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# **SPECIAL EDUCATIONAL NEEDS POLICY & INFORMATION REPORT**

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**RÆDWALD**  
T·R·U·S·T

RATIFIED BY THE TRUST BOARD:  
5<sup>TH</sup> OCTOBER 2022

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**NEXT REVIEW DATE: SEPTEMBER 2023**

## SPECIAL EDUCATIONAL NEEDS POLICY & INFORMATION REPORT

<b>Person responsible for this policy:</b>	Angela Ransby
<b>Policy author:</b>	Angela Ransby
<b>Date to Trust Board:</b>	September 2022
<b>Date Ratified:</b>	5 <sup>th</sup> October 2022
<b>Date to be Reviewed:</b>	September 2023
<b>Policy displayed on website:</b>	Yes

<b>CEO Signature:</b>	Angela Ransby
<b>Trust Board Signature:</b>	Alan Whittaker

<b>Updates made:</b>	<b>Date:</b>
4.1 Summary or responsibilities - Updated staff roles and responsibilities	02.09.2021
4.8 Safeguarding – Updated staff roles and responsibilities	02.09.2021
5.17 Contact details for raising concerns – updated staff titles and contact details	02.09.2021
4.1 Summary of responsibilities – Updated staff roles and responsibilities	01.09.2022
4.2 The SENCO – Updated job titles	01.09.2022
4.8 Safeguarding – Updated staff roles and responsibilities	01.09.2022

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### 1. Aims and Objectives

#### 1.1 Aims

To raise the aspirations of and expectations for all pupils with Special Educational Needs and/or Disabilities (SEND) and to allow all students with SEND to make the greatest progress possible. We are committed to offering a broad, inclusive and accessible curriculum to ensure the best possible progress and opportunity for all our students, whatever their needs or abilities. We want to raise aspirations of and expectations for all students with SEND.

#### 1.2 Objectives

- To identify and provide for pupils who have special educational needs and additional needs. This is done through our admission and induction process initially.
- Continually monitor the progress of individuals through a graduated process of Assess-Plan-Do-Review.
- To provide an opportunity to celebrate the achievements of students with SEND.
- To allow students with SEND access to a broad, balanced and relevant curriculum. This includes access to alternative courses, training and appropriate curricular activities. This curriculum will be appropriately differentiated in recognition of students' abilities.
- To provide a focus on outcomes for children and young people and not just hours of provision/support.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupil, whole school approach' to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.

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- To ensure that students have an opportunity to express their views and feel fully involved in decisions which may affect them, including requesting statutory assessment for an EHC plan if they wish.
  - To ensure effective communication with parents, promoting a family-centred approach with regular meetings to discuss the future.
  - To ensure that students with SEND receive appropriate pastoral support and guidance, including their preparation for post 16 choices.
  - To liaise productively with relevant outside agencies.
  - To provide a Special Educational Needs Co-Ordinator (SENCO) who will work with all relevant Trust policies.

## 2. Legislation and Guidance

This policy and 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 co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

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

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

*See Section 312, Education Act 1996*

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

*Section 17(11), Children Act 1989*

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A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.  
*Section 1 (1) Disability and Discrimination Act 1995*

## **4. Roles and Responsibilities**

### 4.1 Summary of Responsibilities

- Raedwald Trust CEO                      Angela Ransby
- Director of Curriculum and Learning                      Ashlee Jacobs
- Head Teachers                      Stacey Laws (First Base Ipswich and First Base Bury St Edmunds)  
Tom Baker (Alderwood Academy)  
Kirsty Osborne (Parkside Academy KS4, Westbridge Academy and Ipswich Hospital School)  
Angela Ransby (St. Christopher's Academy)
- Head of School                      Sian Sherman (Parkside Academy KS3)
- Head of Service                      Alice Crozier-Green & Louise Chapman  
(Outreach, including CIC Team)
- Lead Teachers                      Kate Kingsford-Bere (Ipswich Hospital School)  
Emma Clark (First Base Bury St. Edmunds)  
Emily Duque (Westbridge Academy)
- SENCO                      Emma Osborne  
Sian Sherman  
Lauren Quigley  
Stacey Laws  
Ashlee Jacobs
- SEND Trustee                      Nadia Jarana

### 4.2 The SENCO

SENCO time is allocated across the trust; all SENCOs oversee, support and coordinate (working in partnership with school site Head of School) across a variety of sites within the Raedwald Trust.

Every SENCO will:

- Work with the Director of Curriculum and Learning and Headteacher/Head of School/Head of Service to determine the strategic development of the SEND policy and provision across the Trust.
- Offer support and guidance to all staff at each Raedwald Trust site.

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- 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
  - Advise on the graduated approach to providing SEND support
  - Be the point of contact for external agencies who work with young people within the Trust. This may include discussions with the local authority and its support services.
  - Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
  - Work with the Head of School and Central Trust team to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
  - Ensure the school keeps the records of all pupils with SEND up to date.

#### 4.3 The SEND Trustee

The SEN Trustee will:

- Help to raise awareness of SEND issues at trustee board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the Trust and update the trust board on this
- Work with the Director of Learning and Curriculum to determine the strategic development of the SEND policy and provision within the Trust

#### 4.4 Head Teacher and Head of School

The Head Teacher will:

- Work with the Head of School, Director of Learning and Curriculum and SEND trustee to determine the strategic development of the SEN policy and provision in their school
- Have overall responsibility for the provision and progress of learners with SEND.
- Have responsibility for the day to day management of all aspects of the school's work, including SEND provision.

#### 4.5 Director of Curriculum and Learning

The Director of Curriculum and Learning will:

- Support the SENCO to implement specific pedagogy and new initiatives as determined by the Trust.
- Monitor progress of pupils with designated SEND
- Support the professional development of SENCOs across the Trust as well as coordinating staff CPD relevant to SEND.
- Oversee admissions of pupils into the Trust, working closely with the Local Authority and external commissioners

#### 4.6 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class. All teachers are teachers of pupils with SEND. It is incumbent upon teachers to be aware of the varying needs of students in their classes and to differentiate accordingly.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and 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

**4.7 Support staff**

Each member of support staff is responsible for:

- Promoting the inclusion of all students within the classroom and outside learning environment.
- Working positively and collaboratively with teaching staff and the Headteacher/Head of School to support Trust initiatives.
- Leading small group interventions and/or learning groups as determined by the SENCO/SEND Lead/class teacher/Head of School.
- Key worker duties for pupils and acting as a first point of call for parents/carers.
- Establishing and promoting positive and productive relationships with students, acting as role models and setting high expectations.

**4.8 Safeguarding**

- Within the Trust, overall responsibility for Safeguarding lies with the CEO and Head Teachers. All staff undertake safe guarding training on an annual basis. Further details can be found in the safe guarding policy found on our website and available from the school office. Safeguarding responsibility on a site-by-site basis is as follows:

Trust Site	Parkside KS3	Parkside KS4	Ipswich Hospital School	Alderwood	First Base Ipswich	First Base Bury	Westbridge KS4	St. Christopher’s	Outreach Services
<b>DSL</b>	Sian Sherman	Carey Fish	Kate Kingsford-Bere	Tom Baker	Stacey Laws	Stacey Laws	Carey Fish	Angela Ransby  Cath Sparrow (Medical Needs)	Alice Crozier-Green
<b>DDSL</b>	Nicola Shaw	Kayleigh Southgate & Emma Osborne	Nichole Phillips & Lizzie Vincent	Jayne Crapnell	Tanya Gray & Emma Clarke	Sophie Hickmott & Tanya Gray	Kayleigh Southgate	Fe Dunachie	Louise Chapman, Pippa Harding & Jo Perry

**5. SEN Information Report**

**5.1 The kinds of SEND that are provided for**

Our group of Alternative Provision schools currently provide short-term and temporary provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties

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- Cognition and learning, for example, dyslexia, dyspraxia,
  - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
  - Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
  - Moderate and multiple learning difficulties

### 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of 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 the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

The class or subject teacher will work with the SENCO and Headteacher/Head of School to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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

When deciding whether additional special educational provision is required, we will start with the desired outcomes (including the expected progress and attainment) and the views and wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or bespoke is needed.

### 5.3 Consulting and involving pupils and parents

Once it has been decided that a pupil has gained a place at a Raedwald Trust pathway, a member of the relevant Raedwald Trust team will be in direct contact with parents/carers to arrange a visit to



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the home as well as a school visit. During this time, parents/carers and pupils are encouraged to share areas of strength and difficulty. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's needs
- We take into account any parental/carer concerns
- 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.

Throughout each child's placement, parents/carers will receive regular updates with regards to progress, achievements and/or concerns. Referrals to outside agencies will be discussed with parents/carers and collaborative discussions encouraged. Specific modes of information sharing are individual to each Trust site and can be found in your schools SEN Info Report Summary sheet in the Appendices of this document or the Trust website.

#### 5.4 Assessing and reviewing pupils' progress towards outcomes

It is implicit in the policy to recognise the importance of self-esteem and the central part it plays in the positive development of the individual. Exam success apart, progress will be measured through the students' ability to integrate socially both in and out of the school setting, to access their mainstream provision, work experience, community work, training schemes and college placements. Aside from statutory assessment success, progress is measured on a daily basis by classroom teachers in terms of assessing what students know and can do as a result of daily teaching and other forms of formative assessment.

- Progress is monitored through continuous assessment and target setting using the graduated approach of assess-plan-do-review. (code of practice 2014)
- All staff have access to and contribute to documentation appropriate to each site. These include: Individual Learning Plans (ILPs), case studies, EHCP's, Pupil Focus Files, Pupil induction information and further SEN records. It is the responsibility of all staff to look at these when changes occur. All information regarding changes for students and their families is shared during daily morning briefings/weekly meetings and recorded on the Trust IT system, BehaviourWatch.
- We work closely with our Youth Support Service and other relevant agencies as part of the Person Centred process. Relevant professionals are consulted and appropriate curriculum changes are made throughout the year.

#### 5.5 Supporting pupils moving between phases and preparing for adulthood

- We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
- When a young person is moving on to post-16 education, individualised transition plans will be made and supported by teachers, transition workers and the SENCO.
- When a child or young person is returning to a mainstream setting, he/she will be supported by their school through detailed transition plans that are discussed and agreed with parents/carers, the child/young person and the mainstream setting. Each setting will ensure

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that detailed information is shared with any new school/provision and that regular discussions occur to address any concerns raised. Transition may include school visits, supported lessons and a gradual return; this will be determined on an individual basis.

### 5.6 Our approach to teaching pupils with SEN

The four broad categories of need as detailed in the SEND Code of Practice, 2014 are:

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

It is sometimes the case that students have missed large amounts of schooling upon entering schools within the Raedwald Trust, therefore there may be limited evidence of ability and/or difficulties. Quality first teaching is at the centre of our work with students. All teachers are responsible and accountable for the progress and development of the students they teach. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Using a graduated approach of Assess-Plan-Do-Review, every attempt is made to glean a comprehensive profile of the incoming student.

The principle sources of information for identifying student's special educational needs are:

- Information from parents
- Education, Health and Care plans and other records of SEN and provision from student's previous schools
- Information from members of the Raedwald Trust Admissions Team and/or SCC AP Panel.
- Information from previous school and education provider
- Liaison with external agencies involved with individual students such as IDT, Social Care, SALT, OT, Nurse Practitioners etc.
- Baseline assessments (through Induction Units) carried out at each individual site. These assessments help staff to identify any gaps in learning and therefore inform subsequent teacher planning. These assessments may also trigger further referrals and/or further testing.
- Baseline assessments (which provide Standardised Scores) presently used across sites include: Thrive assessment, Lucid Exact writing and reading assessment, Pupil Attitude to Self and School (PASS), WRAT4 and Diagnostic Reading Assessment (DRA), DASH, Sandwell's, YARC, SWRT and BPVS.
- Members of staff will discuss with the SENCO how to meet the special educational needs of a particular student if they feel further help is required in addition to the normal differentiated curriculum and quality first teaching.
- Students will have an individual learning plan, which highlights their needs, strengths, how school can support them, interventions, access arrangements and their targets.

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- Students are encouraged to voice their own concerns about their learning through discussions with staff and target setting. Students are also central to decisions regarding their own learning as part of our commitment to a Person Centred approach.
  - Where students fail to make adequate progress, the teacher and SENCO will assess whether the child has a significant learning difficulty. Appropriate SEN support will then be agreed.
  - Where a student is suspected to have a Specific Learning Difficulty they may be referred to the Educational Psychologist (EP) with agreement from parents and student. The EP report will inform the SENDO and other teaching staff regarding the best way to support the student with their specific needs in the school setting.
  - Students with an EHC plan will have outcomes which relate directly to their needs; these will be shared with staff by the SENCO. These outcomes will be continually reviewed and discussed with staff.
  - Students with SEN and their parents are involved in the different and, if appropriate, graduated stages of provision to meet their SEN.
  - Students who require support for external examinations are identified as soon as possible upon entry within the Raedwald Trust. The SENCO liaises with the on-roll mainstream school and relevant Examinations Officer to ensure that the appropriate special arrangements are applied for and then implemented.
  - All sites aim to provide an autism friendly environment and try to ensure that the needs of students with Autistic Spectrum Disorders and other Social Communication Difficulties are being met.

For some pupils, additional intervention may be appropriate. The type of intervention required will be determined on an individual basis with different sites using different strategies to support any area of development needed. This can include support for both academic and social progress. For specific lists of interventions used at your setting, please see the SEN Info Report summary sheet on your school website or the appendices at the end of this document.

5.7 Adaptations to the curriculum and learning environment

Within the Trust, all students work in small groups in a non-threatening, supportive atmosphere. Curriculum access is promoted through careful organisation of the timetable, the school day, the learning environment and quality first teaching.

We make the following adaptations to ensure all pupils' needs are met:

- An inclusive approach to curriculum delivery to ensure all pupils can access learning. This could include consideration of groupings, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

5.8 Additional support for learning

The extended curriculum on offer incorporates possibilities for work experience/internship and/or college placements. Students are supported by transport to such places and staff support whilst in

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attendance if it is felt appropriate. Individual programmes are designed to meet individual needs of students at all sites.

Upon entry, a risk assessment is completed for each pupil which helps to form the overall picture of provision. The SENCO liaises with staff to seek further advice and support from outside specialists who may undertake further assessments and provide guidance to inform planning and the setting of targets or application for assessment, if appropriate. Students and parents are involved in all these processes; their views are paramount.

We have support staff across the Trust who are trained to deliver interventions such as Catch Up Literacy, Lego Therapy, Talking and Drawing, etc.

Due to smaller class sizes, staff are readily available to support pupils on a 1:1 basis when they struggle within lessons.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language
- Educational Psychologists
- Occupational therapy
- Nurse practitioners
- Integrated Delivery Team
- Autism diagnostic service Suffolk
- Social care
- CAMHS

#### 5.9 Expertise and training of staff

All continued professional development (CPD) is related to the current needs of the students and is attended by the SENCO, Leadership team, teaching and non-teaching staff. This is arranged by the Head Teacher or the SENCO in liaison with the CEO and relevant partner agencies such as the Integrated Delivery Team.

The CPD programme reflects the fact that all staff are teachers of special educational needs. All staff are encouraged to develop the quality of their teaching, knowledge and development by accessing relevant training.

#### 5.10 Securing equipment and facilities

Raedwald Trust is committed to ensuring that students are given the equipment and facilities they need so they are able to access the curriculum. Specific equipment requirements will be assessed by the SENCO and Head of School/Head teacher upon entry and throughout the placement. Parents/carers and pupils are encouraged to discuss any changing needs with regards to equipment or facilities directly with the class teacher, SENCO or Head of School/Headteacher.

#### 5.11 Evaluating the effectiveness of SEN provision

The Academy Trust Board has a duty to report annually on the success of its SEN policy.

Regular meetings are held between the Director of Curriculum and Learning, Head Teacher, Head of School and SENCO to evaluate the success of the SEN policy.

They will use the following criteria:

- Do measures of literacy and numeracy for children with special educational needs show improvement over time?
- Do children on special programmes demonstrate increased confidence to teachers and/or parents?
- Is the SENCO making the most effective and efficient use of the available resources?
- Do teachers across departments demonstrate confidence and competence in differentiating work appropriately?
- Are individual programmes of study well adapted to students' special educational needs and are they revised appropriately in the light of either success or failure?
- Is consultation with parents and students, regarding SEND provision, viewed positively by parents and students?

#### 5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Within the Raedwald Trust, we are committed to equal opportunities irrespective of race, creed and/or SEN. Our aim is to meet the needs of all young people on our role and our admissions policy has due regard for the guidance in the SEND Code of Practice, 2014.

- All referrals for all sites go through the weekly Alternative Provision Panel (APP) and Raedwald Trust Admissions Team. For more details of admission procedures please refer to our Admission Policy.
- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to take part in sports days/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The Raedwald Trust recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical activities. Some children with medical conditions may be disabled and where this is the case the Raedwald Trust will comply with their duties under the equality Act 2010. Some pupils may also have special educational needs (SEN) and may have an Educational Health and Care (EHC) plan which brings together health and social care needs, as well as their educational provision and the SEND Code of Practice is followed.

#### Access

<b>Parkside Academy, Key Stage 3</b>	<ul style="list-style-type: none"> <li>• There is an accessible toilet on the ground floor of the building and an accessible ramp at the front entrance.</li> </ul>
<b>Parkside Academy, Key Stage 4</b>	<ul style="list-style-type: none"> <li>• There is an accessible toilet on the ground floor of the building. The school is one level throughout and therefore all areas are fully accessible.</li> </ul>

	<ul style="list-style-type: none"> <li>The building is full of natural light, with classrooms easily adapted to suit particular lighting needs.</li> </ul>
<b>Westbridge Academy</b>	<ul style="list-style-type: none"> <li>Westbridge has a lift and toilets accessed on both floors.</li> <li>The building is full of natural light, with classrooms easily adapted to suit particular lighting needs.</li> </ul>
<b>Hospital School</b>	<ul style="list-style-type: none"> <li>Based in Ipswich hospital, the school is fully accessible via lifts and accessible ramps.</li> <li>Accessible toilets are available throughout the hospital.</li> </ul>
<b>Alderwood Academy</b>	<ul style="list-style-type: none"> <li>The school is one level throughout with all toilets accessible. Portacabins have ramps for easy access.</li> <li>The buildings are full of natural light throughout.</li> </ul>
<b>St.Christopher's Academy</b>	<ul style="list-style-type: none"> <li>The school is one level throughout with natural lighting and an accessible toilet.</li> </ul>
<b>First Base Ipswich Academy</b>	<ul style="list-style-type: none"> <li>The school is one level throughout with natural lighting throughout and an accessible toilet.</li> </ul>
<b>First Base Bury St Edmunds Academy</b>	<ul style="list-style-type: none"> <li>The school is one level throughout with natural lighting throughout and an accessible toilet.</li> </ul>
<ul style="list-style-type: none"> <li>All staff are trained in manual handling, "School Safe" and First Aid.</li> <li>Training from the school nurse for diabetes care, epilepsy, allergy and asthma training can be accessed by all staff.</li> </ul>	

For additional information on access please refer to our Accessibility Plan found at: [www.raedwaldtrust.org](http://www.raedwaldtrust.org)

### 5.13 Support for improving emotional and social development

All staff within Raedwald Trust are highly trained and experienced in supporting children and their needs. The Thrive approach underpins our approach to supporting children and young people.

Additionally, we support emotional and social development at all sites through:

- Mentoring/key workers
- Life skills
- Activities outside the classroom
- Monitoring attendance
- Home visits/meetings
- Anti-bullying
- Risk assessments
- 1:1 Time
- Positive behavior certificates
- School council
- Training opportunities

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We recognise that pupils at any site may have Special Educational Needs for which they may have been the victim of bullying or for which reason they may have been bullied. Further information can be found in the Anti-Bullying Policy.

We have a zero-tolerance approach to bullying.

#### 5.14 Working with other agencies

Schools within the Raedwald Trust consistently work with external agencies to ensure the best possible outcomes for our pupils. Key staff maintain close contact with health and social care to ensure all staff have accurate and current information on pupils. Referrals for additional specialist assessment are made directly by the SENCO or pastoral leads who support families through the process and act as the link between home and school.

#### 5.15 Complaints about SEND provision

Staff within the Raedwald Trust work closely with parents of students and acknowledge that partnership with parents plays a key role in promoting the culture of co-operation between parents and the school.

Parents are asked to contact the Head Teacher, Head of School or SENCO over any concerns. It is hoped that by working in partnership with parents it will be possible to resolve any complaints or disagreements. Where this is not possible any complaints will be dealt with through the Academy Trust Board complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### 5.16 Contact details of support services for parents of pupils with SEND

Wherever possible, parents are encouraged to speak to their child's class teacher, SENCO or Headteacher/Head of School about additional support they may need. If further support is needed, parents are encouraged to get in touch with the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) which provides information, advice and support to young people and children with SEN or disabilities aged 0 -25, and their parents, about education, health and social care. They provide legally based, impartial, confidential and accessible information and advice. They do this through workshops for practitioners and Parents/carers, online and printed information, a confidential helpline and direct face to face work. Explain your school's approach here. Insert the details of the services available to parents in your area.

#### 5.17 Contact details for raising concerns

Managing the co-ordination of SEND within the Raedwald Trust:

Mrs Ashlee Jacobs (Director of Curriculum and Learning) - contact details: 01473 719559

[ajacobs@raedwaldtrust.org](mailto:ajacobs@raedwaldtrust.org)

SENCO contact details across the Trust:

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Mrs Emma Osborne (SENCO) – contact details: 01473 719559  
[eosborne@raedwaldtrust.org](mailto:eosborne@raedwaldtrust.org)

Miss Lauren Quigley (SENCO) - contact details: 01473 719553  
[lquigley@raedwaldtrust.org](mailto:lquigley@raedwaldtrust.org)

Miss Stacey Laws (SENCO) - contact details: 01473 719553  
[slaws@raedwaldtrust.org](mailto:slaws@raedwaldtrust.org)

Miss Sian Sherman (SENCO) – contact details: 01473 717013  
[ssherman@raedwaldtrust.org](mailto:ssherman@raedwaldtrust.org)

Special Educational Needs and Disabilities Trustee: Nadia Jarana

#### 5.18 The local authority local offer

Suffolk County Council's local offer is published here:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=i6xW1anGVPE>

## **6. Monitoring Arrangements**

This SEN policy and information report will be reviewed by Ashlee Jacobs every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Trustees.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility Plan
- Behaviour Management & Discipline Policy
- Equality, Diversity & Inclusions Policy
- Safeguarding & Child Protection Policy



## Appendices – Site based SEN Information Reports

### What type of support is available for my child?

- Small teaching groups
- Quality first teaching
- Appropriate, accessible and concentric curriculum
- Bespoke timetabling and Individual Learning Plans (ILPs)
- 1:1 time with key teacher/support staff
- High adult to pupil ratio
- Education, Health and Care Plan Annual reviews
- Induction and planning involving all those important to your child
- Nurture based setting and ethos
- Outreach session delivered weekly at their home school
- Intervention programmes

### How does the school support my child with transition?

**On entry**– Thorough induction process including a home visit, home school visit and visit to Alderwood, developing the student profile (pupil passport) and ILP

**On exit**– Personalised transition plans, schools visits, regular meetings with families and outside agencies, sharing information and exit reports with setting

### How does the school communicate with me?

- Regular phone calls, meet and greet and/or email
- Updates and contact via Class Dojo
- Raedwald Trust Website, Instagram and Twitter
- Parent/Carer meetings (Induction, mid placement and exit)
- Pupil Progress meetings and ILP updates
- Meetings with outside agencies
- End of placement reports
- Parent events
- Every child's needs are considered on an individual basis

### Who do I talk to about my child's needs or if I have any concerns?

Headteacher - Tom Baker  
 SENDCo - Lauren Quigley  
 Class Teachers  
 Learning and Progress support staff



SEN Information  
 Report Summary

Alderwood Academy 2022/23

### What support will there be for my child's wellbeing?

- Nurture based setting and ethos
- High adult to pupil ratio
- Personalised weekly targets
- Weekly celebration assembly and certificate
- Thrive approach and therapeutic play
- Daily welcome and breakfast
- School nurse
- Monitoring attendance
- Home visits
- Risk assessments
- PSHE curriculum developed to meet current pupil need
- Regular pupil progress meetings
- Interventions to support SEMH
- Weekly outreach delivered to support home school

### How does the school identify and assess students with needs?

- Information from parents/carers and home school
- Pupil views (through induction, regular discussions with staff and observations)
- Information from outside agencies working with the young person
- Baseline assessments upon entry and from previous settings
- EHCP outcomes and Annual Reviews
- Regular pupil progress meetings

### How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Social, emotional & mental health – social skills groups/games, anger management, self-esteem work, PSHE curriculum, 1:1 time with key adults, ILPs, Thrive
- Cognition and learning needs – Small learning groups, SEND friendly learning environments, daily literacy and maths small group teaching differentiated to ability, interventions tailored to pupil need
- Sensory &/or physical – disabled toilet, sensory room and resources, coloured paper/overlays, sensory circuits, visual timetables, access to quiet spaces
- Communication and interaction – structured and modelled social times, social skills games, 1:1 time, small group teaching, high staff to pupil ratio, WellComm, visual timetables displayed
- Referral to specialist agencies as appropriate- SALT, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEND
- Every child's needs are considered on an individual basis

#### What type of support is available for my child?

- Small teaching groups
- High-quality teaching
- High ratio of adult support
- Appropriate and accessible curriculum
- Personalised learning
- Intervention programmes
- Regular review meetings
- Weekly outreach session at community school
- Holistic planning involving all those important to your child

#### Who do I talk to about my child's needs or if I have any concerns?

- Stacey Laws - Head Teacher, DSL, SENDCo
- Class Teacher
- Learning and Progress staff

#### How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers/support staff
- Information from students (pupil feedback)
- Information from outside agencies
- Information from assessments and previous settings
- Observations of pupil
- EHCP



#### SEN Information Report Summary

First Base Bury St Edmunds  
2022-23

#### How does the school support my child with transition?

**On entry** - Observation in community school, pupil induction session, parent visit, information from community school

**On exit** - Exit report and meeting

#### What support will there be for my child's wellbeing?

- Daily discussion of feelings
- Forest School sessions
- Nurturing environment
- Positive behaviour rewarded individually and as a class
- PSHE sessions
- 1:1 time with key staff
- Core values
- Anti-bullying
- Attendance at FNM/CIN/ CPP meetings
- Risk assessments
- Monitoring attendance

#### How does the school communicate with me?

- Regular phone calls
- Website
- Review meetings
- Pupil's today book
- Meetings with outside agencies
- Written reports
- Letters
- Share sessions with parents/carers

#### How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Social, emotional & mental health - Forest School, social skills groups/games, anger management, self-esteem work, PSHE, 1:1 interventions
- Cognition and learning needs - Small group size, adult support, personalised learning, outdoor learning, Early Years approach
- Sensory &/or physical - disabled toilet, coloured paper, sensory toys, gym trail sessions, occupational health input, visual timetables, bubble tube, music
- Communication and interaction - Supervision and modelling during social times, social skills games, 1:1 time, speech and language interventions, Lego therapy
- Referral to specialist agencies as appropriate: Speech and Language, Educational Psychology, Occupational therapy, nurse practitioners
- Staff follow EHCP recommendations for achieving targets
- Staff receive regular training to update their knowledge regarding SEN
- Every child's needs are considered on an individual basis

#### What type of support is available for my child?

- Small teaching groups
- High-quality teaching
- High ratio of adult support
- Appropriate and accessible curriculum
- Personalised learning
- Intervention programmes
- Regular review meetings
- Weekly outreach session at community school
- Holistic planning involving all those important to your child

#### Who do I talk to about my child's needs or if I have any concerns?

- Stacey Laws - Head Teacher, DSL, SENDCo
- Class Teacher
- Learning and Progress staff

#### How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers/support staff
- Information from students (pupil feedback)
- Information from outside agencies
- Information from assessments and previous settings
- Observations of pupil
- EHCP



#### SEN Information Report Summary

First Base Ipswich 2022-23

#### How does the school support my child with transition?

**On entry** - Observation in community school, pupil induction session, parent visit, information from community school

**On exit** - Exit report and meeting

#### What support will there be for my child's wellbeing?

- Daily discussion of feelings
- Thrive sessions
- Nurturing environment
- Positive behaviour rewarded individually and as a class
- PSHE sessions
- 1:1 time with key staff
- Core values
- Anti-bullying
- Attendance at FNM/CIN/ CPP meetings
- Risk assessments
- Monitoring attendance

#### How does the school communicate with me?

- Regular phone calls
- Website
- Review meetings
- Pupil's today book
- Meetings with outside agencies
- Written reports
- Letters
- Share sessions with parents/carers

#### How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Social, emotional & mental health - Thrive setting, social skills groups/games, anger management, self-esteem work, PSHE, 1:1 interventions
- Cognition and learning needs - Small group size, adult support, personalised learning, outdoor learning, Early Years approach
- Sensory &/or physical - disabled toilet, coloured paper, sensory toys, gym trail sessions, occupational health input, visual timetables, bubble tube, music
- Communication and interaction - Supervision and modelling during social times, social skills games, 1:1 time, speech and language interventions, Lego therapy
- Referral to specialist agencies as appropriate: Speech and Language, Educational Psychology, Occupational therapy, nurse practitioners
- Staff follow EHCP recommendations for achieving targets
- Staff receive regular training to update their knowledge regarding SEN
- Every child's needs are considered on an individual basis

#### What type of support is available for my child?

- Small teaching groups
- Quality First Teaching
- Appropriate and accessible curriculum
- Safeguarding, Health & Welfare Team support
- Individual Learning Plan (ILP)
- Annual Reviews
- Holistic planning involving all those important to your child
- Key adult
- Exam access arrangements
- Online Student Hub
- Daily PSED (personal, social and emotional development) lessons.

#### Who do I talk to about my child's needs or if I have any concerns?

##### KS4 Head teacher:

Kirsty Osborne

##### KS3 Head of School:

Sian Sherman

##### SENCo:

Emma Osborne (KS4)

Sian Sherman (KS3)

##### Deputy Designated Safeguarding:

Nic Shaw (KS3)

Kayleigh Southgate (KS4)

Emma Osborne (KS4)

Form Tutor

#### How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)
- Information from outside agencies
- Information from assessments and previous settings
- Observations
- EHCP (Education, Health & Care Plan)
- Induction assessments

#### How does the school support my child with transition?

**On entry** - Home visits, parent/carer meetings, school visits, induction process, creation of Individual Learning Plan (ILP)

**On exit** - Personalised transition plans, transition sessions in school, school / Post-16 setting visits, Travel Training, EHCP Referrals

#### How does the school communicate with me?

- Regular phone calls
- Raedwald Trust Website
- Parent/carer meetings
- Person Centred Reviews
- EHCP Annual Review process
- Involvement in meetings with outside agencies
- Written reports
- Letters, emails and texts
- Parental feedback surveys
- Positive feedback via phone calls/postcards



SEND Information  
Report Summary  
Parkside Academy  
KS3 & KS4 2022-23

#### What support will there be for my child's wellbeing?

- Nurturing environment
- Mentoring
- Breakfast Club
- Life skills development
- School Nurse support
- Monitoring attendance
- Home visits
- Anti-bullying & E-safety
- Risk assessments
- 1:1 Time with key staff
- Positive achievement postcards
- PSHE Curriculum
- Creative activities - music, art etc.
- Fitness activities
- Mental Health First Aiders
- PCSO

#### How does the school meet my child's needs?

- Appropriate baseline assessments on entry
- Communication and interaction - social times activities, social skills development embedded as part of curriculum, LEGO Therapy, ELKLAN strategies, visual timetables & resources, input from Speech & Language Therapy
- Cognition and learning needs - targeted literacy & numeracy intervention, Dyslexia friendly approach, use of assistive technology, small teaching groups, vocational learning activities, daily taught reading sessions.
- Social, emotional & mental health - social skills activities, PSHE curriculum, resilience building activities, supported social times, emotional literacy support
- Sensory &/or physical - accessible toilet, Irlen friendly lighting, coloured paper/overlays, sensory resources, Gym sessions, Occupational Therapy input, motor skills activities & resources, sensory circuits
- Referral to specialist agencies as appropriate- Speech and Language Therapy, Educational Psychology, Occupational Therapy, Specialist Education Services.
- Staff receive regular training to update their knowledge regarding SEND.
- Every child's needs are considered on an individual basis.

#### What type of support is available for my child?

- Pastoral Manager Support
- Small or 1:1 teaching groups
- Quality First teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- Individual Learning Plans (ILPs)
- 1:1 catch up sessions
- Annual reviews
- Holistic planning involving all those important to your child
- Key workers
- Exam access arrangements
- Opportunities for learning outside of the classroom, if appropriate

#### Who do I talk to about my child's needs or if I have any concerns?

- Headteacher:**  
- Kirsty Osborne
- SENCO:**  
- Emma Osborne
- Pastoral manager:**  
- Kayleigh Southgate

#### How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)
- Robust induction process
- Information from outside agencies
- Information from previous settings
- Baseline assessments
- EHCPs

#### How does the school support my child with transition?

**On entry** - Home visits, parent/carer meetings, school visits, induction process, creation of a student profile and Individual Learning Plan (ILP)

**On exit** - Personalised transition plans, support in school, post-16 transition support, college visits, SEND/EHCP information shared with new/existing setting

#### How does the school communicate with me?

- Regular phone calls
- Website
- Parent/Carer meetings
- Meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards
- Exhibitions
- EHCP Annual Review Process



SEN Information Report  
Summary  
Westbridge Academy  
2022-2023

#### What support will there be for my child's wellbeing?

- Mentoring
- Life skills development
- School nurse
- Monitoring attendance
- Home visits
- Anti-bullying
- Risk assessments
- 1:1 Time with key staff
- Positive Behaviour Certificates
- Activities - music/art clubs
- Gym sessions
- ELSA (emotional literacy support)

#### How does the school meet my child's needs?

- Detailed baseline assessments and induction process on entry
- Communication and interaction - Supervision during social times, social skills games, 1:1 time, Elklan, personalised timetables
- Cognition and learning needs - Small learning groups, Dyslexic friendly approach, catch up literacy, 1:1 intervention sessions, ICT resources available
- Social, emotional & mental health - social skills groups/games, anger management, self-esteem work, PSHE curriculum, 1:1 counselling, ELSA sessions
- Sensory &/or physical - disabled toilet, Irlen friendly lighting, coloured paper/overlays, sensory resources, gym sessions, occupational health input
- Referral to specialist agencies as appropriate- Speech and Language, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEN
- Every child's needs are considered on an individual basis



#### What type of support is available for my child?

- Small teaching groups
- Quality first teaching
- Appropriate, accessible and [concentric curriculum](#)
- Bespoke timetabling and Individual Learning Plans (ILPs) created through Individual Health and Care Plans (IHCPs)
- 1:1 time with key teacher/support staff
- High adult to pupil ratio
- Induction and transition planning involving all those important to your child
- Thrive intervention
- Outreach support delivered in the home or in the mainstream school setting.
- Intervention programmes

#### Who do I talk to about my child's needs or if I have any concerns?

[Headteacher](#) – Angela Ransby  
[SENDCO](#) – Ashlee Jacobs  
Lead Teacher – Cath Sparrow  
Teachers  
Support Staff

#### How does the school identify and assess students with needs?

- Information from parents/carers and home school
- Pupil views (through induction and regular discussions with staff and observations)
- Information from outside agencies and clinical teams working with the young person
- Baseline assessments upon entry and from previous settings
- EHCP outcomes and Annual Reviews
- Regular pupil progress meetings



#### SEN Information Report Summary

[St.Christopher's Academy 2022-23](#)

#### How does the school support my child with transition?

**On entry**– Through induction process including a home visit, home school visit and visit to St.Christopher's, developing the student profile and ILP

**On exit**– Personalised transition plans, schools visits, regular meetings with families and outside agencies, sharing information and exit reports with setting

#### How does the school communicate with me?

- Weekly reports sent home
- Regular phone calls, meet and greet and/or email
- Raedwald Trust Website, Instagram and Twitter
- Parent/Carer meetings
- Annual Reviews
- Meetings with outside agencies
- End of placement reports
- Parent events
- Every child's needs are considered on an individual basis
- Pupil progress meetings
- Written reports

#### What support will there be for my child's wellbeing?

- Nurture based setting and ethos
- High adult to pupil ratio
- Personalised target setting
- Thrive approach
- Daily welcome and breakfast
- School nurse
- Meetings with lead clinicians
- Monitoring attendance
- Home visits
- Risk assessments
- PSHE curriculum developed to meet current pupil need
- Regular pupil progress meetings
- Interventions to support SEMH if required and directed by clinical team

#### How does the school meet my child's needs?

- Detailed baseline assessments [on entry](#)
- [Social, emotional & mental health](#) – social skills groups/games, anger management, self-esteem work, PSHE curriculum, 1:1 time with key adults, ILPs, Thrive
- [Cognition and learning needs](#) – Small learning groups, SEND friendly learning environments, interventions tailored to pupil need
- [Sensory &/or physical](#) – disabled toilet, sensory room and resources, coloured paper/overlays, sensory circuits, visual timetables, access to quiet spaces
- [Communication and interaction](#) – structured and modelled social times, social skills games, 1:1 time, small group teaching, high staff to pupil ratio, visual timetables displayed
- Referral to specialist agencies as appropriate- SALT, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEND
- Every child's needs are considered on an individual basis

#### What type of support is available for my child?

- Close liaison with Home School
- Small teaching groups
- Quality teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- 1:1 catch up sessions
- Individual Health Plan (IHP)
- Individual Learning Plan
- Referrals to other professionals eg Early Help; CAF; EHCP; Home School SENCO
- Dyslexia Teaching
- Drawing & Talking Therapy
- Mental Health First Aid
- Irlens Preliminary Assessment
- Use of telepresence robots as appropriate

#### Who do I talk to about my child's needs or if I have any concerns?

##### Head of School:

- Kate [Kingsford-Bere](#)

##### Hospital Teacher:

- Nichole Philips

##### Teaching Assistants:

- Lizzie Vincent

#### How does the school identify and assess students with needs?

- Information from parents/[carers](#)
- Information from Home School
- Information from students ( regular discussions with staff)
- Information from Medical Team
- Information from outside agencies
- Information from assessments
- EHCP; IHP, ILP
- Phonics screening/assessment using RWI

#### How does the school support my child with transition?

**On entry** – Meeting at bedside with parent/[carers](#); completion of admissions form; opportunity to discuss concerns and plan for stay; liaison with Home School

**On exit** – Transition plans, support in home school, follow-up visit if required/requested; use of telepresence robots (if applicable)

#### How does the school communicate with me?

- Daily contact on ward
- Information letter
- Noticeboards
- Parent/Professional meetings
- Meetings with outside agencies
- Exhibition of pupils work
- Telephone/Email/Letter/TEAMS, as necessary



SEN Information Report  
Summary

Hospital School 2022-23

#### What support will there be for my child's wellbeing?

- Extensive liaison with medical team
- Monitoring progress
- Home school liaison/visits from key staff
- 1:1 Time with key staff
- Visual Timetable
- Therapeutic Activities - music/art/DT/mindfulness
- Yoga sessions
- Bespoke lessons
- Small, nurturing environment
- Time to listen
- All staff are trained in Youth Mental Health First Aid
- Virtual telepresence robots to support those in isolation

#### How does the school meet my child's needs?

- Liaison with Home School re attainment
- Social, emotional & mental health – social skills groups/games, anger management, self-esteem work, PSHE, 1:1 support
- Cognition and learning needs - Dyslexic friendly approach, catch up English and Maths
- Sensory &/or physical – disabled toilet, coloured paper/overlays, stress toys, Yoga sessions, health input, visual timetables, TacPac
- Communication and interaction – social skills games, 1:1 time; sensitive pairings of pupils to promote positive outcomes
- Referral to specialist agencies as appropriate- Speech and Language, Educational Psychology, Occupational therapy, nurse practitioners
- Hospital School staff trained in Drawing & Talking therapy and Sand Play
- Staff receive regular training to update their knowledge regarding SEN
- Every child's needs are considered on an individual basis