David Ross Education Trust
Broadening Horizons

Edward Heneage Appendix to SEND Policy

The purpose of this appendix is to clarify local protocols and procedures in this academy from the overarching trust-wide SEND policy. Nothing contained in this policy appendix changes the expectation that all teachers have a responsibility to plan and deliver lessons that meet the needs of all pupils, including those with SEND.

Information

Name of academy:	Edward Heneage Primary Academy
Principal:	Mrs D Osborne
Head of School:	Miss A Steedman
Special Educational Needs Co-ordinator (SENCo):	Mrs K Herd
NASENCo qualification:	Yes
Senior leader responsible for SEND:	Kay Herd (Assistant Principal & SENC0)

Monitoring arrangements for SEND provision in mainstream classes

The SENDCo, as a qualified teacher with a post-graduate qualification in SEN, is regarded as a specialist practitioner, able to identify where provision for pupils with SEND is or is not meeting their identified needs. It is essential that the postholder plays an active role in monitoring the quality of provision in classes across all year groups and departments, identifying both good practice and where improvement is required.

The SENDCo has the responsibility and authority to:

i. monitor the quality of provision for pupils with SEND in all classes
ii. provide feedback directly to teachers about the quality of this provision
iii. follow up this feedback with further monitoring where necessary
iv. raise unresolved concerns with teachers' line managers.

Monitoring arrangements for SEND provision such as interventions

The SENDCo has the responsibility and authority to:

i. monitor the quality of additional or different provision made for pupils with SEND
ii. provide feedback to those planning and delivering the provision about its quality
iii. follow up this feedback with further monitoring where necessary
iv. use this information as part of the performance management process.

Protocols for managing behaviour situations with individuals with identified SEND

The academy recognises that all children are individuals however being fair and consistent with expectations is essential to ensuring all children are able to learn and achieve. We also recognise that, for a number of pupils with particular SEND, the support we provide to help them to manage their own behaviour will need to be adapted. We are committed, in accordance with equality legislation and the SEN Code of Practice, to implement provision that is additional to, or different from, that made for other pupils where this is necessary to meet an individual's SEND.

Under these circumstances, it is the policy of this academy that the SENDCo, the pastoral team and senior leaders will cooperate as follows:

i. Meeting as a team (class teacher, SENDCo, pastoral team, SLT) to discuss provision and what is/ is not working currently for the child
ii. Meeting with parents to discuss their child's needs and what further support is required
iii. Adapting Termly Support Plan Targets as required
iv. Writing or adapting Safety Plans alongside parents and children
v. Consistent monitoring and adapting of support and strategies being implemented
vi. Liaising with outside agencies to ensure best practise.

Local authority

The academy works closely with members of the Local Authority to ensure the best outcomes for our children on the SEND register. We access best practice and seek specialist support where required as part of the Graduated Response.

Local authority: North-East Lincolnshire, Local Offer Website NELC SEND Local Offer | North East Lincolnshire Special Educational Needs & Disability (nelincs.gov.uk)

LA resources:

- Special Advisory Service (now private)
- Early Years Team
- Educational Health and Care Plan Co-ordinators
- SENART
- Educational Psychologist (now private)
- Speech and Language Therapy
- Compass GO
- Fortis
- Child and Adolescent Mental health Service (CAMHS) and Navigo
- SENDIASS
- MySpace (AP)
- Phoenix House (AP)
- Bounce back (AP)