physical</u> Reasonable adjustments to the school and classroom environment for sensory and physical needs Enabling environment to support the development of fine and gross motor skills Ensuring physical accessibility in line with accessibility policy Reasonable adjustments to the classroom or school environment to meet individual needs. Teaching of handwriting (e.g., posture, pencil grip) Providing whole class movement opportunities Adaptions to uniform</p> <p><u>External agency involvement:</u> Reaching out for Information advice and training to support school training needs and meeting pupil needs.</p>	<p>Positive School Culture: Creating a safe, supportive, and inclusive environment Promoting positive relationships Teaching social and emotional skills Whole school Social Emotional Learning curriculum Trauma awareness Mindfulness awareness Clear expectations and routines: Providing predictability and structure to reduce anxiety.</p> <p>Strategies to Support SEMH: Clear routines and expectations Use of visual support emotional wellbeing (e.g., Zones of Regulation) Providing opportunities for pupil voice Trusted adults Sensory breaks and whole class regulation strategies Check ins as part of usual school day</p> <p>Behaviour Support: Consistent behaviour management policies Restorative approaches Clear routines and boundaries Language used is linked to behaviour is positively framed with a culture of understanding and exploration Social skills support (e.g., Playground buddies/Play leads)</p> <p>Environmental Adaptions Supportive seating within the classroom (e.g., sitting near the front, away from busy areas) Sensory overload awareness</p>	
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SCHOOL LOGO

SCHOOL NAME SUPPORT FOR ATTENDANCE DATE

The table below outlines SCHOOL NAME's ordinarily available (UNIVERSAL) provision to support where pupils are at risk of emotional based school refusal that is offered by our school. This is the standard available provision offered to all pupils within an educational establishment.

TARGETED SUPPORT OFFER– represents the next level of support that se pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed

UNIVERSAL – All Pupils	TARGETED SUPPORT OFFER – Some pupils
<p>Universal support focuses on proactive, preventative strategies and a positive school environment that supports the emotional well-being and attendance of all pupils. The aim is to create a sense of safety, belonging, and reduce potential triggers for anxiety.</p> <p>Positive School Ethos: Strong relationships: Fostering positive relationships between staff and pupils, and among peers. Warm and welcoming environment: Ensuring school feels like a safe and nurturing place. Inclusive practices: Ensuring all pupils feel valued and supported, regardless of their needs.</p> <p>Parental Engagement: Open communication: Establishing clear lines of communication with parents. Information sharing: Providing information about the school's approach to well-being and attendance. Collaborative problem-solving: Working with parents to understand their child's needs and implement strategies at home and school.</p> <p>Early Identification and Monitoring: Robust attendance monitoring: Promptly identifying patterns of non-attendance and investigating reasons. Open communication channels: Encouraging pupils and parents to communicate concerns early. Key adults who can build relationships and notice changes in well-being.</p> <p>Curriculum and Pedagogy: Differentiated instruction: Adapting teaching to meet diverse learning styles and needs, reducing academic pressure. Social and Emotional Learning (SEL): Explicitly teaching skills like self-regulation, empathy, and problem-solving. Anxiety awareness: Educating staff on the signs and symptoms of anxiety and Emotional Based School Avoidance (EBSA).</p>	