SEND POLICY

Policy Owner	Jon Hamp (Director of Individual Needs)
Adopted by Trust Board	[if required]
Review Date	June 2022

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

CONTENTS

Section	Description	Page No.
1.	Aims	3
2.	Objectives	3
2.1	Legislation and Guidance	4
3.	Definition of Special Needs	4
4.	Areas of Need	5
5.	Identification of Special Educational Needs - Quality First Teaching	5
6.	Identification of SEND and Early Assessment	6
7.	English as a Second Language	6
8.	School Request for Education Health Care Plan	7
9.	The Use of Outside Agencies	8
10.	Partnership with Parents and Carers	9
11.	Complaints Procedure	9
12.	SEND Support	10
13.	Roles and Responsibilities	12
13.1	The Role of the SENco	12
13.2	The Role of the Teacher	13
13.3	The Headteacher	13
13.4	The Governors	14
14.	Supporting parents and families	15
15.	Supporting pupils with medical needs	16
16.	In Service Training (CPD)	16
17.	Admission Arrangements	16
18.	Transition Arrangements	17
19.	Funding	17

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

1. AIMS

Reach South believes that every teacher is a teacher of SEND. Quality first teaching is vital and always expected; however some children need further, targeted additional support to help them achieve and progress.

We strive to support all children to enable them to achieve; both at school, and in making successful transitions. In order to do this many steps are taken to support them through their learning journey. In Reach South, we strive to raise the aspirations and expectations for all our children with SEND, enabling them to succeed.

We believe in providing every possible opportunity to develop the full potential of all children. Pupils have the right to a broad and balanced education, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers and all those agencies who play an active and valued role in the child's education.

2. OBJECTIVES

- To work within the guidance provided in the SEND Code of Practice (2014) and in line with the Graduate Response to SEND https://www.gov.uk/government/publications/send-code-of-practice-0-to-25;
- To maximise outcomes for children with SEND and their families;
- To plan an effective, differentiated and when required, personalized, curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning;
- To involve children and parents/carers in the identification and review of any targets;
- To work in close partnership with parents/carers of children who also may have special educational needs;
- To ensure that through effective, focused training that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To provide training, support and advice to all staff working with children with special educational needs and/or disabilities;
- To work in close partnership, where appropriate, with outside agencies to support children who have special educational needs.

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

2.1 LEGISLATION AND GUIDANCE

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice has due regard to legislation, including, but not limited to, the following:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, (Regulation 51 and schedule 1) which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information
- The Equality Act 2010 and the Equality Act (Disability Regulations) 2010 and gives due attention to paragraph 3 of section 10

3. DEFINITION OF SPECIAL NEEDS

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

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act 2014).

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

The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas.

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

4. AREAS OF NEED

Communication and Interaction

This area includes speech, language and communication needs (SLCN), which could mean that the pupil has difficulties with speech production (e.g. stammering, stuttering and the ability to form sounds), the understanding of language (receptive), the expression of language or a combination of all three. It also includes difficulties with the social use of language. Pupils who have been diagnosed with social communication difficulties such as autism and associated the associated spectrum, including Asperger's syndrome will have needs within this area. Pupils with needs in this area may or not be co-morbid with learning difficulties.

Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour. All schools with will consider the effects of trauma and ACEs (Adverse Childhood Experiences) and how they impact on pupils and their families.

Sensory and/or physical needs

Pupils with Sensory and/or physical needs are prevented or hindered by their inability to access the educational facilities usually provided. These difficulties may fluctuate and may be age-related. Some children and young people with specific sensory and/or physical needs such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) access their learning through specialist support and/or equipment or habilitation support. Those children and young people with an MSI have a combination of vision and hearing difficulties.

5. IDENTIFICATION OF SPECIAL NEEDS - QUALITY FIRST TEACHING

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years or

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

If the child already has an identified Special Educational Need or Disability, this information may be transferred from other partners in their Early Years Setting, or previous school setting and the class teacher and SENCos will use this information to:

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

6. IDENTIFICATION OF SEND AND EARLY YEARS ASSESSMENT

Pupil Progress Meetings are held at least three times a year. Here, the class teacher meets with the Senior Leadership Team (SLT) to discuss the progress of the pupils in their class. This shared discussion may highlight any potential learning needs in order for further support to be planned. It is the aim of the Trust that our parents are fully involved in their child's education. Where a parent has concern about their child's learning it is encouraged that they make contact with the class teacher or SENco to discuss these concerns.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Schools must bear in mind that this conditions can be aged related and fluctuate over time.

a) Once a pupil has been identified as possibly having SEND there will be additional monitoring by staff in order to gauge their possible difficulties.

b) The child's class teacher will adapt the environment, pedagogy and curriculum to meet individual needs, working closely with the SENCo.

c) The SENCo will be consulted in order to ascertain if further support, advice, training, adaptation and resourcing may be needed.

d) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

7. ENGLISH AS AN ADDITIONAL LANGUAGE

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

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

Parents and carers will be informed and children will start to be involved in decisions taken about their learning at this stage, if appropriate. If a child still doesn't make progress, advice will be sought from the appropriate support service, a plan will be drawn up to identify actions to be taken to meet needs, and the child will move to the 'SEND support' register. The plan will reflect the following information.

The short term targets set for the child

- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What the child can do to help move their learning on.
- How the child can be successful and their view on their targets
- The review date

Plans will be reviewed and updated regularly by teachers and teaching assistants. This will happen six times a year (each half term) in collaboration with parents. These plans will be shared with parents at the end of each term. Over time, it is our intention to transfer the plan documentation and supporting evidence of interventions and discussions to a 'My Support Plan' for some children on the SEND Support register. The appropriate forms will be used for recording and referral as necessary.

If, despite further interventions and support from outside agencies, there are still significant concerns about the child's progress in learning, the child may be assessed for an Education Health Care Plan in accordance with Local Authority guidance. This assessment is likely to be triggered when three or four successive cycles of plan-do-assess-review interventions have not helped the child to move on in their learning. The information gathering process will be co-ordinated by the SENCo, and the class teacher will take responsibility for keeping records which will have been developed through a process of continuous assessment, both formative and summative, as outlined in the Code of Practice. It necessary for schools to refer to the Graduated Response Document:

(http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/advice.page?id=oKYeuh972QE)

They will use this to ensure that they are aware of and accessing all the available support through external support and signpost parents to this site so that they are fully informed and empowered in ensuring the best for their child.

8. SCHOOL REQUEST FOR EDUCATION HEALTH CARE PLAN

A request will be made by the school to the Local Authority if the child has demonstrated significant cause for concern and through consultation with the school EP and where a pupils

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

needs cannot be met. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and disabilities and any other action taken to deal with those needs, including any resources or special arrangements put in place.
The school will provide evidence which reflects the significance of our concerns. The evidence may include:

- Previous individual education plans and targets for the child
- Records of regular reviews and their outcome
- Records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy
- Academic assessments and other assessments, for example from an advisory specialist support teacher or Educational Psychologist
- View of parents and carers
- Views of the child

The parents and carers of any child who is referred for an EHCP will be kept fully informed of the progress of the referral by the LA. Children with An EHCP will be reviewed annually. When this coincides with transfer to secondary placement, the SENCo from the secondary school will be invited to attend. This Phase Transfer review is usually held in Term 5 of Year 5. Where a child has Education Health Care Plan, this will be reviewed annually, as required by legislation.

9. THE USE OF OUTSIDE AGENCIES

These services may become involved if a child continues to make little or no progress or the school requires further support despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the intervention recorded in the plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received more carefully monitored intervention the child makes less than expected progress

When assessment visits are arranged with outside professionals, parents are informed beforehand wherever possible; and an appointment made for the professionals to meet with parents before or after they work with a child.

An up to date list of agencies that have been liaised with is included in the SEND Information Report, on the school website.

10. PARTNERSHIP WITH PARENTS AND CARERS

Partnership plays a key role in enabling children and young people with SEND to aspire and achieve. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents and carers of children with Special Educational Needs and Disabilities are treated as partners and given support to play an active and valued role in their child's education.

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

Our school website contains details of our policy for Special Educational Needs and Disabilities, the Special Educational Needs information report including the arrangements made for children in our school with special educational needs.

At all stages, schools will keep parents and carers fully informed and involved. It is essential that schools take account of the wishes, feelings and knowledge of parents and carers at all times. They will encourage parents and carers to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents and carers. Schools will inform the parents and carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

Parents and carers will continue to be consulted and kept informed of the action taken to help their child and of the outcome of any action. Parents and carers will be invited to meet regularly with the class teacher and SENCo and they will have specific opportunities to discuss learning targets and progress on a regular basis. The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents and carers.

11. COMPLAINTS PROCEDURE

Schools will endeavour to respond to the needs of all pupils and will consider how best to do this with the resources at their disposal. Whilst every attempt is made to work in collaboration with parents and carers to provide for the educational needs of all the pupils there may be occasions where the parent or carer feels that the school is not acting in the best interests of the child. At this point parents should bring their concerns in the first instance to the attention of the class teacher. If they are not satisfied then they may refer to the SENCo for further assistance. If, in the unlikely event of the needs of the child not being met at this point, the parents are encouraged to refer to the headteacher. Where difficulties are unresolved the complainant should follow Reach South's complaints policy, which is available on the Trust website: https://docs.wixstatic.com/ugd/ce3df5_b3c6af4b7cb64b56b364f65fc3664468.pdf Parents of children with special needs are always made aware of SENDiass BCP (Special Educational Needs and Disabilities Information and Support Service) https://www.sendiass4bcp.org/Home.aspx should they need additional support or advice.

12. SEND SUPPORT

If a child has been identified as having a special educational need, appropriate provision will be put into place.

Reach South follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEND support.

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 the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

Assess

This involves clearly analysing the pupil's needs using the class teacher's 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 parents.

More detailed assessments may be administered, and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage. SEND children will not necessarily sit standardised testing as outlined in the assessment timetable, if to do so will negatively impact up on their profile and self-esteem as a learner.

Plan

Planning will involve consultation between the teacher, TA, SENCo, parents and, where appropriate, outside agencies, to plan the personalised learning, strategies and support required to stabilize and then enable so that the child can overcome their learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The SENCo will monitor the implementation of the child's 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 personalised learning may involve group or one-to-one teaching away from the main class teacher.

They will work closely with teaching assistants (TA) to plan and assess the impact of support and interventions and links with classroom teaching. The SENCo will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of the plan; it will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENCo will revise the type and level of support and, if necessary, the cycle will begin again.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The success of SEND provision and personalised learning for children with SEND are recorded on their provision map or other appropriate format which is updated on a regular basis. This will identify whether provision is effective and indicate the next best steps.

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

Occasionally a pupil may need more expert support from an external agency. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEND and the provision recommended. EHC Plans can involve the Local Authority (LA) providing extra resources to help a child.

These could include extra funding to support the child in school, specialised equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCo, and possibly other professionals. Clear evidence of need will be provided to make the case for additional support.

At all stages of the cycle, schools will ensure that the parents/carers are kept fully informed and are alerted when there is involvement which is additional to and different from the child's peers. They will also be kept fully informed as and when their child has made sufficient progress to have additional support removed once the impact of it has been accessed and evaluated.

13. ROLES AND RESPONSIBILITIES

13.1 THE ROLE OF THE SENCO

The school must comply with the SEND Code of Practice so that:
The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment

The SENCo is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing day to day operation of the SEND policy including class and individual SEND records
- Be familiar with the role of the Local Offer
- Coordinating and monitoring the implementation and impact of the required provision for children with SEND
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Liaising with designated teacher where a Looked after Child has SEND
- Advising on graduated approach to SEND Support

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

- Advising on use of delegated budget/ other resources
- Liaising with parents of children with SEND following initial consultation with the class teacher
- Links with other education settings and outside agencies
- Liaising with other schools on transition
- Ensuring that SEND records are up to date
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

Engaging in research, discussion and debate with fellow SENCOs across the trust and other SEND professionals to develop and disseminate their own best practice.

13.2 THE ROLE OF THE TEACHER

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND.

Teachers will also;

- Have high aspirations for every pupil. With advice and support from the SENCo, clear targets are set and reviewed regularly.
- Seek practical advice in a timely way about teaching strategies and information about the types of special educational need from the SENCo and engage in their own level of refection and research so that they are aware of their own impact.
- Keep the SENCo updated with changes in the provision or environmental needs of the pupil.
- Will involve parents and pupils in planning and reviewing the progress of SEND children.
- Will ensure that the views and aspirations of parents and children are sought and regular updates on progress provided.

In order for staff to keep up to date with information, they have access to:

- The Reach South SEND Policy
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupil's Special Educational Needs and/or Disabilities, including pupil profiles/provision mapping, outside agency reports and targets set
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

- Information available through the Information Report on each school's website A range of support, both general and targeted

13.3 THE HEADTEACHER

It is the Headteacher's responsibility to:

- Be accountable for the wider inclusive culture of the school
- Oversee all SEND provision in school
- Support and monitor the work of the SENCo
- Manage the SEND budget
- Report progress re SEND performance and the development of a culture conducive to supporting SEND to the executive director Primary / SEND.

13.4 THE GOVERNORS

The Local Governing Board must ensure that:

- The necessary provision is made for any child who has special educational needs.

- Where the SENCo, the Headteacher or the appropriate governor has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.

- teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.

- Parents/carers are notified of a decision by the school that SEND provision is being made for their child

- The Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties towards all children with special educational needs, providing strategic support to the Headteacher.

- The SEND policy and SEN Report is published on the school website.

- A qualified teacher is designated as SENCo for every school in Reach South.

- Ensure that there is a named LAC Designated Teacher (who may or may not be the SENCo).

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

- Have an awareness of the Young Carers who are also SEND.

- Arrangements are in place to support children with medical conditions.

- Information regarding the arrangements for the admission of disabled children is published, including the steps taken to prevent disabled children being treated less favourably that others, the facilities provided to assist access of disabled children, and their accessibility plans.

The LGB of each school within Reach South are responsible for entrusting the Headteacher with the duty of ensuring that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEND policy and all other statutory policies as defined by the DfE.

14. SUPPORTING PARENTS AND FAMILIES

At Reach South, we believe that a close working relationship with parents/carers/families is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision

- continuing social and academic progress of children with SEND

- personal and academic targets are set and met effectively

- That it is a truly child-centred approach

- That the voice of the child is kept at the fore front of any planning and provision

- That there is an acknowledgement that the parent/carer is the child's primary carer and holds vast amount of knowledge on their child and their needs

We involve parents/carers in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions.

This may be through:

- Discussions with the class teacher
- Parents evenings
- Discussions with the SENCo or other professionals
- Target setting and monitoring of provision; through the Early Help and TAF process

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

- EHC Plan reviews

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with

SEND to the relevant Local Authority where specific advice, guidance and support may be required.

In accordance with the Equality Act (2010), parents can access the school's SEND Information Report and policy via the school websites.

15. SUPPORTING PUPILS WITH MEDICAL NEEDS

At Reach South we recognise that pupils with medical conditions may need additional support so that they have full access to education, including school trips and PE where appropriate. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).

If a pupil has a medical need then a detailed Health Care Plan is compiled with support from a qualified school nurse/ medical professional in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented the required staff training will also be implemented.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member. In these cases then a medical risk assessment is also completed.

16. IN SERVICE TRAINING (CPD)

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Springfields Academy will play a lead role to support the trust in this work. Relevant SEND focused external training opportunities are made available to all teaching and support staff where appropriate. Schools will access external training as a part of the continuing professional development of the staff and also to ensure that pupils' needs are being catered for by high trained staff.

SENCOs must regularly attend relevant SEND courses, disseminating relevant information to staff and the Headteacher and have access to advice and supervision as required from Springfields Academy.

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

17. ADMISSION ARRANGEMENTS

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Please see the schools admissions arrangements on the school website and refer to the schools Accessibility Plan for further details with regard to fairer access provision.

18. TRANSITION ARRANGEMENTS

Many strategies are in place to enable a pupil's smooth transition to and from a Reach South school, as well as transition between year groups and key stages. These include:

- Discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving
- All pupils attend a transition session where they spend some time in school and then with their new class teacher
- Additional visits are also arranged for pupils who need extra time in their new school/class. These may include home visits.
- The SENCo will liaise with secondary schools to pass on information regarding pupils with SEND

Consideration will be given to enhanced transition by parents and the SENCo for the entire pupil population

19. FUNDING

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual child's needs.

Children who receive additional funding from the Local Authority are reviewed annually as stated in their Provision Agreement. The school then makes recommendations to the relevant Local Authority.

Special Educational Needs Co-ordinator (SENDCO): Louise Knapper **Contact**: 01202514109
or office@hillview.bournemouth.sch.uk
The SENCO is responsible for managing Hill View Primary School's response to the provision we make for children with Special Educational Needs and Disabilities.

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730

School Governor with responsibility for SEND: Amy Parker
Contact: office@hillview.bournemouth.sch.uk
The SEND Governor has the responsibility to ensure that the school has an up to date SEND policy, that the school has appropriate provision and adaptations to meet the needs of the children in school. The SEND Governor makes regular visits to the school in order to understand and monitor the support given to children designated as SEND and is part of the process to ensure that your child achieves his/her potential in school.

This policy should be read in conjunction with the schools SEND Information Report which can be accessed via the school website.

Signed (Headteacher)

Date

Signed (SEN Governor)

Date

Signed (SENCO) L.Knapper

Date 22/09/2021

Review date: July 2022

Reach South Academy Trust is an exempt charity & company limited by guarantee in England and Wales, Company number 10151730