

SEND POLICY



Knowle CE Primary Academy

Kixley Lane, Knowle, Solihull B93 0JE

Tel: 01564 776209

www.knowle.solihull.sch.uk

Email: office@knowle.solihull.sch.uk

Principal: Miss J Godsall

Vice Principals: Mrs E Clarke & Mr M Stonehill



Knowle Church of England Primary Academy Special Educational Needs and Disability (SEND) Policy

In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. At Knowle Church of England Primary Academy we support all children to achieve well throughout their school life.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential. This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

This special educational needs policy should be read in conjunction with our school's local offer (also called the SEN Information Report) and our accessibility plan. This policy will be reviewed annually and was ratified by the Governing Body on 5th December 2022.

<p>COPY OF THIS POLICY IS AVAILABLE IN LARGE PRINT ON REQUEST</p>
--

OUR ACADEMY AIMS

Preparing Children for the Future

<p>Be Healthy</p> <p>We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.</p>	<p>Embrace Christian Values</p> <p>We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values</p>	<p>Stay Safe</p> <p>We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.</p>
<p>Make a Positive Contribution</p> <p>We aim to empower children to actively engage in the planning of their learning experiences, and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.</p>	<p>Enjoy and Achieve</p> <p>We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning.</p>	<p>Achieve Economic Well-being</p> <p>We aim to empower each child to develop a positive attitude, become self-motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.</p>

Learning for Life

At Knowle C of E Primary Academy we have adopted the 'Fruit of the Spirit' (as found in St. Paul's letter to the Galatians) as the basis of our core Christian Values which underpin the social, moral, ethical and spiritual development of all of the pupils in our care.

LOVE

Caring for one another unconditionally.

JOY

Finding joy, not in earthly things, or in triumphing over someone else, but rather from God.

PEACE

Knowing that we are safe in God's hands no matter what may happen.

PATIENCE

Acting with grace, tolerance and forgiveness.

KINDNESS

Showing people that they matter and that they have value by giving time, listening, showing empathy and concern.

GOODNESS

Helping others and standing up for others who cannot stand up for themselves.

FAITHFULNESS

Being trustworthy and reliable and trusting in God.

GENTLENESS

Being considerate and understanding how powerful we are and the damage we can do if that power is not under control.

SELF-CONTROL

Holding ourselves in check even in difficult situations.

SPECIAL EDUCATIONAL NEEDS

Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in this school are:

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies including health professionals.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (May 2015). This states:

*“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.**’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

[\(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Special Needs Personnel

The Special Educational Needs Co-ordinator (SENCo) is:

Early Years Foundation Stage, Key Stage 1 and Key Stage 2

Mrs E Clarke

Governor for SEND

Mrs Sian Harris

The SENCO is responsible for:

- Reviewing and updating the SEND Policy in liaison with the Principal
- In liaison with teachers identifying children with SEND and collating relevant information
- Ensuring that appropriate Individual Education Plans (IEPs) / Needs Based Plans (NBP) / Anxiety Management Plans (AMP) are in place as and when appropriate
- Attending reviews for pupils who are on the SEND register, as and when appropriate
- Liaising with parents and other professionals
- Advising and supporting other practitioners

Arrangements for Co-ordinating Provision

The Governing Body is responsible for ensuring that the academy's policy for special needs is reviewed on an annual basis and implemented effectively.

Further information about SEND is provided in the academy prospectus and on the academy website. A copy of the SEND Policy is available on request.

Admission Arrangements

All children with SEND are admitted in accordance with the LA/Academy admissions policy.

Inclusion

How does our school know if children have special educational needs and need extra help?

The benefits of early identification are widely recognised; identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person. The identification of SEND is built into the school's approach of assessing and reviewing attainment and progress. Where pupils are falling behind or making inadequate progress given their age and starting point, they should be given extra support.

We know children need help if:

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

Some children and young people may have SEND that covers more than one of these areas.

- Whole school tracking of outcomes indicates concern about progress or general well-being.

What should a parent do if they think their child may have special educational needs?

The concept of parents as partners is central to both the SEND Code of Practice (2014) and the ethos of Knowle CE Primary Academy. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

If parents have concerns relating to their child's learning, then please discuss these initially with your child's teacher. This then may result in a referral to the school SENCo by the class teacher.

Parents may also contact the SENCo directly, if they feel this is more appropriate. Mrs Emma Clarke is the school's SENCo and can be contacted by emailing the school using the following email address inclusion@knowle.solihull.sch.uk or by telephone on 01564 776209.

How does our school meet the needs of all children?

Teachers are responsible and accountable for the progress and development of all pupils. The first step in meeting the diverse needs of all our learners is that high quality teaching is carefully planned for and differentiated. This ensures that we meet the needs of all, including those with a disability, pupils with specific special educational needs and more able pupils.

When a pupil has been identified as having special educational needs, class teachers will make reasonable adjustments to the curriculum and learning environment to reduce any barriers to learning. These adaptations may include auxiliary aids, differentiated teaching and external services which can help to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes: -

- Classroom observations by the senior leadership team, the inclusion team, the SENCo and external verifiers;
- Ongoing assessment of progress made by pupils with SEND;
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- Teacher meetings with the SENCo or a member of the inclusion team to provide advice and guidance on meeting the needs of pupils with SEND;
- Attendance and behaviour records
- Reports from external agencies such as Solihull Inclusion Support Service (SISS)

Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then placed on our provision mapping document and discussed in termly progress meetings that are undertaken between the class teacher and a member of the senior leadership team. Where appropriate the SENCo will attend these meetings to monitor the progress of those children on the SEND register and also where it is felt that a pupil may need to begin the SEND process that we have adopted to use in school.

The curriculum is designed to be accessible to all children who attend the academy. Modifications will be made for children as appropriate in order to meet their needs.

The academy has adopted a model of intervention for children experiencing difficulties in their learning

Universal Provision:

- The effective inclusion of all pupils in high quality daily differentiated lessons

Targeted Provision:

- Small group intervention for pupils not making expected progress and therefore requiring additional support. This should be over and above that provided through differentiated classroom teaching. This should be specific work targeted at meeting their identified needs. These pupils will be monitored and outcomes will be recorded half termly on the provision mapping document.

Specialist Provision:

- Specific targeted intervention for individual pupils identified as requiring a highly individualised and personalised programme of work. These pupils will have an Individual Education Plan (IEP) and / or a Needs Based Plan (NBP) / Anxiety Management Plan (AMP) detailing the required additional support, which may be one to one or very small groups. They will have outside agencies involved with them and be included on our SEND register.

Individual Education Plans (IEPs):

Strategies for pupil's progress will be recorded in an IEP containing information on:

- The primary need of the child
- Child's strengths
- New information in regard to the child's diagnosis / need
- The universal provision to be used in the classroom
- Short term targets
- Teaching strategies
- Provision made
- Date for review
- Success and / or exit criteria
- The outcomes recorded at review
- Parent views
- Pupil voice (where appropriate)

The IEP will record only that which is 'different from, or additional to', the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil's needs. The IEP will be discussed with the pupil and the parent. IEP's are reviewed regularly with parents and the school staff.

Moving from Targeted to Specialist Provision:

Additional action to increase the rate of progress has been identified and recorded on the school tracking system. On the provision mapping document there will be a review of the impact of the differentiated teaching being provided to the child. If required, the SENCo or a member of the inclusion team will then offer advice to the teacher on additional strategies that can be used to further support the success of the pupil. If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

The model of **assess, plan, do and review**, exemplified in the SEND Code of Practice will then be followed for two terms:

Assess:

- Data on the pupil held by the school will be collated by the class teacher / SENCo, as and when appropriate, in order to make an accurate assessment of the pupil's needs. Identification of action to be taken to improve the pupil's outcomes will be made. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan:

- If through assessment it indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil, will be obtained. Appropriate evidence-based interventions are then identified, recorded and implemented by the class teacher with advice from the SENCo or a member of the inclusion team.

Do:

- The interventions will be recorded on the provision mapping document and IEP and / or a Needs Based Plan / Anxiety Management Plan. They will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents’ aspirations for their child. Parents and the pupil (where appropriate) will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review:

- Progress towards these outcomes will be tracked and reviewed termly with the parents and where appropriate the views of the pupil will also be sought.

As a result of the review process and with parental agreement, we may then decide to involve outside agencies for specialist support.

When a child has a particular diagnosis, such as Autism or Dyspraxia, which impacts on their academic performance or behaviour in school, a Needs Based Plan / Anxiety Management Plan may be drawn up in liaison with parents and the external agencies to ensure a child’s needs are fully met. This will be reviewed annually, or sooner if there are any significant changes, in liaison with parents and the external agencies to ensure that the child’s needs continue to be met successfully in school.

Request for Education Health and Care Plan (EHCP)

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request is then made to the Local Authority to conduct an assessment of education, health and care needs. However, the academy recognises that a request for a Statutory Assessment does not inevitably lead to an Education, Health Care Plan (EHCP) being provided.

An Education, Health Care plan may also be requested by a parent or outside agency.

For children with an Education, Health Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health Care Plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

SEND Register and IEPs

Children with a diagnosis and outside agencies involved will have an EHCP, Needs Based Plan, Anxiety Management Plan or IEP and are then placed on our SEND register. IEP's are reviewed termly by the class teacher, SENCO, relevant agencies where appropriate, support workers and parents. A child with an EHCP, has IEP's that are reviewed termly, as well as an annual review which is carried out using the appropriate Local Authority documentation. The school will arrange for the Annual Review to take place, giving all attendees at least two weeks' notice. Any new reports or paperwork that have been commissioned for the Annual Review will be sent out to all attending the meeting at least two weeks prior to the meeting being held. All final paperwork from the annual review will then be sent to the Local Authority within two weeks of the meeting being held. The Local Authority will inform the parents of any decisions made, whether the EHCP should remain unchanged, needs to be amended or should cease, within four weeks of the meeting

IEPs are stored on the network system and also within the teacher's SEND files. Stored in the SEND files is all the information required to ensure that the child's needs are fully met, for example external professional reports, monitoring visit records and recommendations. A record of External Assessment/Intervention is also kept within the class teachers' SEND folder.

The SEND Register is stored on the academy network system and is maintained by the SENCO. Access to all SEND documentation is restricted.

Needs Based Plans

Teachers are responsible for informing parents of any additional interventions which their child is receiving. This would usually take place at Parental Consultation meetings but additional meetings could be scheduled.

Needs Based Plans / Anxiety Management Plans will be reviewed annually with all relevant professionals and parents, or sooner if there are significant changes that warrant a change to the plan to ensure that the child's needs continue to be met.

How will parents know how their child is doing?

Attainment towards the identified outcomes and targets on a pupil's IEP will be shared with parents termly through the SEND support reviews, as well as through Parents Evenings and the school reporting system at the end of the academic year.

Parents are invited to attend meetings as follows:

- Three meetings a year for children with an IEP

- An annual review meeting for children with a Needs Based Plan / Anxiety Management Plan, more frequently if required
- An annual review meeting for children with an EHCP

Parents may also be given a home-school diary to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the SENCO via the school using the following email inclusion@knowle.solihull.sch.uk who will then contact you to arrange this appointment for you.

How will parents be helped to support their child's learning?

The school organises a number of parent workshops during the year. These aim to provide useful opportunities for parents to learn more about how to support their child's learning. Workshops currently include Reading, Writing, Phonics and Maths.

The school website, which can be found at www.knowle.solihull.sch.uk, includes information on supporting parents to help their child learn at home, as well as links to other websites and resources that we have found useful.

Termly curriculum letters will identify specific learning opportunities.

The class teacher, SENCo or a member of the inclusion team may also suggest additional ways of supporting your child's learning, through following the 'Pathways' documents that are located in the SEND folders.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

What support will there be for children's overall well-being?

Knowle CE Primary Academy offers a wide variety of pastoral support for children.

We currently follow a scheme of work called Jigsaw as a whole school. This is an evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Small group evidence-led interventions to support children's well-being are delivered to targeted children and groups. These are provided for those children identified by staff and aim to support improved interaction skills, emotional resilience and well-being.

Mrs Peppall, is our family mentor and may provide some small group or individual intervention.

Miss Godsall is our trained senior mental health lead in school. As a school we have taken a coordinated and evidence-informed approach to mental health and wellbeing. This leads to improved emotional health and wellbeing in children and a greater readiness to learn. It supports the children in improving attendance, attention, behaviour and attainment.

Knowle CE Primary Academy works in liaison with the Mental Health Support Team in Schools, which is part of SOLAR. SOLAR is the partnership between Birmingham and Solihull Mental Health NHS Foundation Trust (BSMHFT), Barnardo's and Autism West Midlands. They also provide Emotional Wellbeing and Mental Health Services to Children, Young People and Families in Solihull. This service is often referred to as CAMHS (Child and Adolescent Mental Health Team). They are able to offer 1:1 support for children who are experiencing low to mild anxiety, low mood or challenging behaviours. As well as, small group workshops, advice, staff training, assemblies and PSHE support.

For information about pupils with medical needs please refer to the Medical Conditions in School Policy.

<https://www.knowle.solihull.sch.uk/wp-content/uploads/2020/01/Medical-Conditions-in-School-Policy.pdf>

Outside Resources and Support Services

Support Services for parents of pupils with SEN include:

*Solihull SEND (Special Educational Needs and Disability Information, Advice and Support Service (**SENDIAS**)) offer a free confidential and impartial service for children and young people with Special Educational Needs and Disability (SEND) and their parents and carers. They are legally trained to offer information, advice and support to children, young people and their parents, to help them make informed decisions and play an active role in their own or their child's education. They will for example, explain SEND processes and procedures, give support through the EHC process, answer questions around statements or EHC Plans, in straight-forward language so that everyone knows what to expect and the part that they play in the process.*

Contact SENDIAS via

Telephone: 0121 516 5173

E mail : Solihullsendias@family-action.org.uk

Website: www.family-action.org.uk/solihullsendias

'KIDS' is a unique organisation dedicated to providing an extensive range of services to disabled children and young people, aged 0-25 years, irrespective of the impairment or condition. Independent Supporters are provided through this service in the Solihull area, working in partnership with the Local Authority and SENDIAS. They are specifically trained to help families and young people through the Education, Health and Care Plan (EHCP) assessment process. The service is free and they can be contacted via

Telephone: 01384 423868

Email: ismidlands@kids.org.uk

Solihull's Parent Carer Forum is a group of parents with children who have SEND and are experts by experience. For advice and support, you can find them via:

Telephone: Tuesdays 4.30 – 5.30pm 07878806354

Tuesdays 5.30 – 6.30pm 07878808873

E mail: solihullpcv@outlook.com

Website: <https://spcv.org.uk/>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.kids.org.uk/regional-mediation>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

What training do the staff supporting children and young people with SEND undertake?

In Knowle CE Primary Academy all teachers are teachers of children with SEND.

All school staff, including lunchtime supervisors and extended services have received a range of training at three levels, awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support children with physical difficulties e.g. hearing impairment and visual impairment
- Strategies to support pupils with social, emotional and behavioural difficulties
- Working with pupils on the Autistic Spectrum
- Supporting pupils with Dyspraxia
- Attachment disorder
- Implementing targeted interventions

Enhanced training has been provided through:

- AET Level 1 Autism training ~ All Staff
- AET Level 2 Autism training ~ All staff
- AET Level 3 Autism training ~ Key staff
- Relationship Based Play interventions ~ Key Staff
- Team Teach ~ Key Staff
- Foetal Alcohol Spectrum Disorder ~ All staff
- Type 1 Diabetes training ~ Key Staff
- Makaton Level 1 and Level 2 ~ Key Staff

- Bereavement Training ~ Key Staff
- Drawing and Talking ~ An attachment based therapeutic intervention ~ Key Staff
- Zones of Regulation ~ self-regulation and emotional control ~ Key Staff

Specialist training has been provided to the SENCo through:

- Post Graduate Certificate (Special Educational Needs Coordination)
- Attendance at the termly LA SENCo Network update meetings, conferences and Rural collaborative groups
- Regular visits from SEND specialist teachers (currently from Solihull Inclusion Support Service ~ SISS) and the Social, Emotional and Mental Health Support team (SEMHS) who provide advice to staff to support the success and progress of individual pupils
- The Governor with specific responsibility for SEND has completed the SEND Governor training and is also a SENCo

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity

How accessible is the school environment?

- There are a number of disabled parking bays available at the school
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Improved contrast in some areas of the Key Stage playground
- Ramps are provided to ensure the site is accessible to all
- Handrails are installed by the stairs that we have in school
- Three toilets have been provided to ensure accessibility for visitors with a disability
- Two lifts to enable access to different areas of the school building

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and printed information is available via the school website.

The building is inspected termly by members of the Governors Resources and Planning Committee. As part of the Equal Opportunities, Disability Equality Scheme and Accessibility Plan, consideration is given to meeting the needs of those with special needs.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition.

On entry to school:

- A planned induction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

If the child is already involved with a specialist teacher or health visitor, they will provide inclusion advice and sometimes an Individual Support Practitioner (ISP) to support the first few days in school.

Staff often attend meetings in previous settings to gain as much information as possible.

A child will sometimes have extra 'induction' visits with or without their parent or a support teacher to familiarise themselves with the setting

Some children benefit from a 'pupil passport' which can be used over the holiday to remind the child what and who to expect.

Transition to the next class:

In addition to the transition process offered for all children, children with SEND may:

Spend time making visits to their new classroom / learning environment each week during the second half of the summer term to familiarise themselves with both the staff and classroom

Teaching assistants may 'swap' so they can get to know the child in their current classroom environment.

Parents are introduced to the new class teacher at the summer review and progress meeting (if appropriate)

A 'pupil passport' may be created for parents to share with their child over the summer holidays for familiarisation with the new classroom, staff and environment.

Transition to the next school:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.

- The annual review in Year 5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Allocation of Resources

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.

The Governing Body monitors expenditure and value for money.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCO or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

We understand that every child's needs are different and that these may change over time. We assess each child's needs closely to identify which support suits them best.

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCO, class teacher and parent.

- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

Dealing with Complaints

All complaints are taken seriously and dealt with promptly. Please see the academy's Complaints Policy on the school website for further details.

Local Offer

The academy's Local Offer is available on the website and provides clear, comprehensive, accessible and up to date information about the available SEND provision.

Solihull's Local Offer can be found via this link:

<http://socialsolihull.org.uk/localoffer>