



Special Educational Needs and Disabilities (SEND) Policy

| Review Date | Reviewer | Approved by | Date Approved | Implementation |
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| | R Morgan | A Allison | November 2022 | November 2022 |
| September 2023 | R Morgan | L Coates | July 2023 | September 2023 |
| September 2025 | | | | |
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Revision History

| Issue No | Date | Description |
|----------|----------------|-------------|
| 1 | November 2022 | New Policy |
| 2 | September 2023 | No changes |
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1. Statement of Intent

Meadowdale Academy is part of the North East Learning Trust and has high expectations of pupils and staff. We believe pupils have the right to expect a first-class education, delivered by teachers who are committed to making learning challenging and rewarding.

Meadowdale Academy promotes high standards for all pupils, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every pupil as an individual. We are committed to inclusion within the curriculum and participation in all aspects of school life. Regardless of their needs pupils are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We are an Academy where pupils feel safe and supported throughout their time with us. The emphasis on good behaviour means that lessons are taught in an ordered and encouraging learning environment. Pupils are treated as individuals, and we recognise and celebrate their different abilities.

The Academy adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The Academy is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

This policy outlines the framework for the Academy to meet its duty, obligation, and principal equality values to provide a high-quality education to all its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

2. Definition of Special Educational Needs (SEN)

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice (DfE, 2014) states the following:

a) A child or young person has SEN if they have learning difficulty or disability which calls for special educational provision to be made for him or her.

b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,

or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others at the same age in mainstream schools or mainstream post 16 institutions.

c) For children aged two or more, special education provision is educational or training

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| Approved by HT: | 25/07/2023 | Originator of this document is: | J Barker |

provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post16 institutions or by relevant early years providers. For children under two years of age, special educational provision means educational provision of any kind.

d) A child under compulsory school age who falls within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

e) Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in this Code across the 0-25 age range but includes LDD. Pupils/students 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.

3. Definition of disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

4. Aims and Objectives

Aims

We aim to provide every pupil with access to a broad and balanced curriculum in accordance with the guidance in the SEND Code of Practice.

Our aims are:

- To ensure that all pupils with SEND (i.e., Autistic Spectrum Disorder, ADHD, dyspraxia, etc) have their needs identified to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every pupil is protected from harm and neglect and that every effort is being made to enable them to learn and grow independently.
- To ensure all pupils can access a balanced curriculum, differentiated where appropriate.
- To ensure that all pupils with SEND can fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To enable pupils to achieve their best and to become confident individuals living fulfilling lives and make a successful transition into the next phase of their education.
- To provide support and advice for all staff working with pupils with SEND.

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Objectives

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, Local Authority, health, and care services, and any agency working with the pupil prior to their entry into the Academy.
- Monitor the progress of all pupils to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they can reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND pupils have full access to a broad and balance curriculum. This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents/carers to gain a better understanding of their child/children and involve them in all stages of their child/children's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information, where necessary, on the provisions for pupils within the Academy, the effectiveness of the SEND policy and the Academy's SEND work.
- Work with outside agencies and support the work of external agencies when the Academy cannot meet the pupils' needs alone.
- Create an environment where pupils feel safe to voice their opinions of their own needs.

5. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for pupils with SEND is the Headteacher.

The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs Morgan, SENDCO. She can be contacted at the Academy on 01670 823170.

6. Arrangements for coordinating SEND provision

The SENCO will hold details of all pupils on the SEND register. The team will inform staff with relevant information for individual pupils, as well as developing SEND Support Plans to monitor progress of pupils with SEND.

All staff can access:

- The Academy SEND Policy
- A copy of the full SEND Register
- Guidance on identification in the Code of Practice (Special Educational Needs and Disabilities and pupils and students with Education, Health, and Care (EHC) Plans.
- Information on individual pupil's special educational need, including support places, targets set and support plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

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- Information on the staff IT system on individual pupils and their special needs and requirements.

This information is made accessible to all staff to aid the effective co-ordination of the Academy’s SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special educational needs and disabilities and their requirements, which will enable them to provide for the individual needs of all pupils, helping to remove barriers in the classroom.

7. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND, those with EHC plans and those without.

The SENCO will gather all SEND paperwork and relevant information from the nursery or feeder school (where appropriate if a pupil arrives mid-year) and any agencies working with the pupil as soon as possible. A meeting may be set up with parent/carer to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other important information relating to the individual needs of the pupil. Where face to face meetings are not possible, contact will be made via telephone and/or email to ensure that there is a good understanding of the type of provision required.

Where possible the Academy will do its best to ensure that the necessary provisions and preparations are made prior to the start of the academic year. The pupil will be closely monitored in terms of academic progress and pastorally from the start to ensure that all the appropriate provisions are in place so that no pupil is at a disadvantage to their peers due to a learning difficulty or physical disability.

8. Identification of pupil needs

Meadowdale Academy will assess pupils to identify any previously unidentified SEND when they join the Academy. The Academy recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that: “Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.”

Meadowdale Academy’s graduated approach to SEN

Classroom teachers

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High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND, staff will closely monitor them to gauge their level of learning and possible difficulties.
- c) The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the pupil will need going forward.
- f) If a pupil has recently been removed from the SEN list, they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers will be informed of any concerns and the action taking place. Parents/carers are encouraged to share information and knowledge with the Academy.
- h) Concerns by teachers and/or parents/carers will be investigated. Pupils will only be placed on the SEN register once the need is confirmed.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the pupil. The frequency of these meetings is dependent on the individual pupil's needs and progress being made.

Individual Needs Pupils

This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. The Academy puts provision in place without resource to regular external advice or additional resources provided by the local authority.

Class/subject teachers collaborate with the SENCO on evidence gathering and identification.

Once the SENCO has been notified, they will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria. With this knowledge the SENDCO can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.

A support plan is drawn up, detailing provision. Provision is monitored regularly, evaluated and, if necessary, adjusted.

Following the Academy's assessment under SA, external professionals will be called to make their own assessments of the pupil and provide support in the planning of extended provision, continued assessment, and revised action points.

The Academy will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support

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services and parents/carers regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The Academy will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

Register

Parents/carers will be informed of any concerns and the details of the action in place. Parents/carers are encouraged to share information and knowledge with the Academy.

Concerns by teachers and/or parents/carers will be investigated. Pupils will only be placed on the SEND register once the need is confirmed.

Progress meetings are used to monitor and assess the progress being made by the pupil. The frequency of these meetings is dependent on the individual needs and progress being made but will generally occur at the end of every term.

Additional in-school support

This recognises pupils who are identified as requiring additional and different help, as well as the regular differentiated curriculum.

Class teachers collaborate with the SENCO on evidence gathering and identification. Once the SENCO has been notified, an assessment will be undertaken through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria. With this knowledge, the SENCO can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.

A single category of need SEND support

The process of Assess, Plan, Do and Review is at the heart of the graduated approach. All teachers work closely with the SENCO to identify and make provision. This is an evidenced based approach to making provision and the expectation is that staff working with SEN pupils will have sufficient knowledge and skills to make a difference.

Consultation with parents/carers and pupils are essential throughout the process.

At Meadowdale Academy we take action to remove barriers to learning and put effective special educational provision in place. This takes the form of a graduated approach with four stages of action: assess, plan, do and review this means that earlier discussions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and what supports them in making good progress.

The process of Assess, Plan, Do and Review is at the heart of the graduated approach. All teachers work closely with the SENCO to identify and make provision. This is an evidenced based approach to making provision and the expectation is that staff working with SEN pupils will have sufficient knowledge and skills to make a difference. Consultation with parents/carers and pupils is essential throughout the process.

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- **Assess** - in identifying a pupil as needing SEN support, the class teacher, working with the SENCO, the pupil, and parents/carers, carries out an analysis of the pupil's needs. This assessment draws on the teacher's assessment and experience of the pupil, their previous progress and attainment. Consultation is key and it may be necessary to consult widely both in the Academy, with the pupil, with parents/carers and with external support services to get the best picture of needs.
- **Plan** - Where it is decided to provide additional / SEN support, and having notified the parents/carers, the class teacher, head of year and the SENCO agree, in consultation with the parent/carer, the desired outcomes. Interventions or support are put in place. The expected impact on progress, development or behaviour, and a date for review recorded. All teachers and support staff who work with the pupil are made aware of their needs and any teaching strategies or approaches that are required, if appropriate, parental involvement may be used to reinforce progress at home.
- **Do** - The class and subject teachers remain responsible for working with the pupil on a daily basis. With support from the Head of Year and SENCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil. The SENCO supports teachers in assessing the impact of the action taken.
- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed on a termly basis. This feeds back into the analysis of the pupil's needs. Support is revised considering the pupil's progress and development. Meetings with parents/carers and pupils occur three times a year. Baseline data and outcomes will guide the review and this information is communicated to parents/carers via school reports and any gaps can be identified and planned for.

This cycle of action is revisited.

Short Term Additional Resource (STAR)

Those pupils who, despite the support already put in place through Academy resources and outside agencies, continue to face challenges with their learning and progress may be eligible for additional funding which is known as star funding by Northumberland County Council. To support their work, Academies can request this funding for learners who are receiving school/setting SEN support but who might need extra interventions temporarily (usually for a maximum of two terms). This will typically be because of a sudden or significant change in the learner's circumstances. Early Years STAR funding for 2,3, and 4-year-olds can also be applied for after involvement of the Northumberland Early Years Team.

Referral for statutory assessment

Those pupils who continue to have significant difficulties despite top up funding in place can be referred for Statutory Assessment. EHC Plans cover the needs of 0-25 year-olds. The single plan will be supported by a new single assessment that involves professionals from all relevant services. SENDCOs can expect to be

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involved in contributing to the development and implementation of EHC Plans from then onwards.

The application of the EHC Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Pastoral/Support staff
- Educational Psychologist
- Other professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Where a pupil has an EHC plan, the local authority will review that plan every year. We will liaise with the Local Authority in the review process and hold annual meetings on their behalf.

Personal Budgets

Our SENCO is involved in contributing to the development and implementation of EHCPs. The SENCO and Headteacher have key roles to play in partnership planning with families, so that budget expenditure used in the Academy is educationally appropriate. As an Academy we will be producing Costed Provision maps to ensure that all parents/carers whose child has an EHC plan know where the personal budget is being spent in the Academy.

9. Access to the curriculum, information, and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the Academy as is necessary, as far as possible in line with the needs of the individual.

The systems at Meadowdale Academy provide, in the main, for pupils with SEND to be educated alongside their peers in a mainstream classroom through QFT. However, the systems also allow for other flexible arrangements to be made for support of pupils for individual or small group work such as literacy and numeracy withdrawal support in small groups, in class support for the highest levels of need, one-to-one help with regulating feelings and anxieties, recognising and interpreting feelings and moods in themselves and others and, less intensive respite provision from stressful periods in the day for those pupils struggling with various aspects of the school day.

The curriculum is regularly reviewed by the Senior Leadership Team (SLT) and Executive Board to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting to support the taught curriculum, and enables pupils to reach their full potential by:

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- Keeping staff fully informed of the special educational needs of any pupils in their charge, including sharing reports, medical reports, and teacher feedback where appropriate.
- Providing regular training and learning opportunities for staff in all departments about SEND and SEND teaching. Staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space
- Using support effectively to ensure that the curriculum is differentiated and accessible.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The Headteacher and SENCO oversee the policy for SEND and is responsible for ensuring that it is implemented effectively throughout the Academy. The SEND Governor monitors the implementation of the policy.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at breaks and lunchtime, and extending to extra-curricular activities, day trips and residential visits.
- Practicing differentiated teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout the Academy and encouraging social responsibility and understanding amongst all pupils.

11. Evaluating and success of provision

To make consistent progress in relation to SEND provision, the Academy encourages feedback from staff, parents/carers, and pupils throughout the year.

Surveys are regularly carried out along with termly meetings to pupils and parents/carers, encouraging participation and engagement. The analysis of results can inform change to our systems/procedures, making staff aware of issues raised by pupils and parents/carers.

12. Support pupils at school with medical conditions including temporary or long-term disabilities

Meadowdale Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including educational visits and Physical Education (PE).

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Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010. In these instances, Meadowdale Academy has made adjustments to the school site so that it is wheelchair accessible (see accessibility plan for more detail), there are ramps and dropped kerbs to help wheelchair access and we make adaptations to the school day for those who have temporary or longer-term injuries.

As well as this, we also provide exam access arrangements for those in the Academy who require support in assessments, formally in years 2 and 6 for SATS, and in anticipation of those pupils who will require them in future through other years.

In addition, we also have a range of compulsory CPD sessions for all staff throughout the year which focus on SEN, equality, safeguarding and child protection to ensure the utmost care of every pupil attending.

Some pupils may also have special educational needs or disabilities and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision. Further advice and guidance is included within the Trust's Policy for Supporting Pupils with Medical Conditions.

13. Complaints procedure

A parent/carer with any concerns regarding the provision in place for their child should make an appointment to meet with the SENCO in the first instance.

Should concerns continue then a parent/carer should make an appointment to discuss these with the Headteacher. If a parent/carer has a complaint, then please follow the Trust's complaints procedure which is available on the Academy and Trust websites.

14. Continuing Professional Development (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The Academy operates a training programme for teachers covering a wide range of areas and topics including, inclusive teaching through the development of knowledge and understanding of difficulties faced by individual pupils. These sessions are designed to improve the teaching and learning within the Academy.

As well as the above, staff also access external courses which are relevant to their subject area, teaching and learning in general, and specialist teaching. The SENCO attends relevant courses and facilitates relevant SEND focussed training opportunities for all staff. We recognise the need to train all our staff on SEND issues.

We recognise the need to train all our staff on SEN issues. The SENCO ensures that training opportunities are matched to the Academy's development priorities and those identified by individuals through the appraisal process.

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15. Links to support services and Northumberland Local Authority's SEN Offer

Meadowdale Academy has support from several external agencies. Regular visits are made by the Sensory Support Service, Speech and Language and School Health to name a few. These services aid the inclusion of pupils with SEND or help families deal with the needs of their children at home.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within the Academy.

Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO and the pupil's parents/carers. The Academy will instigate early help, through the Early Help Assessment process and will initiate a Team Around the Family when it is felt appropriate.

For more support and guidance on SEN for parents/carers and families, you can access the Northumberland Local Authority local SEN offer here: –

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>

The 2021-2024 Northumberland Strategy for Special Educational Needs sets out the local partnership's vision for developing and improving the support provided for the children and young people with additional needs and their families. This is a link to the draft SEND strategy:

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Have%20Your%20Say/Draft-SEND-Strategy-2021.pdf>

Northumberland Local Authority Mainstream Local Offer, important elements

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-draft-Mainstream-School-Local-Offer-June-2018-1.pdf>

16. Working in partnership with parents/carers

The Academy believes that a close working relationship with parents/carers is vital to ensure:

- a) Early and accurate identification and assessment of SEND, leading to the correct intervention and provision.
- b) Continuing social and academic progress of pupils with SEND.
- c) Personal and academic targets are set and met effectively.

The Academy welcomes feedback from parents/carers and parents/carers can make an appointment to speak to the SENCO. Parents/carers are kept up to date with pupils' progress through interim reports, parent/carer consultation evenings, annual reports, and individual contact where necessary.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. If necessary, the SENCO can

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also signpost parents/carers of pupils with SEND to the Local Authority Parent Partnership Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend any meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

17. Transition Arrangements and Links with other schools

Individual transition arrangements/plans are put in place where necessary to facilitate orientation and ensure a smooth transition.

During Year 6 we contact the feeder schools to establish which SEN pupils they are due to be receiving in Year 7. From there, we liaise with the teachers, SENCOs, parents/carers, and pupils themselves to share information, set up enhanced transition visits and make sure that all that can and should be in place at the start of year 7 is put in place.

In addition, Meadowdale Academy is also part of the North East Learning Trust. This enables Academies within the multi-academy trust to share resources, advice, training and development activities and expertise.

18. Links with other agencies and voluntary organisations

The Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO and Head of Pastoral Care are the designated persons responsible for liaising with the following:

- The Education Psychology Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- CYPS
- School Health

Representatives from agencies and voluntary organisations are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a pupil is under observation or a cause for concern, focussed meetings or a TAF will be arranged with parents/carers and appropriate external agencies invited.

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