



SEND & Inclusion Policy

**This policy should be read alongside each school's SEND Information Report*

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Eko Trust Vision

Every member of our community is empowered to learn, to be ambitious and to be resilient.

Our shared values:

- Vitality
 - All children and young people with SEND are given the opportunity to thrive and become passionate about their learning at Eko Schools
- Optimism
 - All children and young people with SEND gain hopefulness and confidence for the future through high expectations and challenge at Eko Schools
- Integrity
 - All children and young people with SEND learn the importance of being responsible, being respectful of others, being fair, being trustworthy and being honest at Eko Schools
- Courage
 - All children and young people with SEND are encouraged to try new things, embrace failure, problem-solve and build resilience at Eko Schools
- Equity
 - All children and young people with SEND are treated fairly and receive equality of opportunity at Eko Schools

Trust Aims and Implementation

Eko Trust aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated
- Providing high quality curriculum entitlement and a high quality learning environment
- Promoting Eko Trust Core Values to enable the children to value themselves and each other
- Promoting an effective partnership with parents/carers and the wider community

At Eko Trust we know that it is important to value the individuality of all of our children and young people. We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children within the Trust – regardless of their age, gender, ethnicity, attainment or background.

Inclusion with Eko Trust

“Inclusion does not simply mean the placement of students with disabilities in general education classes. This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each child. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have

disabilities, has the opportunity to flourish.” Inclusive Schools Network 2015

- Successful inclusion should result in every child or young person feeling safe, confident and happy at school.
- Successful inclusion should see every child or young person making the best progress from their starting points of which they are able and enjoying their time at school – be that in lessons, during their play or lunchtimes or when involved in Extended Schools/enrichment activities.
- Successful inclusion should promote every child and young person’s belief in themselves as a learner and valued member of our community.

Successful inclusion is seen by Eko Trust as the responsibility of the whole community, permeating all aspects of school life and applicable to all our children and young people.

Our schools:

- aim to empower children and young people with SEND by enabling them to meet their full potential through high quality SEND practice.
- aim to provide personalised provision for our children and young people with SEND that not only promotes progress through engaging and motivating activities but also prepares them as lifelong learners.
- aim to create a high quality inclusive environment where all children and young people, regardless of need, benefit from shared learning experiences.
- aim to support and challenge each other to create high expectations for all our children and young people with SEND.

We will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Through carefully planned support Eko schools make provision for pupils with special educational needs and disabilities by:

- Providing pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND or access an offer which fully meets their needs and prepares them for their next stage in life/schooling and make a successful transition into adulthood.
- Help pupils with SEND fulfill their aspirations and achieve their best.
- Help pupils with SEND become confident individuals living fulfilling lives.
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.

Equity:

Our schools serve diverse communities. Inclusion is about those with different identities feeling and/or being valued, leveraged, and welcomed within each school - “Diversity is being asked to the party. Inclusion is being asked to dance.”

Inclusion is not a natural consequence of diversity. There should be a focus on what the experience is for individuals; what barriers stand in the way; and how we ensure belonging. Equity is an approach that ensures everyone access to the same opportunities. Equity recognises that advantages and barriers exist; it is a process that begins by acknowledging

that unequal starting place and continues to correct and address the imbalance.

Equity is not an outcome. Equity refers to the process that is consistently engaged in to ensure that people with marginalised identities and/or additional needs have the opportunity to grow, contribute, and develop—regardless of their identity. The focus is on everybody getting what they need in order to be successful

Ethos and Practice at Eko Schools: Inclusion and Equal Opportunities

In our trust we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfill their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

All schools within the Eko Trust provide strong and effective provision for children and young people with Special Education Needs and Disabilities (SEND). Each school is committed to ensuring that all learners' needs are met and that they are aspirational for our most vulnerable children and young people.

- Inclusion: All pupils are welcome and valued in our schools.
- Excellence: We strive to provide the best possible education for all pupils.
- Collaboration: We work together to share best practice and support each other.
- Ambition: We have high expectations for all pupils.

Systems and structures vary between the Schools, as do learning pathways, interventions and aspects of the curriculum. All Eko Schools have teachers with specialisms and expertise in specific areas of SEND. There are commonalities across all which have real strengths, e.g. Thrive. There is a commitment to learn from each other and bring some aspects of our provisions for those with SEND in-line.

Each school's SEND Information Report clearly identifies the offer and specifics within each school.

This policy and each school information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [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](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it

- The [Governance Handbook](#), which sets out governors’/trustees’ responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out schools’ obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

This policy also complies with our funding agreement and articles of association. It has been written and updated as part of a collaborative group and with consideration of stakeholders’ voices.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities. All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit <u>hyperactive</u> disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Meeting Diverse Needs

We recognise that in order to achieve the Trust aims we must actively seek to recognise and meet the very diverse needs of our children and young people by:

- Monitoring the achievement and well-being of all our children and young people and the quality/nature of the learning opportunities offered
- Tracking academic, social and emotional and EHCP target progress and using the resulting knowledge to plan provision for the individual or groups of children and young people
- Correctly identifying and then seeking to overcome potential barriers and challenging to learning or the ability to fully participate in school /community life
- Making reasonable adjustments to meet need and using a graduated response to the various levels of need
- Developing and deploying our resources to best reflect the various levels of need experienced by our children and young people

- Taking care to ensure that vulnerable children and young people, including those with additional or Special Educational Needs or Disabilities are appropriately supported
- Sharing any concerns we may have regarding a child or young person with their parents or carers and then seeking to work together with them, for the good of the child or young person
- Liaising closely with professionals from within the Trust and other Children's Services (including the LA) or Health agencies involved in the care and support of children and young people
- Providing teaching and support staff with continued professional learning and development, in order that their work shows impact and promotes the best outcomes for each child or young person

Equity of opportunity must be a reality for our children and young people. We make this a reality through providing reasonable adjustments for the different groups of children and young people within our Trust, careful assessment of starting points, planning of learning opportunities and pathways linked to targets.

The National Curriculum is our starting point for schools' own curriculum that meets the specific needs of individuals and groups of children and young people. We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning, social and emotional needs
- Overcoming potential barriers to learning through assessment for individuals and groups of children and young people
- Varying learning pathways to meet needs and ensuring we set clear targets and review learning needs
- Providing other curricular and vocational opportunities outside of the National Curriculum to meet the needs of individual or groups of children, e.g. THRIVE/SCERTs
- Use of specific interventions/approaches to promote resilience and life skills within our children and young people

We achieve educational inclusion by continually reviewing what we do, through asking these key questions, whilst using data to ensure the highest quality first wave teaching and appropriate interventions that measure impact:

- Do all our children and young people achieve as much as they can?
- Are there differences in the achievement of different groups of children and young people?
- What are we doing for those children and young people who we know are not achieving their best?
- Are our actions effective?

Promoting and supporting Inclusion across the Trust

- Responsibility for making the Eko Trust a truly inclusive MAT lies with the Members, Directors, CEO, Central Team, Head Teachers, Senior Leaders and Local Governing Bodies of schools – with the knowledge and commitment of all staff, that Inclusion is

part of their role within the Trust.

- We aim to promote Inclusion through all our shared policies, systems and practice
- As a Trust, we believe that it is the responsibility of all within our community to ensure that all children and young people are recognised, treated with respect and giving the opportunities to achieve according to their talents, interests and academic capabilities.
- We aim to give all our children and young people the opportunity to succeed and reach the highest level of personal achievement. When planning, all staff take into account the abilities of all our children and young people – when attainment of a child or young person, whether socially/academically or emotionally, falls below the expected outcomes – staff will use the appropriate procedures to ensure that adjustments and interventions are put in place in a timely manner.
- Where the needs of our children and young people are complex and require additional resources – the Trust is committed to providing an environment that allows these children and young people access to all areas of learning, utilising the support of professional specialists with the Trust and the wider Local Authority

Roles and responsibilities

The SENCO

NB Special schools do not have to have a designated SENCo, however, we are committed to ensure there is one.

The SENCO of each school in the trust will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the Head, Trust Lead, other Eko SEND Leads and SEND LGB member to determine the strategic development of the SEND policy and provision
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution, in a timely manner

- Work with the Head and governing body to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Head, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Head, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and work with other SENCOs in the Trust on any updates to this policy
- With the Head and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Board of trustees

The governing board is responsible for making sure the following duties are carried out, though these duties are delegated to the Head (headteacher/Head of School) and LGB (Local Governing Body):

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when their child's school is making special educational provision for the child
- Make sure that arrangements are in place in schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the schools' accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

The SEND trustee/local governor

The SEND local governor will:

- Help to raise awareness of SEND issues at local governing body meetings
- Monitor the quality and effectiveness of SEND provision within their school and update the board on this
- Work with the headteacher/head of school and SENCO to determine the strategic development of the SEND policy and provision in their school

The headteacher/head of school (Head)

The headteacher/head of school will:

- Work with the Trust Leader of Education, SENCO and SEND local governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and local governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in their school, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:

- o Set clear outcomes and review progress towards them
- o Discuss the activities and support that will help achieve the set outcomes
- o Identify the responsibilities of the parent, the pupil and the school
- o Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Our approach to SEND support

Identifying pupils with SEND and assessing their needs

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated high-quality teaching. If progress does not improve the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil joins the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

Our schools will involve the pupil and their parents in decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive special educational provision.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [name of MIS], and will be made accessible to staff in a [pupil passport / individual education plan / school-based support plan].

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

School-based SEN support

Pupils receiving SEN support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and in some cases from the school's main budget, sometimes potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

- Getting feedback from the pupil and their parents

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteachers/executive leaders and the SENCOs will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development. Eko has developed a core SEND Professional Development offer.

Links with external professional agencies

The trust recognises that we won't be able to meet all the needs of every pupil. Whenever necessary our schools will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Admission and accessibility arrangements

1 Admission arrangements

Many pupils with SEN or a disability will be admitted through the normal admissions route. There may be times when the school has to use the Fair Access Protocol:

- Some prospective pupils with SEND may need a slower transition plan and this will be organised between the school and family. The focus is always on the success of the pupil within the school
- For prospective pupils whose EHC plan names the school the place will be allocated in line with consultation and local/school policies
- Our oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs and our schools work closely with their local authority

Accessibility arrangements

- All schools have an Accessibility Plan which is published on their website.
- School's SEND Report outline their offer, including the facilities provided to help SEND pupils access school, including the provision of auxiliary aids and services where in place

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO/headteacher in the first instance. They will be handled in line with the trust's complaints policy (available [Trust Policies](#)).

If a parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Local authorities' have disagreement resolution and mediation services this can be accessed through their websites. We may also provide mediation, if needed, through the Trust.

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the Trust Leader of Education **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the board of trustees.

Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy and principles
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Disapplication and modification

The Trust can, where necessary modify or dis-apply the National Curriculum and the assessment arrangements. Our policy is to do this only in exceptional and specific circumstances - where pupils need personalised curriculum and/or we are unable to use access arrangements for testing/exams.. The Trust makes every effort to meet the learning, social and emotional needs of all its children and young people with recourse to disapplication or modification. We achieve this through greater scaffolding and adaptation of the child or young person's work, or through the provision of additional resources.

When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child or young person. The SEND code of practice – states that a child or young person with an EHC Plan is more likely to need a personalised, targeted pathway in order to be able to take their place within society as young adults.

Inclusion within our Trust works towards this long term aim, for those with an EHC Plan and those with High Needs Funding, and will provide a pathway that is suitable for the individual.

Eko Trust recognises and values working in partnership with those other professionals involved in the education and development of our children and young people. Currently, links are well established with the School Health Service, Social Care, Education Welfare Service, the Educational Psychological Service, CAMHS and Alternative Provisions.

Our two specialist schools and schools with resource provisions/bases have a clear curriculum offer with identified pathways for the pupils within the school. There is a focus on Education, Health, Care Plan targets and ensuring all areas of the SEND Code of Practice are given focussed time.

Eko Trust will follow guidelines set by the DfE, in consultation with families/carers and professional services to best meet the identified needs of all children and young people under our care.

SEN information report

Every school in the trust publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.




Summary

Within the Trust, the teaching and learning, achievements, attitudes and well-being of all our children and young people are paramount. We follow the necessary regulations to ensure that we take the experiences and needs of all our children and young people into account when planning for academic, social and emotional learning.

This policy and schools' SEND Information Report are reviewed annually.

Appendix A

The aim of inclusion: Equity to Justice

Equality	Equity	Justice
		
<p>The assumption is that everyone benefits from the same supports. This is equal treatment.</p>	<p>Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.</p>	<p>All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.</p>