



Inclusion Policy

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The Statement of Intent

Spring Gardens Primary School is a fully inclusive school that ensures that all pupils achieve their potential, personally, socially, emotionally, physically and educationally. We believe it is essential to provide a well-balanced, challenging curriculum for all children. We are committed to ensuring that all children, including those with Special Educational Needs or Disability [SEND], receive a high quality, accessible and inclusive curriculum.

'The school's special educational needs team has a clear strategy for improving provision for pupils with SEND. Pupils' needs are identified quickly and accurately. Teachers receive ongoing high-quality training to support pupils with SEND. They use the information to ensure that pupils with SEND are well supported in lessons.'
(Ofsted December 2021)

This policy describes the way that we meet the needs of children who experience barriers to their learning, which may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

At Spring Gardens we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We believe there should be a whole school approach to providing for a child's special educational needs; we consider too that the knowledge, views and experience of a child's parents are of great importance.

In Summary:

- All teachers are teachers of children with special needs
- Teaching such children is therefore a whole school policy; Children with SEND should have their needs met
- The needs of children will normally be met in the mainstream school
- The views of the children should be sought and taken into account
- Parents have a vital role in supporting their child's education
- All children should be offered full access to a broad, balanced curriculum
- The school building and environment will be made as accessible as possible to all pupils.

This policy outlines the framework that Centurion Multi-Academy Trust will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, Centurion Multi-Academy Trust aims to eliminate discrimination and promote equal opportunities.

Centurion Multi-Academy Trust will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at Centurion Multi-Academy Trust with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in Centurion Multi-Academy Trusts'
- DfE (2021) 'Centurion Multi-Academy Trust Admissions Code'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following Centurion Multi-Academy Trust and school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

2. Objectives

Centurion Multi-Academy Trust is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, Centurion Multi-Academy Trust will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the Centurion Multi-Academy Trust's school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the Centurion Multi-Academy Trust alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.

- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about Centurion Multi-Academy Trust and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of Centurion Multi-Academy Trust's policy for pupils with SEND.

3. Roles and responsibilities

The Board of Trustees will be responsible for:

- Ensuring this policy is implemented fairly and consistently across Centurion Multi-Academy Trust.
- Ensuring Centurion Multi-Academy Trust meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for Centurion Multi-Academy Trust in each school, and is part of that school's SLT.

The headteacher is responsible for ensuring Centurion Multi-Academy Trust offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

In enacting this policy, the CEO and headteacher will:

- Ensure Centurion Multi-Academy Trust holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure Centurion Multi-Academy Trust works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.

- Ensure Centurion Multi-Academy Trust fulfils its statutory duties with regard to the SEND code of practice.
- Work with the Board of Trustees and Academy Education Board to ensure that there is a qualified teacher designated as SENCO for each school Centurion Multi-Academy Trust.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of Centurion Multi-Academy Trust's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of Centurion Multi-Academy Trust do not directly or indirectly discriminate against pupils with SEND.

The school SENCOs will be responsible for:

- Collaborating with the Academy Education Board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school within Centurion Multi-Academy Trust.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the Centurion Multi-Academy Trust's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant Academy Education Board members and the headteacher to ensure that the Centurion Multi-Academy Trust meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

- Ensuring that the school within Centurion Multi-Academy Trust keeps the records of all pupils with SEND up-to-date, in line with Centurion Multi-Academy Trust's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

Our Inclusion Team

- Kate Wankowicz is the current Special Educational Needs and Disability Coordinator (SENDCO). She is Deputy Headteacher and a member of the Senior Leadership Team. She is fully qualified for the role, having been awarded the NASENCO qualification and a PGC in Vulnerable Learners and Inclusion in 2019.
- As well as the SENDCO at Spring Gardens, we also have a team of staff who are responsible for inclusion. Kate Wankowicz (SENDCO), Fiona Royle, Care, Guidance and Support Lead and a team of support staff that includes Higher Level teaching Assistants and Teaching Assistants.
- At Spring Gardens Primary School every teacher is a teacher of every child or young person including those with SEND. High achievement for all is our core aim and all children are given fair access to the whole curriculum and we seek to address the needs of all pupils who may have special educational needs by following the Special Educational Needs and Disability: 0-25 years Code of Practice 2014.

4. Identifying SEND

We recognise that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in our SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

Spring Gardens Primary School manages and reviews SEND provision across the following four broad areas of need:

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

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with nursery setting/previous school
- Child performing below age expected levels
- Concerns raised by parent and/or family
- Pupil Progress Meetings held between the Teachers/ Senior Leadership Team
- Concerns raised by teacher
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Health diagnosis through paediatrician/doctor

At Spring Gardens Primary School we understand that although the following are NOT Special Educational Needs they may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/woman

5. Safeguarding

Centurion Multi-Academy Trust recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so 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 child-on-child abuse, neglect, and sexual violence and harassment.

Centurion Multi-Academy Trust recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and the Academy Education Board and Board of Trustees will ensure that Centurion Multi-Academy Trust's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in Centurion Multi-Academy Trust's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

6. SEND support

Centurion Multi-Academy Trust is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at Spring Gardens Primary School will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- 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.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parents.

Once a pupil has been identified with SEND, we will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- Assess: establishing a clear assessment of the pupil's needs
- Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- Do: implementing the agreed interventions and support
- Review: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, we will access specialised assessments from external agencies and professionals.

Where, despite Spring Gardens Primary School having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school on behalf of Centurion Multi-Academy Trust, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

EAL

Spring Gardens Primary School is aware that there may be pupils at our school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

We will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

Centurion Multi-Academy Trust will ensure all staff who work with young children are alert to emerging difficulties and respond early.

Spring Gardens Primary School will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities within the school alongside children who do not have SEND.
- Designate a teacher to be the SENCO in each school.
- Provide information for parents on how it supports children with SEND.
- Spring Gardens Primary School will prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to school for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.

- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the ‘assess, plan, do, review’ cycle.

8. Admissions

Centurion Multi-Academy Trust will ensure it meets its duties set under the DfE’s ‘Centurion Multi-Academy Trust Admissions Code’ by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named a school within Centurion Multi-Academy Trust in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school within Centurion Multi-Academy Trust does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to Centurion Multi-Academy Trust uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the ‘Centurion Multi-Academy Trust Admissions Code’ for the admission of children without an EHC plan.
- Ensuring the Centurion Multi-Academy Trust’s oversubscription arrangements will not disadvantage children with SEND.

Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the Centurion Multi-Academy Trust website.

9. Transition

Centurion Multi-Academy Trust is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

10. Involving pupils and parents in decision-making

Centurion Multi-Academy Trust is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, Centurion Multi-Academy Trust will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will meet with the parents three times each year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together on the overall approach.

Where the LA provides a pupil with an EHC plan, the schools within Centurion Multi-Academy Trust will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

11. Funding for SEND support

Where additional pupil needs are identified, the individual school and Centurion Multi-Academy Trust will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school and Centurion Multi-Academy Trust will consider accessing high needs top-up funding from the LA to provide additional specialist support.

12. EHC needs assessments and plans

Centurion Multi-Academy Trust recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, Spring Gardens Primary School will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, Spring Gardens Primary School and Centurion Multi-Academy Trust will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school.

Where the LA decides to issue an EHC plan, it must consult the prospective school and Centurion Multi-Academy Trust by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

Centurion Multi-Academy Trust will admit any pupil that names the school within Centurion Multi-Academy Trust in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

13. Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupils that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the Centurion Multi-Academy Trust will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

14. Supporting successful preparation for adulthood

Centurion Multi-Academy Trust is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

Spring Gardens Primary School will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of our school together with those who do not have SEND, and are encouraged to participate fully in the life of Spring Gardens Primary School and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

15. Managing complaints

Centurion Multi-Academy Trust will publish the Complaints Procedure Policy on the Centurion Multi-Academy Trust website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, Centurion Multi-Academy Trust will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

Centurion Multi-Academy Trust is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

Parents will be made aware that Ofsted can consider complaints relating to whole-Centurion Multi-Academy Trust SEND early years provision if the problem has not been resolved informally.

Centurion Multi-Academy Trust will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

16. Staff training and improving practice

Centurion Multi-Academy Trust is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the Centurion Multi-Academy Trust's CPD and Training Policy.

The school's SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

- We have a robust and relevant CPD offer for all staff that reflects the needs of our school family.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development on a regular basis.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCO regularly attends the LA SENDCO network meetings in order to keep up to date with local and National updates in SEND. She also attends National conferences and training events.
- The school has a plan for all staff to develop the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc.
- The school has achieved the Silver Dyslexia Friendly School Award.
- Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class or their phase, for example, Occupational Health Programmes, Speech and Language programmes or Educational Psychology.

17. Use of data and record keeping

All information about pupils will be kept in accordance with the Centurion Multi-Academy Trust's Records Management Policy and Data Protection Policy.

Spring Gardens Primary School records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

Centurion Multi-Academy Trust keeps data on the levels and types of need within schools in the Centurion Multi-Academy Trust and makes this available to the LA and Ofsted.

Confidentiality

Centurion Multi-Academy Trust will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- 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 Centurion Multi-Academy Trusts 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 HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Centurion Multi-Academy Trust will adhere to the Pupil Confidentiality Policy at all times.

18. Publishing information

Centurion Multi-Academy Trust will publish information on schools and Centurion Multi-Academy Trust website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the Academy Education Board and the Board of Trustees and will be published on the Centurion Multi-Academy Trust website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

19. Joint commissioning, planning and delivery

Centurion Multi-Academy Trust schools will work closely with local education, health and social care services to ensure pupils get the right support.

Centurion Multi-Academy Trust 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).

Centurion Multi-Academy Trust schools will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

Centurion Multi-Academy Trust will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to Centurion Multi-Academy Trust entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

20. Local Offer

Centurion Multi-Academy Trust's Board of Trustees and schools' Academy Education Boards will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- Collaborative: Where appropriate, we will work with LAs, parents and pupils in developing and reviewing the Local Offer. We will also cooperate with those providing services.
- Accessible: Spring Gardens Primary School will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.

- Comprehensive: We will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. We will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- Up-to-date: Spring Gardens Primary School will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

We will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

21. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the Board of Trustees; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is December 2024.

22. Contact Details

To get in touch with school concerning any SEND issues please speak to Mrs K Wankowicz by contacting school using either;

email - office@springgardensprimary.org.uk

Phone - 0191 3009750