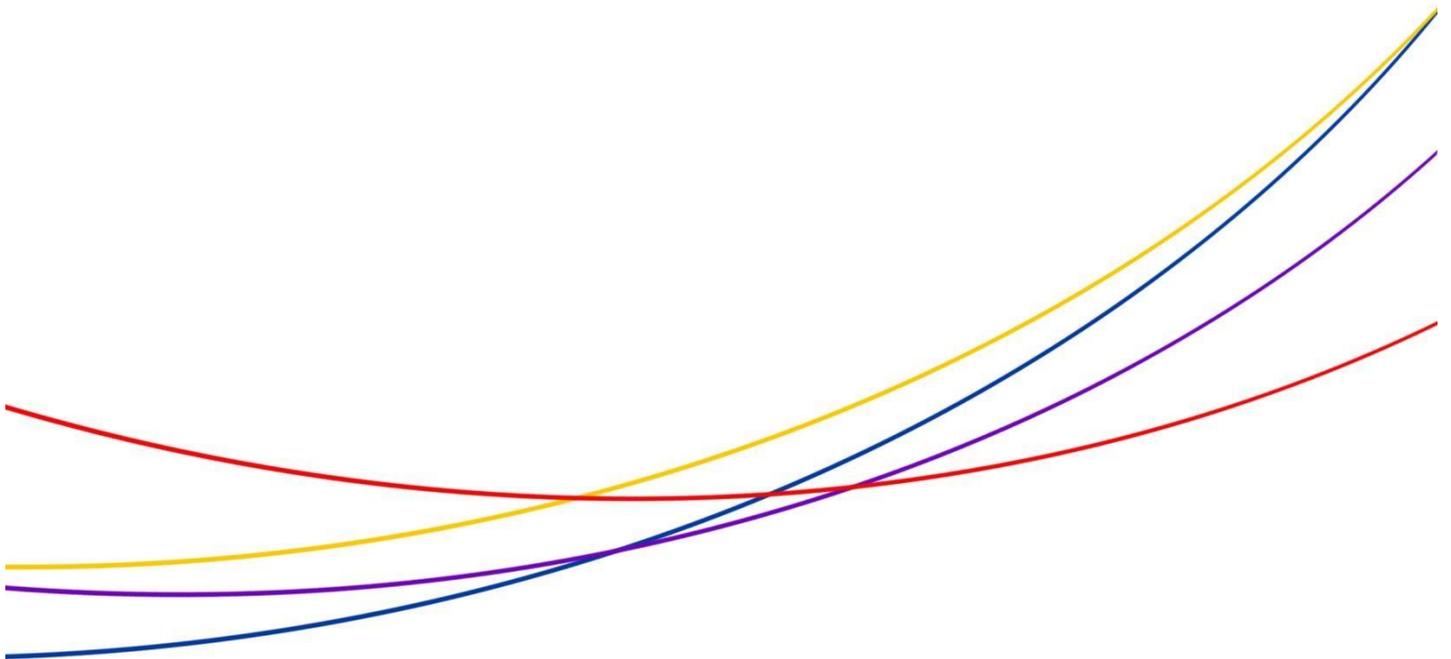




**JAMES COOK
LEARNING TRUST**

Special Educational Needs Policy

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SEND POLICY AND PROCEDURE

James Cook Learning Trust

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INTRODUCTION

This policy was developed by the James Cook Learning Trust SEND team, in liaison with the Senior Leadership Team (hereafter referred to as SLT) and the Trust Board. The Policy has been shared with all staff. It is available to parents and other interested parties and is published on each academy website.

This policy complies with the statutory requirements laid out in the 2014 SEND Code of Practice (0-25yrs). It has been written with reference to the following guidance documents:

- SEND Code of Practice (2014)
- Children and Families Act (2014)
- Care Act (2015)
- Equality Act 2010 - Public Sector Equality Duty
- Equality Policy
- Schools SEN Information Report Regulations 2014 (referred to in this document as the Core Inclusion Offer)
- Statutory Guidance on supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility Plan
- Anti-Bullying and Behaviour Policy
- General Data Protection regulations policy (GDPR)
- NASEN – Updating SEND Policy (Guidance for Schools) 2014

2 CONTACTS

At each JCLT Academy:

There is a Special Educational Needs and Disability Coordinator (SENDCo) named on the academy website. The SENDCo is the designated person responsible for managing SEND provision and pupil outcomes and is a member of the Academy Senior Leadership Team.

The SENDCo is a qualified teacher; and holds the National SENDCo qualification, or is working towards this. A member of the Trust Board has responsibility for monitoring SEND provision and pupil outcomes.

3 BELIEFS & VALUES

All children are unique and every teacher is a teacher of every child – irrespective of individual need. We believe that wherever possible, children have an equal right to an inclusive education, which enables them to fully develop their personal, social and intellectual potential and to experience success every single day. We understand the importance of targeted, appropriate intervention to promote achievement beyond expectation. In our academies, all staff and pupils work together as a team to ensure high achievement. The Core Inclusion Offer provides further details on the range of specialist support on offer at each of the academies (sometimes referred to as ‘Local Offer’ or SEN Information Report’).

4 James Cook Learning Trust – ACADEMY CONTEXTUAL OVERVIEW

Within James Cook Learning Trust MAT, pupils with SEND can be educated within a:

Mainstream Academy: Captain Cook, Lingfield, The Avenue

Mainstream Academy with an additionally resourced provision: Marton Manor (Please see school website for details of their special designation, pupil capacity and admission details).

The resources and learning environments of all our academies allow our children to access a setting which allows them to learn, play and grow together.

These include:

- Taking part in educational visits (including residential visits).
- Technology to enhance access to learning, in order to promote independence.
- Use of the JCLT SEN Assessment Framework (SAF) for pupils in KS2 to track small steps of progress
- Application for extra time for the completion of SATs, if appropriate.

- Small groups with higher staffing ratios to meet specific need

5 AIMS AND OBJECTIVES

1. To ensure that each child with a Special Educational Needs and/or Disability can access and gain a positive experience from all aspects of academy life, and where necessary, reasonable adjustments will be made to allow them do to so.
2. To ensure the Trusts/Academy's philosophy, policies and procedures are underpinned in all of our actions and are actively promoted by all members of our community, so that:
 - a) high expectations are considered 'non-negotiable' for all children.
 - b) we have in place a consistently applied framework (see Graduated Response in section 10) for identifying those children whose individual needs will require intervention.
 - c) those children who are identified as SEND follow a regular cycle of assessment: ASSESS, PLAN, DO, and REVIEW.
 - d) Accessible systems are in place to record, monitor and track progress.
 - e) We produce a consistent, high level of relevant education for all our children through quality first teaching.
3. To ensure all children, whatever their ability, gender, ethnic origin, social background or disability, have access to a broad, balanced, relevant and differentiated curriculum.
4. To ensure all learning support and interventions are tailored to an individual's specific needs with a clear focus on pupil outcomes. Targets and outcomes will be routinely shared with the child and parents.
5. To work in partnership with everyone who cares for the individual child to ensure the very best outcomes through co-production.
6. To put the child at the centre of everything we do, raise aspirations and expectations, and give them a voice.
7. That we make appropriate use of SEND resources (at both SEN Support and EHCP stages) to procure the expertise of external agencies through a consistent and cyclical review of outcomes.
8. To provide ongoing, relevant staff CPD and training.
9. To produce targets that are appropriate to the individual, and which are consistently formulated, manageable, and are implemented as an integral part of our short-term planning and delivery.
10. To provide a clear structure for the management of specialist support, e.g. timetable and working guidelines for SUPPORT STAFF.

To provide the SENDCo with non-contact time to monitor children's progress, especially in relation to teaching, learning, annual reviews and target setting.

6 WHAT IS A SPECIAL EDUCATIONAL NEED?

A child may have special educational needs either throughout, or at any time during their learning journey. Not all pupils with a disability will have a special educational need, and not all pupils with a special educational need meet the definition of a disability, however this policy covers all of these pupils.

A child has a special educational need if "he or she has learning difficulties and needs special help. This help is known as special educational provision. A learning difficulty is where a child finds it much harder to learn than most children of the same age, or a disability which makes it difficult to use the educational facilities in the area" (Code of Practice 2014).

7 WHAT IS A DISABILITY?

A child has a disability if they "have a physical or mental impairment which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes or epilepsy" (Equality Act 2010).

8 WHAT IS NOT CONSIDERED SEN - BUT MAY IMPACT ON PROGRESS AND ATTAINMENT?

A child must not be regarded as having a special educational need or learning difficulty solely because:

- they have a Disability (although 'reasonable adjustments' should be made in all settings under the current Disability Equality legislation).
- the language of the home differs from the language in which they are taught. However, it may be that in the short-term, children with little knowledge of English will need extra support to enable them to develop functional use of language.
- they have poor attendance or punctuality.
- there are concerns regarding health or welfare.
- they are in receipt of the Pupil Premium Grant.
- they are a Looked After Child.
- they are the child of a serviceman/woman.
- their behaviour is deemed unacceptable (unless there is clear evidence the behaviour is directly attributed to an underlying social/emotional concern which acts as a barrier towards the child successfully accessing their education, or, they have a diagnosed mental health need or are in the process of assessment).

Children who are identified as having one or more of the above difficulties are generally considered to be Vulnerable Learners. The Trust ensures appropriate mechanisms and safeguards are in place to closely monitor these children. All staff are aware of their collective responsibility in meeting the needs of vulnerable learners and reporting concerns.

9 CURRICULUM

Each academy provides a broad and balanced curriculum for all children. Some children may require additional personalisation and differentiation of the curriculum, which takes into account and supports their specific learning needs, whilst allowing them to share the same experiences as their peers. This is coordinated by the SENDCo. In class support is deployed to support children with SEND in the classroom. Where necessary, pupil class sizes may be reduced to allow for a more personalised approach to learning.

10 IDENTIFICATION & SEND REGISTRATION

The Department for Education recommends a cycle of Identify, Assess, Plan, Do and Review in relation to meeting the needs of all children with Special Educational Needs and Disabilities. JCLT uses a **Graduated Response**, which forms part of the DfE SEND Code of Practice, as illustrated below.

A special educational need can be identified at any stage of a child's learning journey; however, research tells us that early identification is vital. Staff will inform parents at the earliest opportunity to alert them to concerns and enlist their consent to the child being placed on the SEND Register. This stage is called SEN Support. The views and opinions of parents are an essential part of SEND registration. We work collaboratively with a range of professionals and we actively encourage parents to speak to us about their child's needs.

JCLT Graduated Response (To be read in conjunction with JCLT Graduated Response Guidance)

The special educational needs of the great majority of pupils should be met effectively within mainstream settings without the LA needing to make an Education, Health and Care (EHC) Needs Assessment.

The following graduated response supports the academy in deciding whether a child should be placed on SEN support, or whether, after the collection of evidence, an EHC assessment may be required.

For the purposes of the trust, and to meet the needs of all children, we have developed the following graduated response to ensure early intervention. Within this there are three stages:

Cause for Concern

This stage is for internal monitoring and assessment and will help build a picture of any child who may subsequently be registered at the SEN support stage. At this stage, the child will be able to access internal intervention to support quality first teaching. A record will be kept by the SENDCo. Teachers should keep any relevant evidence of support. Continuing discussions with parents should be arranged.

SEN Support / SS Plan

This is where formal SEND registration and support begins. Both class teachers and the SENDCo will already be aware of the child and the child will be closely tracked. School registration forms will now be completed with parents and the child will be registered on SIMS as having a Special Educational Need. External agency reports may be required to build the picture of evidence and support required.

This should not be the first time parents have heard of any concerns.

EHCP

This replaces the statement process. There will now be a growing picture of evidence in terms of support, assessments and multi-agency work. At this stage the SENDCo will lead the referral and the meetings required to gain an EHC needs assessment.

Parents will have been fully involved in the graduated response to date, meaning EHC referral meetings will be expected and supported.

Education Health and Care Needs Assessment

Moving from SEN Support to an EHC Needs Assessment:

The special educational needs of the majority of children should be met effectively within mainstream settings without the LA needing to make an EHC Needs Assessment. In a very small number of cases the LA will need to make an EHC Needs Assessment and then consider whether or not to issue an Education Health and Care Plan (EHC Plan).

An EHC Needs Assessment itself **will not always** lead to an EHC Plan. Before an EHC Assessment is made a Referral Planning Meeting will take place. This meeting will consider whether the SEN Support Plan sufficiently meets the needs of the child, or should assessment proceed - are there other services and interventions which would meet the child's needs (Stage 1: EHCP Pathway) or more specialist placement required?

Referral Planning Meeting (RPM):

For the RPM a SEN referral form must be completed with the SENDCo. This will capture specific issues regarding the child's / young person's areas of additional needs against:

- ☐ schools identification of additional learning need;
- ☐ timeline for identification
- ☐ involvement of other professionals;
- ☐ use of allocated resources to support children and young people with additional needs (6K plus);
- ☐ provision map / SEN Support Plan.

Schools and colleges will need to **clearly demonstrate** if they have taken all relevant and purposeful action to meet the child's learning difficulties, those difficulties remain or have not been remedied sufficiently.

The Multi-agency EHC Panel will need to examine a wide range of evidence:

* Evidence that the school has responded appropriately to the requirements of the curriculum, especially the section entitled "inclusion providing effective learning opportunities for all children"

* Evidence provided by the child's school, parents and other professionals as to the nature, extent and cause of the child's learning difficulties

- * Evidence of action also taken by the school to meet and overcome those difficulties (interventions, support, reports)
- * Evidence of the rate and style of the child's progress (Assessment tracking)
- * Evidence that where some progress has been made, it is as a result of much additional effort and instruction at a sustained level **over and above** normal classroom intervention and provision without an EHC Plan
- * Financial resources available to the school (notional SEN funding) have been used fairly and appropriately (up to 6k).

The LA Multi-agency EHC Panel will always require evidence of academic attainment in all areas of learning. Key indicators include:

- * The results of assessments and tests in the core subjects of the National Curriculum
- * The outcomes of baseline assessment
- * Information about progress in the early learning goals
- * Attainment levels assessed by an Educational Psychologist (but not a pre-requisite).

Checklist: Evidence to be provided by the academy

When making a request for an EHC Needs Assessment, the school should state clearly the reasons for the request and submit the following evidence relating to the SEN Support stage:

- * The views of parents
- * The ascertainable views of the child
- * Copies of relevant information relating to SEN provision (i.e. Short term SEN targets/SEN Support Plan)
- * Evidence of progress over time
- * Copies of recent (within 9 – 12 months) advice, where available, from Educational Psychologist, Health and Social Care
- * Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school
- * Evidence of the extent to which the school has followed such advice

11 HOW DO STAFF IN OUR ACADEMIES KNOW IF CHILDREN NEED ADDITIONAL HELP?

The Code of Practice (2014) defines Special Educational Needs as falling into one or more of four categories:

- ☒ Communication and Interaction - Autism, Asperger's Syndrome, Speech, Language, Communication & Interaction difficulties.
- ☒ Cognition and Learning – Specific learning difficulties (Dyslexia), Moderate Learning difficulties, Severe Learning difficulties and Profound and Multiple Learning difficulties.
- ☒ Social, emotional and mental health – significant social and/or emotional needs. (NOTE: Mental Health replaced Behaviour in the new 2014 Code of Practice).
- ☒ Sensory and/or Physical needs – Hearing Impairment, Visual Impairment, Multi-Sensory Impairment, Physical difficulty.

The purpose of identification is to establish what action the Academy needs to take, inform parents and assign appropriate resources and interventions as early as possible.

12 ASSESS, PLAN, DO, REVIEW

ASSESS

Academy staff complete baseline assessments for all EYFS children. This provides us with accurate information about cognitive development and social skills. Class teachers and SLT analyse this data, and this allows them to identify children who may require additional support with learning. Once an additional need is identified, parents are informed and the SENDCo continues to monitor progress. Parental feedback and student voice are gathered. This can then lead on to specific cognitive, language, emotional and/ or physical and sensory assessments.

On-going assessment helps to inform the level of support required to address any issues a child may have throughout their time at the academy. Progress is monitored and data from class teachers is collated every term and tracked using a data tracking tool.

PLAN

How will academy staff support my child and how will parents be involved in planning for those needs?

All staff are aware of a student's individual needs via a Sen Support Plan (SSP). SSPs are working documents for children with SEN written by the teacher in partnership with any outside specialists involved with the child. All staff are responsible for ensuring the plan is followed and appropriate provision is in place so that each child with SEND can participate effectively in every aspect of academy life.

DO

How will the curriculum be matched to my child's needs?

SEND intervention is coordinated by the SENDCo. Quality first teaching in the classroom supports the child.

Some children will require more intensive levels of support.

When a child has been identified with special needs, their work may need to be differentiated by the class teacher to enable them to access a broad, balanced and relevant curriculum more easily. This may also require specific resources e.g. writing slopes, coloured overlays.

Targets will be set according to the child's area of need. These will be monitored by the classroom teacher and by the SENDCo three times a year. Discussion will take place with parents at parent's evenings. The SENDCo will also be available to answer specific concerns.

If a child is not making the expected progress and specific gaps are then identified, it may be appropriate for them to work within a smaller intervention group. These groups may be run inside the classroom or outside by a teacher, teaching assistant or a specialist from outside the academy.

Higher levels of support may be required through a more detailed Education, Health and Care Plan (explained later in this document).

REVIEW

How will I know how my child is doing and how will you help me support my child?

Student progress is reviewed each term and parents are invited into school twice a year for parent / teacher consultations, where they will also receive and discuss their child's Academy Report. The SENDCo monitors the whole academy assessment data and highlights any students that are not achieving expected outcome levels. EHCPs are reviewed annually but an interim review can be called at any time, should the need arise.

13 DE-REGISTRATION

When a child has met agreed outcomes, the SENDCo, in consultation with other key professionals, may decide that the child's name should be withdrawn from the SEND register. In this instance, the SENDCo will meet with parents to explain in detail what progress the child has made, what support will be in place to ensure the child still has their educational needs monitored (to prevent regression), and what their learning pathway will look like. This process is called de-registration.

14 STAFF ROLES AND RESPONSIBILITIES

14.1 The role of the Trust Board

The Board should, in co-operation with the CEO, determine the academy's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general overview of academy work.

Each Local Governing Body appoints a governor to take interest in, and monitor SEND provision and will have an understanding of how to interpret SEND data and how this is linked to outcomes.

The Board has appointed a nominated person with responsibility for taking particular interest and closely monitor the academy's work on behalf of children with SEND, including dealing with SEND complaints.

14.2 The Role of the CEO / Executive Head Teacher & Head Teacher

The Headteacher, who is overseen by the CEO and Executive Head, has responsibility for the day to day management of all aspects of academy work, including the admission of and provision for children with SEND. The CEO, Headteacher and SENDCo will keep the Board fully informed.

14.3 The Role of the SENDCo

The SENDCo, working closely with the CEO, Headteacher, SLT and fellow teaching staff should be closely involved in the strategic development of SEND policy and provision. This includes:

- Managing the day to day operation of the academy SEND policy and provision.
- Working closely with relevant agencies, partners and other stakeholders.
- Liaising with parents/carers of children with SEND.
- Managing and overseeing the records for all children with SEND.
- Monitoring progress of children on the SEND register.
- To ensure that parents are made aware when their child is placed on the school SEND register.
- Oversee progress, outcomes, entitlement and statutory reviews within the academy.
- To arrange and attend Annual Reviews for all children in receipt of an EHCP.
- Assist with transitional arrangements to secondary school and liaise with secondary school SENDCos.
- Co-ordinating the use of SAF (Sen Assessment Framework) as a tool for monitoring and assessing children with SEND who are working below national expectations in KS2

14.4 The Role of Teaching and Non-teaching Staff

All teaching and non-teaching staff should be fully aware of academy procedures in relation to children with SEND. They should:

- Identify any child who requires additional support or who has a SEND (applying the graduated response in relation to all children with additional needs).
- Work closely with the SENDCo to ensure the appropriate provision is being made to promote the emotional, physical and educational well-being of the children in their care.
- Liaise with appropriate outside agencies.

- Contribute to, and/or attend annual reviews for all children with an EHCP. Work collaboratively using target setting, assessment and review cycle within the school to ensure children receive appropriately differentiated and personalised provision.
- Be actively involved in the day-to-day planning for children with SEND for which they are responsible.

15 ADMISSION ARRANGEMENTS

Each academy has adopted their respective LA admission procedures for all mainstream admissions; the general Admissions Policy can be obtained from the LA or the academy website.

When a child with SEND requires more specialist provision, which the 'home' Local Authority has identified via their EHC Panel, a separate criteria for admission must be followed. The category of SEND catered for in each academy is detailed in their annual SEN Information report, and published on the academy website.

Children referred to Marton Manor additionally resourced provision must be referred by the LA. Parents wishing to place their children will be signposted to their 'home' LA.

Waiting lists for additionally resourced provision are maintained by Middlesbrough LA and Redcar & Cleveland LA SEND Teams.

The Secretary of State for Education reserves the right to make the final decision on SEND placements.

16 DEFINITION OF RESOURCED PROVISION (RP) AND UNIT PROVISION (UP) WITHIN MAINSTREAM

Specialist provision in mainstream schools for pupils with SEND is categorised as the following by the DfE:

SEN Units are special provisions within a mainstream school where the children with a specific type of SEN are taught mainly within separate classes.

Resourced Provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN. Pupils may be taught mainly within mainstream classes, but require support of a base and some specialist facilities around the school.

17 EDUCATION, HEALTH AND CARE PLAN (EHCP)

If an academy feels that a child is not making the expected levels of progress, despite following the graduated response of Assess, Plan, Do, and Review, the SEND Inclusion Team will discuss the possible need to refer the child to the Local Authority for an Education, Health and Care assessment (EHC). We will always consult with parents and professionals prior to making a referral and seek their views. The EHC assessment takes up to 20 weeks and could result in the child being issued with an Education, Health and Care Plan (EHCP). This is a legal document and it usually means a child requires a higher level of support which would not ordinarily be provided from the basic funding made available to the Academy.

18 ACADEMY STAFF & CPD

The SENDCos across JCLT are experienced in supporting children with a range of needs. They work collaboratively with other schools in the locality, as well as a range of external professionals who provide inset on assessments, intervention, training and safe handling techniques. All staff are committed to further developing their expertise through additional training and CPD programs. The SEND Lead Practitioner works across the 4 academies and, upon request, in other LA schools to offer strategies and advice via Outreach support.

19 PUPIL PARTICIPATION

Each academy encourages all children to take responsibility and to make decisions about their learning journey. This is an integral part of the academy culture and ethos. We support all children to express their views and opinions about all aspects of academy life. We involve children at an appropriate level to set their own targets. This fosters ambition and inspires them to achieve their goals and allows them to make judgments about their own performance.

All children are encouraged to express their opinions to members of the Student Council. Children with SEND are also given the opportunity to express their views as part of the Annual Review Process, or at any time by speaking to an adult.

20 PARENTAL ENGAGEMENT

We know that better outcomes for a child can only be achieved when everyone works together. By continually engaging with parents, concerns can be addressed and resolved at the earliest opportunity. Children also feel valued when they know that the adults caring for them have a vested interest in their well-being, and this raises self-esteem and boosts confidence. We encourage parents to access support from academy staff. We also encourage parents to access local support networks and include more information in each academy SEN Information report (Local Offer/Core Inclusion Offer); this is published annually and available on the website.

21 FINANCE & RESOURCES

Children with SEND will often require access to additional resources, beyond what is ordinarily available to the academy, to enable them to make further progress in a range of areas (i.e. learning, personal/developmental). This allows the academy to narrow the attainment gap and ensure that children achieve better outcomes. To do this, the academy receives enhanced funding allocated by the Education and Skills Funding Agency (ESFA) and the Local Authority (LA) for some children with SEND.

The main formula for calculating the academy budget is based on the total number of students on roll at January Census; this is referred to as Basic Pupil Entitlement and includes the 'Age-Weighted Pupil Unit' (20 AWPU) and some other proxy indicators to determine funding, in order to meet the needs of our most vulnerable learners. Some proxy indicators include local geographical information such as deprivation and socio-economic factors (IDACI Index), meaning each academy funding allocation is unique.

There are four main funding streams for SEND:

- Notional SEND Budget [funded by the ESFA]. This funding helps provide additional support for children registered at SEN Support. This is known as Element 2 funding.
- ESFA High Needs Funding Block [£6k per filled Unit placement or £10k per Special School place]. This is known as Element 1 & 2 funding.
- Local Authority Top-up fees. Paid per pupil to Unit provision and Special School provision, at agreed banding rates which match a LA descriptor of need. This is known as Element 3 funding.
- Local Authority High Needs Funding matrix [mainstream Academies can apply to the LA to receive funds for children who have additional needs but do not meet criteria for a 'Unit' placement]. This is known as Element 3 funding.

A separate funding grant for other vulnerable learners (some of whom have SEND) is paid by the ESFA:
Pupil Premium Funding Grant / Early Years Premium (ESFA)

22 MAKING A COMPLAINT ABOUT ACADEMY SEND PROVISION

If a parent/carer has an issue with the way the academy is supporting their child's special needs or their EHCP, there is a process to do this which is separate to the general academy complaints procedures.

We aim to make both the parents and child feel part of the whole Academy process in relation to SEND, in the hope that we can resolve issues before they reach the complaint stage. If a parent/carer has an issue they are unhappy about, the first thing they should do is make an appointment to speak to the class teacher, and/or SENDCo. Parents are free to ask a family member, friend or advocate to accompany them. If, after receiving a response from the teacher or SENDCo, the parent/carer is still unhappy, they should talk to the Head teacher. They can do this in person or in writing. Complaints cannot be fully investigated if they are sent to an academy or the Trust anonymously; in order for the complainant to receive a robust and timely response, all complainants must provide a name and contact details.

At the same time, parents/carers may also wish to seek separate, independent advice and guidance from SENDIASS (Special Educational Needs and Disability information, advice and support service). Each Local Authority Local Offer website must produce SENDIASS contact details.

If the issue cannot be resolved following the informal processes outlined above, the parent/carers may want to take a more formal route of complaint. There are different options, and which route the parent takes depends on what the complaint is about (see below).

☐ Contact to the CEO/Trust Board – this is the next level of complaint if a parent is not satisfied with the response from the Academy Headteacher.

☒ Contact to the Local Authority SEND Team – this can be done simultaneously alongside the complaint to the Trust Board.

☒ Contact to the Information Commissioner - if a parent has problems accessing school records, minutes of governors meetings, school policies or other public documents, or if they believe their child's records have been disclosed unlawfully, are incorrect or out of date, they should first exhaust the academy complaints procedure.

☒ Contact Ofsted - Ofsted is the body which inspects a range of public services including schools. Schools are inspected at least once every three years. Parents have a legal right to complain to Ofsted on the work of maintained schools, academies, city technology colleges, maintained nursery schools and non-maintained special schools. It is important to remember that parents can only make complaints to Ofsted about issues that affect the whole school and not about an individual child or young person. Ofsted could investigate complaints about: the quality of education and standards achieved; inadequate provision for pupils with special educational needs; neglect of pupils' personal development and wellbeing; and the quality of leadership and management, for example, whether the school spends its money well.

☒ Contact the Department for Education – the DfE will look at a complaint about a maintained school, academy or free school from anyone who is unhappy with the way in which a school or educational establishment is acting. For the Department for Education to intervene in a school or educational establishment following a complaint, they need to be sure the school or educational establishment has: acted or is proposing to act unreasonably in the exercise or performance of its functions under certain legislation; or, failed to discharge a duty at all under certain legislation.

☒ Appeal to the Special Educational Needs and Disability Tribunal (SENDIST) / Mediation - parents and young people can appeal to the SENDIST about decisions that the local authority has made about their child or young person or young adult up to 25 years old, and, disability discrimination about schools, educational establishments and local authorities. In some circumstances, before a parent can register with SENDIST they may need to evidence they have engaged with a Mediation service to resolve the issue.

23 TRANSITION

School transition can be a stressful time for a child and the family. We want to make this process as positive and enjoyable as possible for all involved. Parents can request a meeting with a SENDCo and/or class teacher to discuss their child's specific needs with regards to transition at any time.

The SENDCo and Class teachers work closely with feeder secondary schools to gather and share information about each child. If your child has an EHCP you will be invited to attend a review meeting during Year 6 to ensure a suitable transition plan is in place.

24 LINKS WITH SOCIAL SERVICES AND HEALTH

24.1 Welfare, Safeguarding and Social Services

Each academy has a senior leader who acts as designated person with responsibility for Child Protection & Safeguarding. The designated person works closely with the pastoral lead and SENDCo. This ensures that there is a clear and holistic view of children recognised as vulnerable learners. All staff receive safeguarding inset annually, and a dedicated system for effectively recording welfare or safeguarding issues is in place (CPOMS). JCLT has a designated member of the Board who has responsibility for overseeing and monitoring safeguarding. There are clear procedures in place for referring children to Social Services, as outlined in the Middlesbrough Local Safeguarding Children's Board and Redcar & Cleveland Local Safeguarding Children's Board guidelines. Each Local Authority has a Local Area Designated Officer (LADO) who has responsibility for dealing with allegations made against members of school staff.

24.2 Health

Each academy has a designated school nurse employed by the local health authority. The nurse works closely with the SENDCo to ensure that children's medical needs are addressed. The nurse will also make referrals to other appropriate health practitioners if necessary.

25 STORING, MANAGING & SHARING INFORMATION

The academy takes confidentiality and the safeguarding of children's protected characteristics very seriously. There is a separate General Data Protection Regulations policy (GDPR), which covers all aspects of managing and storing pupil data, including the sharing of data, retention and safe disposal of data and transferring data to other stakeholders i.e. secondary schools. This policy is available upon request.

At any stage throughout a child's learning journey there may be a need for them to receive interventions from other professionals or undergo treatment in relation to a medical condition. To enable the academy to fully support the child, and fulfil its duty of care, we expect all parents/carers as part of the conditional offer of placement, to consent to the academy receiving all relevant information from professionals or medical practitioners, so that staff can work collaboratively in the interests of the child. This information will be stored securely in line with the academy General Data Protection Regulation policy (GDPR).

26 REVIEWING THE SEND POLICY

This Policy will be reviewed by the James Cook Learning Trust every two years, or as soon as possible if there are changes during this time period. Any amendments will be shared with the SLT and the Board for approval.