



COAST
ACADEMIES



Eden Park Primary School and Preston Primary School

SEND Policy

Key contacts for Coast Academies

SENDCO	Deb Mawbey (Assistant Head)
SEN Support Assistant	Jane Stead
Designated Academy Council Member	Carrienne Toms (Deputy Chair Academy Council)
Pastoral Staff – MAT wide	Deb Mawbey, Jess Churchill Bissett, Jane Stead
Pastoral staff - Eden Park site	Carrol Stephens, Liz Thomas,
Pastoral Staff Preston site	Dee Bouyamourn, Kim Matthews
<p>Special needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities January 2015 Keeping children safe in education June 2015 The Children and families Act 3014</p>	

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.” Edward Timpson and Dan Poulter

“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping children safe in Education 2015)”



Principles

- The Trust will ensure that all children with SEND are able to access a curriculum in which they have been thought about and planned for.
- The Trust will not directly or indirectly discriminate against, harass or victimise disabled children and young people
- The Trust must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- The Trust must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
- The Trust should ensure decisions are informed by the insights of parents and those of children and young people themselves who will be fully involved and have regular meetings and updates
- Should have high ambitions and set stretching targets for them
- Will keep under review the additional or different provision that is made
- Will promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- The Trust will work in a multi-agency way, liaising with external professionals from all areas connected to the child.

At Coast Academies we work closely with all partner agencies to promote quality outcomes for children. Within Torbay we have excellent links with the Torbay SEN team and make very good use of their expertise. We also work with the hospital team and have made strong links with the various departments used by our children eg paediatrics, speech and language, occupational therapy, physiotherapy etc. Our children also benefit from various outreach services provided within the Bay.

Key staff/governors and roles

Across the Coast Academies Trust, we have a SEN team who work to support staff members to carry out their duties and it is this team's responsibility to liaise closely with other services and agencies such as Torbay SEN, School Nurse etc. Within the Pastoral Team there is expertise in various areas including autism, ADHD, Attachment disorders and learning difficulties.

The role of the SENDCO

The Trust's SENDCO is part of the senior leadership team at both Trust Schools. It is the role of the SENDCO to:



- oversee the day-to-day provision for children with SEN, at Coast this is done through, observations of children, looking at provision, identifying specialist resources, involving and liaising with external agencies, checking and approving provision maps.
- advise on the deployment of the schools dedicated budget and other resources to meet pupils' needs effectively. At Coast this is done through discussion of the child's needs with the entire team around the child, including teacher, TA, parent and child (if applicable)
- be a key point of contact with external agencies. At Coast we have built positive relationships with a wide range of health and specialist SEN professionals and we make good use of their services and advice.
- Update and review the SEND policy.
- Report to the allocated SEN designated member of the Academy Council and hold termly meetings with said member.

The Role of the teacher

The focus of the new code of practice is high quality teaching and learning for all pupils. Teachers plan for individual pupils anyway and differentiate within their planning for the full range of abilities in their class. During School Development Meeting (SDMs) sessions children are discussed within each phase group and SEN and potential SEN children are highlighted and discussed. They are then flagged up to the SENDCO through this process and suggestions made of interventions, resources or particular programmes to try. Constant feedback and dialogue is encouraged between the class teacher, SENDCO and the parents so a full understanding of the child's needs can be gathered. A Provision Map will then be put in place. This is the place where the list of everything that has happened or is happening with the child is recorded. The teacher is responsible for updating the child's provision map, the map will be shared with parents every time it is updated. If further professional advice needs to be sought that is the role of the SENDCO.

Training

The Trust places high value on good quality training. We have links with the AET and all our staff have had the basic training. Alongside this we run more bespoke training for members of staff for certain children or groups of children eg Makaton, PIPS. Our staff have access to a number of assessment/diagnostic tools, eg dyslexia portfolio and dyscalculia assessment and a variety of high quality interventions.

Multi-Agency Approach

The SEN Team has to work with several Local Authorities and has to tailor its approach to this dependent on the authority. We will always look to hold multi agency meetings wherever possible as this is the most efficient way of getting to the crux of the child's needs. However,



if some external professionals are unable to attend we will always ask for a report to be written so their views can be considered.

Attendance

All children follow the school Attendance Policy which can be found on the school website. Where there are complex medical needs we would ask for some evidence of this from the allocated medical professionals.

Intimate Care

The school has a separate intimate care policy. It aims to:

- establish an agreed code of practice for children, staff and parents when dealing with matters of intimate care.
- provide guidance and reassurance to staff
- safeguard the dignity, rights and well-being of children and young people
- Re assure parents that staff are knowledgeable about intimate care and that their individual needs and concerns are taken into account.

Link to Academy Council and Board of Directors

The SENDCO provides a report to the SEN Academy Council member who shares the report with the directors. This is done on a termly basis. Regular meetings are held between the Designated Council member and the SENDCO

External Audit

We invite a member of the Torbay SEN Team to a number of annual reviews. Alongside this all of our annual reviews are monitored, a report written and fed back to us by a designated member within the Torbay SEN Team.

SEN Support children are regularly discussed with the Educational Psychologists (with parental permission) employed by Torbay Council. This helps us to be clear about what the child's needs are and whether there is anything else we need to put in place.

School Offer

A copy of the school offer (for both schools) can be found on our website.

Policy monitoring

We will monitor and review our safeguarding and child protection practices and procedures in line with this policy by:

- Ensuring accountability by placing ultimate responsibility for SEND and the implementation of this policy with the Executive Head Teacher.
- Ensuring that the Designated Governor for SEND and the SENDCO have regular meetings, in order to monitor and assess the effectiveness of the school's response to SEN and promoting welfare, in line with this policy. As necessary, action plans will



be formulated to address areas for development. This will happen as required or in any case, as a minimum, once every term.

- Identifying and responding to new/revised guidance issued by government bodies and the Local SEN TEAM, leading to review of this policy on an annual basis.

The policy links to the following policies and plans:

Attendance Policy

First Aid Procedures

Intimate Care Policy

Disabilities Policy

Admissions Policy

This policy will be reviewed in September 2016