EMPOWER
LEARNING ACADEMY TRUST

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SEND POLICY

POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Mission Statement

To inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be; to create a passion for lifelong learning; to enable our pupils to become kind, confident and impactful world citizens.

GUIDING PRINCIPLES

Guiding Principles

Empower Learning Academy Trust's purpose is to inspire our family of schools to provide opportunities for our pupils, staff, and leaders to be the best they can be to create a passion for lifelong learning and to enable our pupils to become confident, kind, and impactful world citizens.

Our values underpin our Guiding Principles for our approach to Special Educational Needs:

1. **Passion for Education:** We believe in the transformative power of education to improve life chances. This passion drives us to create inclusive and supportive learning environments where every pupil, regardless of their needs, can thrive and achieve their full potential.
2. **Respect for Every Voice:** By respecting every voice within our trust, we foster a harmonious and inclusive community. This respect ensures that pupils with special educational needs are heard, valued, and provided with the tailored support they require to succeed.
3. **Commitment to Inclusion:** Our commitment to inclusion reflects the diversity of our society. We strive to create an environment where all pupils, including those with special educational needs, feel welcomed and supported. We believe that diversity enriches our learning community and prepares our pupils to be empathetic and understanding global citizens.
4. **Embracing Challenge:** We challenge ourselves and our pupils to achieve excellence. For pupils with special educational needs, this means providing the right level of challenge and support to help them grow academically, socially, and emotionally. We believe that through supportive challenge, we can unlock the potential of every pupil.
5. **Openness and Transparency:** We are committed to being open about our practices and policies. This transparency ensures that parents, pupils, and staff understand our approach to special educational needs and can trust in our integrity and dedication to providing the best possible education for all.
6. **Empowerment and Accountability:** We empower our staff with the training and resources they need to support pupils with special educational needs effectively. We hold ourselves accountable for delivering outstanding outcomes and continually improving our practices to meet the evolving needs of our learning community.
7. **Creating a Culture of High Expectations:** We set high expectations for all pupils, including those with special educational needs. By fostering a culture of high expectations, we encourage every pupil to strive for excellence and believe in their ability to succeed.

8. **Rewarding Effort and Making Learning Fun:** We recognize and reward the effort of all our pupils, celebrating their achievements and progress. We also believe that learning should be enjoyable and engaging, and we strive to create a positive and stimulating environment where all pupils can develop a love for learning.

By adhering to these guiding principles, we aim to create an educational policy on special educational needs that is inclusive, supportive, and focused on the holistic development of every pupil. Together, we can inspire a passion for lifelong learning and empower our pupils to become confident, kind, and impactful world citizens.

All our pupils have the right to an education which is appropriate to them as individuals. In our Trust's academies, we design and adapt our approach to enable al learners to be successful. We believe that this is best facilitated by developing independence as an overarching aim that pulls together 'preparing for next steps, 'Preparing for Adulthood' and the development of life skills. It also supports the implementation of the 'graduated approach'(increasing and decreasing levels of support) and guides us away from over supporting.
Four essential principles guide us in developing our inclusive curriculum:

Four principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- *Responding to pupils' diverse learning needs* - We consider the different abilities, backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to engagement and learning, where this is the case, arrangements that are in addition to, or different from those of other pupils are put in place as to meet the school's endeavors to achieve equity of access.
- *Development of skills and preparation for next steps* - Depending on the child's stage of development the curriculum supports the development of life skills, prepares students for transition to the next phase/next steps and/or includes preparation for adulthood.

In making provision for pupils with Special Educational Needs and Disabilities the Empower Learning Academy Trust policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010 and the Children's and Family Act 2014, are fully met to enable pupils with Special Educational Needs and Disabilities to join in the normal activities of the Academy along with pupils who do not have Special Educational Needs

- to ensure that each Academy has an Accessibility Plan in line with statutory guidelines

- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs

- to identify the needs of pupils with disabilities and/or Special Educational Needs (SEND) as early as possible
- to use our resources as efficiently and equitably as possible when assessing and meeting the Special Educational Needs and Disabilities of our pupils
- to provide a graduated approach in order to match educational provision to pupils' needs
- to develop a partnership with parent/carers/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children
- to seek pupils' views, wishes and involve them in decision making in order to provide most effectively for them and support the developing of their sense of agency
- to make reasonable adjustments to enable pupils with disabilities to access the whole Academy curriculum including school trips and extra-curricular activities and learning
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with Special Educational Needs and Disabilities
- to ensure that all staff are aware of their responsibilities towards pupils with Special Educational Needs and Disabilities and are able to exercise them
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help
- To deliver a curriculum that enables the development of skills, prepares students for next steps and ultimately prepares pupils for adulthood
- Promote a strength-based view of and for students with additional learning needs

ROLES AND RESPONSIBILITIES

In attempting to achieve these objectives, the Local Governing Committees, the Headteachers/Principals and the staff of each Academy will take all reasonable steps within the limit of resources available to fulfil the requirements outlined in this policy document.

Local Governance Committees (LGC) will fulfil their statutory duties towards pupils with Special Educational Needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this, they will develop and monitor the implementation of the Trust's SEND policy within their Academy and their Academy's Accessibility Plan and ensure provision is an integral part of their Academy Improvement Plan. All LGC members, along with the SEND link member will be knowledgeable about their Academy's SEND provision, including how funding is deployed. The LGC members will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

The Principal/Headteacher has overall responsibility for the day-to-day management of SEND provision and the Accessibility Plan within their Academy. He/she will work closely with the Academy's SEND Co-ordinator (SENDCo) and will keep the LGC fully informed about the working of this policy. He/she will ensure all members of staff participate in training to help them to meet the objectives of this policy.

The Special Educational Needs Disability Co-ordinator (SENDCo)

The Special Educational Needs Disability Co-ordinator (SENDCo) will endeavor to fulfill the duties of SEN co-ordinators outlined in Section 67 CAFA 2014 Code of Practice.

- The SENDCo in each Academy is a qualified teacher and meets the statutory standards for practice as a SENDCo (or is working towards this qualification)
- When the Local Authority issues a pupil with an Education, Health and Care Plan (EHCP), they should inform the SENDCo who will ensure that relevant school staff are informed regarding his/her Special Educational Needs or Disabilities and will arrange for the delivery of the provision required of the school.
- Where the school feels that they cannot meet the needs of a pupil with an EHCP or the education of that pupil at the school would impact on the efficient education of other children to an unacceptable level, the SENDCo will respond objecting to the placement of the pupil at that school.
- The SENDCo in each Academy will be responsible for the day to day operation of this policy including coordinating provision for pupils with SEND by working closely with staff, parent/carers/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching supporting an Assess, Plan, Do, Review approach and implementing a graduated approach to support; work with colleagues towards the goal of ensure learning for all children is appropriate and accessible; contribute to the in-service training of staff; use available resources efficiently and effectively; maintain appropriate records for pupils with additional needs.

ADMISSIONS

Each Academy aims to meet the needs of any pupil whom the parent/carer wishes to register at the Academy as long as a place is available, and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend, not all sites are fully accessible for wheelchair users and those with physical disabilities, best endeavours will be made to ensure that pupils attending can access all curriculum areas. The admissions policy of Empower Learning Academy Trust makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND. Pupils who have previously been identified with a SEND are not automatically identified with a SEND as requirements for arrangements that are in addition to or different from that of others may not be required at the new school.

If a child's parent/carer or young person with an EHCP makes a request for a particular setting, the Authority must comply with that preference and name the setting in the EHCP unless:

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

Where a pupil due for admission is known to have special educational and/or disability needs, the SENDCo will endeavour to gather appropriate information from parent/carers/carers, pupil, and previous school(s) the pupil has been attending and from other agencies known to have been involved with a view to establishing whether additional support is required at the new school. The previous school is responsible for providing this information.

SPECIAL FACILITIES

Each individual Academy's Accessibility Plan outlines how access to the curriculum and physical environment for disabled pupils is enabled.

The Plan shows how the individual Academy will improve the access to its curriculum and physical environment. This includes the consideration of "auxiliary" aids which may enable pupils with a disability to access the curriculum. The Accessibility Plan also shows how the Academy will improve the delivery of information to disabled pupils and involve them in its plans.

RESOURCES

When the Trust Board approves each Academy's budget, consideration will be given to the resources allocated to meeting Special Educational Needs. The individual Academy's annual SEND report will include the range of interventions and support provided at the Academy. The Principal/Headteacher will manage the allocated funds and will ensure that the best use is made of these resources.

STAGES OF INTERVENTION AND PROVISION

Access to each Academy's broad and balanced curriculum is achieved for pupils by adaptation of resources, approaches to interaction and communication, environment, methods of teaching, primarily this happens as part of Quality First Wave One teaching; Universal provision. Wave Two programmes involve short-term targeted provision delivered by a Teaching Assistants and overseen by a subject specialist or other specialist (Teacher of SEN, Occupational Therapist, Speech & Language Therapist or counsellor). Where Wave 2 interventions do not enable appropriate progression, Wave 3 interventions will be considered in line with the Graduated Approach, this will involve direct specialist support and/or highly personalised interventions that may continue for extended periods of time where the assess, plan, do, review cycle identifies an ongoing need.

Implementing the Graduated Approach

The ASSESS, PLAN, DO, REVIEW cycle is followed as part of the graduated approach to provision of support.

1) When a pupil is identified as having Special Educational Needs the individual Academy will ensure the provision of interventions that are in 'ADDITIONAL TO' or 'DIFFERENT FROM' those provided as part of the Academy's usual adapted curriculum offer.
2) The triggers for intervention will be where the individual pupil who, despite receiving adapted learning opportunities:
    - makes little or no progress academic progress
    - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with national expectations
    - persistent Social, Emotional or Mental Health difficulties which continue despite pastoral support and Quality First Teaching in the Academy
    - has significant sensory or physical needs that impact on their ability to learn
    - has communication and/or relationship needs which continue despite adapted approaches to the curriculum
3) The SENDCo will facilitate the collection of information about the pupil.
    - By informing parent/carer/carers and seeking their views.
    - By reviewing school information such as social interaction, achievement information, behaviour information and Assessment data on the pupil.
    - By seeking the views of the pupil.
4) Information will be collected from:
    - Relevant staff within the Academy
    - Assessment and Progress tracking information
    - Parent/carers/carers and the pupil
5) The SENDCo oversees support for the pupil identified with special educational needs.
6) The pupil's class and pastoral teachers will be responsible for working with the pupil daily and for planning and delivering an individualised programme/advised strategies. The SENDCo will co-ordinate planning through pupil information documents (Passports/Pupil Profiles, Individual Education Plans) with appropriate staff, the pupil and parent/carers.
7) Other staff will also be involved in providing further help to pupils.
8) The Desired Outcomes will be discussed with the pupil and parent/carers.
9) The progress towards outcomes will be reviewed on a termly basis or at the end of an intervention.
10) The pupil and parent/carers will take part in the review process and will be involved in setting further outcomes. Subsequent Pupil information documents will reflect strategies to meet their needs and show a graduated response to those needs

11) If necessary, a request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCo in consultation with teaching staff, parent/carers and pupil.

12) Specialist assessment arrangements may need to be completed through a specialist assessor or the Local Authority Educational Psychology service

13) When progress is made, and the pupil is no longer a cause for concern the level of support is reduced

14) If the pupil:

- continues to make little or no progress in specific areas over a long period of time
- continues working at standards substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having an individualised management programme
- has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
- has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning
- is receiving at least £6000 of support and any pupil premium to which they are entitled

then a statutory assessment may be sought from the Local Authority for an Education Health Care Plan.

Requests for statutory assessment

Requests for and Education, Health and Care Plan Needs Assessment (EHCPNA) can be made by parent/carers or professionals by contacting the child's home Local Authority.

Academy Request for a Statutory Assessment

The Academy can request and EHCPNA for pupils attending their school.

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's Special Educational Needs. The individual Academy's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan

If the LA issues an Education, Health and Care Plan then the Academy's role is to follow the guidance for implementation as per the SEND Code of Practice 2014.

Transition (phase transfer)

Each Academy should consider outcomes related to preparation for next steps and into adulthood (for secondary schools) as part of the commitment to ensuring a well-managed and smooth transition.

Moving from one phase of education to another:

a. early years education to school
b. infant school to junior school
c. primary school to middle school
d. primary school to secondary school
e. middle school to secondary school, or
f. secondary school to a post-16 institution

Where pupils' have EHCPs the specific guidance related to time frames in the SEND Code of Practice should be adhered to and Academies should work with the LA guidance regarding timeframes for reviews to ensure that pupil transitions are effective in preparing them for the next steps.

The Annual Review in Year Nine

The annual review of the Education, Health and Care Plan in Year 9, and subsequent years, will consider all the same issues as at other reviews but will specifically focus on preparing for adulthood, including employment, independent living and participation in society. This must be built into the Plan. The review process is supported by the Trust's Careers Education, Information, Advice and Guidance Advisor.

Preparation for Post-16 Annual Review

The preparation for post 16 annual review should be carried in the Autumn Term of year 11, the Academy will support parent/carers and the child to identify their likely destination on leaving school. The review process is supported by the Trust's Careers Education, Information, Advice and Guidance Advisor.

INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of the Empower Learning Academy Trust community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the Academy has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

1) They will benefit from some intensive individual work on a cross curricular skill.
2) Where medical advice indicates that it is unsafe for the pupil to participate.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parent/carers will be sought as part of any assessment as part of identification of SEND and provision and the Trust will be ever mindful of the parent/carers' rights under the 2014 SEND Code of Practice. The views of the pupil will be ascertained, and the pupil will be directly involved in the process. Parent/carers are involved in all processes.

We will endeavour to build up positive collaborative relationships with parent/carers which will result in a comprehensive balanced future of a pupil and his/her needs. We will seek parent/carers' views and will seek their help regarding work that they can do with their child outside of school.

Records will be kept of all who are parent/carers and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent/carer who has day to day responsibility for the pupil. We will seek to involve all parent/carers and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

PARENT/CARER PARTNERSHIP SERVICES

The LA has made arrangements to provide impartial information and advice on SEND matters to the parent/carers/carers of pupils with Special Educational Needs and Disabilities. The overall aim of the service is to empower parent/carers to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website www.havering.gov.uk. Parent/carers will be informed of the availability of this service, which includes access to an independent parent/carer supporter. In Havering this is done through SENDIASS. Details of the service and contact information is available through the Havering local offer.

WORKING WITH OUTSIDE AGENCIES

Each Academy's SENDCo will liaise with Health Services, Social Care and other relevant professionals working with pupils in the Academy leading on provision delivery where pupils have EHCPs. Health Care planning will follow the protocol agreed by Health and Education. The Headteacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

COMPLAINTS

If there is any cause to raise a complaint regarding the special educational provision that is made for a pupil, the Empower Learning Academy Trust's Complaints Policy will apply. This policy applies to all concerns and complaints other than those relating to Child Protection issues or to cases where parent/carers wish to appeal against a decision by the Principal/Headteacher that a student be required to leave the Academy because of a permanent exclusion. Separate policies apply to each of these exceptional cases.

MONITORING AND EVALUATION

The Local Governing Committee ensures that SEND provision is an integral part of the Academy development plan and will evaluate the effectiveness and success of this policy in light of the policy objectives detailed under the heading "Guiding Principles". Examination analysis, ASP reports, attendance and exclusion data, destination data and the annual SEND Report will be used to support these processes.

SEND INFORMATION REPORT, LOCAL AND ACADEMY OFFER

Each Academy will publish an annual report on SEND on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.havering.gov.uk/directory

The 'Academy Offer' will be published annually on each Academy's website.

REVIEW OF POLICY

This policy will be monitored for compliance and amended as appropriate every year and will be fully reviewed and updated every three years.

Local Variations

Hall Mead School

SPECIALISMS

Specialist Base

LOCAL OFFER SERVICE INFORMATION

Service Name:	Hall Mead School
Phone:	01708 225684
Fax:	01708 220232
Email:	hallmead@elatschools.co.uk
Web address:	www.hallmeadschool.co.uk
Contact Name:	Mr C O'Neill Head of the SEN unit
Position:	SENDCo
Direct email:	coneill@elatschools.co.uk
Direct phone:	01708 225684
Service Summary:	Hall Mead School has a SEN unit for up to 22 students who are on the autistic spectrum.
Service Details:	The Specialist Base (SB) educates students in small SEND groups for over 50% of their curriculum. The provision specialises in delivery of provision for students with communication & interaction needs. The broad aim is to increase independence; increasing attendance to mainstream lessons is an explicit aim of this provision. Social communication, literacy and life skills are core elements of the curriculum offered. The Nurture Base (Inclusion Base) delivers SEND provision for students who attend more than 50% of mainstream lessons
Further Information:	Further information can be obtained from the SB reception.
How to access the service:	Only students identified with social communication needs and an Education Health Care Plan can be

	placed in the SB. The decision whether to allocate a place in the Resource is made jointly by Havering's Special Needs Section and the Headteacher of Hall Mead School and the Head of the Resource.
Opening times:	8.30 – 3.30

By providing the information above, we agree to the details appearing on Havering's Local Offer website.

Bower Park Academy

Jo Scott – SENDCo
Email: scottj@elatschools.co.uk
Telephone no: 01708 730244

Service summary	Bower Park Academy has a SEN unit specialising in Visual and Hearing Impairment. The Station and Bond Street are dedicated areas in the Academy for students with special additional needs.

The Brittons Academy

SPECIALISMS

Specialist Base
LOCAL OFFER SERVICE INFORMATION

Service Name:	The Brittons Academy Specialist Base
Phone:	01708 630002
Fax:	brittons@elatschools.co.uk
Email:	hallmead@elatschools.co.uk
Web address:	www.hallmeadschool.co.uk
Contact Name:	Mrs L. Rapone Head of the Specialist Base
Position:	SENDCo
Direct email:	lrapone@elatschools.co.uk
Direct phone:	01708 630002

Service Summary:	The Brittons Academy has a Specialist Base for up to 24 students who experience communication & interactions related barriers to learning, the provision is growing from September 2026 to capacity over 3 years
Service Details:	The ARC educates students in small SEND groups for over 50% of their curriculum. The provision specialises in delivery of provision for students with communication and interaction needs. The broad aim is to increase independence, prepare for adulthood, increase challenge and reduce support, increasing attendance to mainstream lessons is an explicit aim of this provision. Social communication, literacy and life skills are core elements of the curriculum offered. The BEST Centre delivers SEND provision for students who attend more than 50% of mainstream lessons
Further Information:	Further information can be obtained from the BEST Centre staff.
How to access the service:	Only students identified with communication & interactions needs and an Education Health Care Plan can be placed in the ARC. The decision whether to allocate a place in the Resource is made jointly by Havering's Special Needs Section and the Headteacher of The Brittons Academy and the Head of the Resource.
Opening times:	8.30 – 3.30

By providing the information above, we agree to the details appearing on Havering's Local Offer website.

SENDCo – Ms Luisa Rapone
Email: lrapone@elatschools.co.uk

Direct telephone no: 01708 630002

Ardleigh Green Juniors

SENDCo – Mrs Alex Sparkes
Email: asparkes@elatschools.co.uk
Direct telephone no: 01708 443014
Address**:** Ardleigh Green Road, Hornchurch RM11 2SP

Ardleigh Green Infants

SENDCo – Mrs Alex Sparkes
Email: asparkes@elatschools.co.uk
Direct telephone no: 01708 449362
Address**:** Ardleigh Green Road, Hornchurch RM11 2SP

Hacton Primary School

Service Name:	Hacton Primary School
Address:	Chepstow Avenue Hornchurch Essex RM12 6AU
Phone:	01708 443991
Email:	**Hacton@elatschools.co.uk**
Web address:	www.hacton.havering.sch.uk
Contact Name: **Position:** **Direct email**	Mrs F Burks SENCO Fburks@elatschools.co.uk
Specialism:	Provision for Hearing Impaired Pupils
Contact Name: **Position:** **Direct email:**	Mrs H Norford Teacher in Charge of the Resource hnorford@elatschools.co.uk
Service Summary:	Hacton Primary School has a specially resourced Provision for up to 24 Primary aged pupils who are hearing impaired.
Service Details:	The Provision for hearing impaired children has 4 purpose built classrooms and a speech and language room for all pupils on the ground floor of our school. It is staffed by 3

	teachers of the deaf, a number of communicators, specialist nursery nurse and a number of specialist teaching assistants. Provision children are integrated into mainstream classes as much as possible. All classes in the school have sound field systems and all staff have deaf awareness training. Some hearing-impaired pupils spend all their time in the mainstream classes, supported by teachers of the deaf, communicators or specialist nursery nurses / teaching assistants. Other more profoundly deaf pupils may be withdrawn for Literacy and Mathematics. Hearing impaired pupils have full access to all extra-curricular activities. The communication mode of the provision is total communication i.e. we use speech, British Sign Language (BSL) and sign supported English (SSE) or a combination of all three, depending on the individual needs of the children.
How to access the Provision:	Only pupils with a significant hearing impairment can be placed in the Provision. The decision whether to allocate a place in the resource is made jointly by Havering's Special Needs section in collaboration with the Headteacher of Hacton Primary and the teacher in charge of the Provision.
Accessibility:	The Provision for hearing impaired children is on the ground floor of the school building and has wheelchair access. It also has access to toilets.
Opening times:	8.45 am – 3.20 pm