



SEND POLICY AND PROCEDURE

Tees Valley Education Trust

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| Version: | 1.1 |
| Ratified by: | TVE Trust Board |
| Date ratified: | September 2017 |
| Review date: | September 2018 |
| Target audience: | ALL TRUST STAFF MEMBERS |



TABLE OF CONTENTS

| | | |
|------|--|----|
| 1 | Introduction | 4 |
| 2 | CONTACTS..... | 4 |
| 3 | BELIEFS & VALUES..... | 4 |
| 4 | TEES VALLEY HUB – ACADEMY CONTEXTUAL OVERVIEW | 5 |
| 5 | AIMS AND OBJECTIVES..... | 5 |
| 6 | WHAT IS A SPECIAL EDUCATIONAL NEED? | 6 |
| 7 | WHAT IS A DISABILITY? | 6 |
| 8 | WHAT IS NOT CONSIDERED SEN - BUT MAY IMPACT ON PROGRESS AND ATTAINMENT?..... | 6 |
| 9 | CURRICULUM | 7 |
| 10 | IDENTIFICATION & SEND REGISTRATION..... | 7 |
| 11 | How do staff in our academies know if children need additional help? | 7 |
| 12 | ASSESS..... | 8 |
| 13 | PLAN..... | 8 |
| 14 | DO | 8 |
| 15 | REVIEW..... | 9 |
| 16 | DE-REGISTRATION..... | 9 |
| 17 | STAFF ROLES AND RESPONSIBILITIES..... | 9 |
| 17.1 | The role of the Trust Board | 9 |
| 17.2 | The Role of the Co- CEO / Executive Head Teacher & Head of Academy | 9 |
| 17.3 | The Role of the SENDCo..... | 9 |
| 17.4 | The Role of Teaching and Non-teaching Staff | 10 |
| 18 | ADMISSION ARRANGEMENTS..... | 10 |
| 19 | DEFINITION OF RESERVED PROVISION WITHIN MAINSTREAM..... | 11 |
| 20 | EDUCATION, HEALTH AND CARE PLANS [EHCP] (FORMERLEY KNOWN AS STATEMENTS)..... | 11 |
| 21 | COLLABORATIVE WORKING / SHARING INFORMATION..... | 11 |

| | | |
|----|---|----|
| 22 | ACADEMY STAFF & CPD | 11 |
| 23 | FINANCE & RESOURCES | 12 |
| 24 | PUPIL PARTICIPATION | 12 |
| 25 | PARENTAL ENGAGEMENT | 13 |
| 26 | TRANSITION | 13 |
| 27 | LINKS WITH HEALTH AND SOCIAL SERVICES | 13 |
| | 27.1 Welfare, Safeguarding and Social Services | 13 |
| | 27.2 Health | 14 |
| 28 | ARRANGEMENTS FOR RAISING CONCERNS OR CONSIDERING A COMPLAINT ABOUT SPECIAL EDUCATIONAL PROVISION WITHIN THE ACADEMY | 14 |
| 29 | STORING AND MANAGING INFORMATION | 14 |
| 30 | REVIEWING THE SEND POLICY | 14 |

1 INTRODUCTION

This policy was developed by the Tees Valley Education SEND group, in liaison with the Senior Leadership Team (hereafter referred to as SLT) and the Trust Board (hereafter referred to as 'the Board'). The Policy has been shared with all staff. It is available to parents and other interested parties.

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)
- Tees Valley Education SEND Graduated Response / IEP usage guidance
- Equality Act 2010 - Public Sector Equality Duty
- 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
- NASEN – Updating SEND Policy (Guidance for Schools) 2014

2 CONTACTS

At Brambles Primary Academy:

The Special Educational Needs and Disability Coordinator (SENDCo) is K Beever.

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 is working towards the necessary qualification.

A member of the 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

4 TEES VALLEY HUB – ACADEMY CONTEXTUAL OVERVIEW

Pennyman Primary Academy is a mainstream Academy (440 pupil capacity) with a 55 place additionally resourced special Unit. The Unit meets the needs of children with physical disabilities and complex medical needs, along with any associated learning and communication needs.

Small group provision for children with additional learning needs is offered where appropriate. Permanent, on-site medical provision is also available for children with physical and/or medical needs.

Dormanstown Primary Academy is a mainstream Academy (280 pupil capacity) with a 45 place additionally resourced Unit provision. There are three assessment classes for EYFS and KS1, with up to 10 pupils per assessment class. We have a further 15 places within a KS2 support base. We have an all-inclusive ethos which means we work hard to integrate our children with special educational needs as much as possible, ensuring we play to every pupil's individual strengths and that each achieves their full potential. Small class sizes allow all children to receive differentiated planning based on their individual needs.

Brambles Primary Academy is a mainstream Academy (315 pupil capacity) Small class sizes allow all children to receive differentiated planning based on their individual needs. Small group provision and specific intervention for children with additional needs is offered when appropriate.

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

These include:

- Taking part in all educational visits (including residential visits).
- Technology to enhance access to learning, in order to promote independence.
- Use of assessment techniques that reflect their individual needs and abilities e.g PIVATS and CASPA.
- Extra time for the completion of SATs, if appropriate.

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) 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, 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.
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, eg timetable and working guidelines for support staff.
11. 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 are 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. Please refer to the Graduated Response guidance for detailed descriptors.

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 SEND 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.

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, Aspergers 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

Academy staff complete baseline assessments for all EYFS children. This provides us with accurate information about cognitive development and social skills. The SEND Inclusion Team analyse this data, and this allows them to identify children who may require additional support with learning. Once a learning need is identified, parents are informed and the SEND Inclusion team begins a process of rigorous personal assessment via lesson observations, work scrutiny, staff feedback, parental feedback and student voice. 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 half term and tracked using a data tracking tool.

13 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 an Individual Education Plan (IEP). IEPs 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.

14 DO

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

SEND intervention is coordinated by the SEND Inclusion Team. 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).

15 REVIEW

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

Student progress is reviewed each half 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 SEND Inclusion Team monitors the whole academy assessment data and highlights any students that are not achieving expected outcome levels. A formal SEND review can be called at any time, but scheduled EHCP annual reviews for each year group are set as follows:

Reception to Year 5 are held throughout the Autumn, Spring & Summer Terms.

Year 6 – In accordance with LA guidelines to align Statements, Transition and the EHCP process.

16 DE-REGISTRATION

When a child has reached agreed targets, 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.

17 STAFF ROLES AND RESPONSIBILITIES

17.1 The role of the Trust Board

The Board should, in co-operation with the Co- 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.

The Board may appoint a committee 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.

17.2 The Role of the Co- CEO / Executive Head Teacher & Head of Academy

The Head of Academy, who is overseen by the Co-CEO, 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 Co-CEO, Head of Academy, along with the SEND team, will keep the Board fully informed and also work closely with the academy SENDCo.

17.3 The Role of the SENDCo

The SENDCo, working closely with the Co-CEO, Head of Academy, 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 a EHCP / Statement.
- Assist with transitional arrangements to secondary school and liaise with secondary school SENDCo's.
- Co-ordinating the use of PIVATS and CASPA assessment as a tool for monitoring and assessing children with SEND who are working below national expectations.
- Lead the strategic group responsible for all SEND.
- Lead the specialist discrete place teachers.

17.4 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 a EHCP/Statement.
- Work collaboratively using target setting, assessment, IEP 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.

18 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 specialist resourced provision (Pennyman or Dormanstown), a separate criteria for admission has been drawn up between the Academy and the LA. Please refer to the Core Inclusion Offer for descriptors of needs catered for in each academy. Children referred to either of the academies Specialist Provision must be referred by the LA and considered at a Placement Panel meeting. Placement will only be approved providing:

- all relevant assessment paperwork has been shared for each child.
- school or nursery based observations have been undertaken.
- the Co-CEO/Headteacher & Head of Academy and the Board are in agreement to the placement and consent to being named on the child's Statement or EHCP.
- the placement is the preference of the child's parent/carer.

Waiting lists for specialist 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.

19 DEFINITION OF RESERVED PROVISION WITHIN MAINSTREAM

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

- Resourced provision – pupils spend more than half of their time in mainstream classes with support.
- Designated SEND units – pupils spend more than half of their time in special classes.

20 EDUCATION, HEALTH AND CARE PLANS [EHCP] (FORMERLEY KNOWN AS STATEMENTS)

If an academy feels that a child is not making the expected levels of progress, despite following the graduated response of Assess, Plan, Do, 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. There is an expectation that children referred for admission to Pennyman Unit or Dormanstown Base will already have, or be in the process of receiving, an EHCP (in accordance with Middlesbrough Local Authority or Redcar & Cleveland Local Authority protocol).

The Government has set a deadline for the majority of children who have a Statement of SEN to have their Statement 'converted' to a EHCP either at the Y6, Y9 or Y11 transition phase of their education, usually during an Annual Review meeting. It is estimated that the majority of statements will be 'converted' to EHCP's by 2018. For more information on this process follow the link: www.middlesbrough.gov.uk or www.redcar-cleveland.gov.uk.

21 COLLABORATIVE WORKING / SHARING INFORMATION

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 Data Protection and Information Management policies.

22 ACADEMY STAFF & CPD

The SEND teams across Tees Valley Education are experienced in supporting children with a range of needs. They work collaboratively within the Tees Valley 'Hub', 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 3 academies and, upon request, in other LA schools to offer strategies and advice via an Outreach Support Program.

23 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. 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 Funding Agency (EFA) and the Local Authority (LA).

The main formula for calculating the academy budget is based on the total number of students on roll, this is referred to as Basic Entitlement or 'Age-Weighted Pupil Unit' (AWPU). The EFA uses other indicators to determine allocated funding in order to meet the needs of our most vulnerable learners, including local geographical information such as deprivation and socio-economic factors (IDACI Index).

There are five main funding streams for SEND & Vulnerable Learners across the Tees Valley Hub, but not all apply to every academy:

- | | |
|---|------------|
| • High Needs Funding Block [£10k per Unit placement] (EFA) | [D & P] |
| • Banded top-up fees for Unit provision (LA) | [D & P] |
| • Pupil Premium Funding Grant / Early Years Premium (EFA) | [B, D & P] |
| • Notional SEND Budget (EFA) | [B, D & P] |
| • High Needs Funding matrix (Academy applies to LA for funding for children who have additional needs but do not meet criteria for a 'Unit' placement) (LA) | [B & P] |
| • Outreach support payments (LA) | [D & P] |

Some examples of the fixed academy costs for SEND include:

- Specialist teaching staff (Behaviour support; Learning & Language support)
- Smaller class sizes and intervention groups
- Higher ratio of adult support in class
- Specialist ICT assessments and resources; assistive technology
- One to one assessment of need by a SEND Lead Practitioner or commissioned Educational Psychologist
- Specialist Sport Coaching
- Procurement and maintenance of medical equipment
- Before and after school activities
- Specialist seating & standing frames
- Other commissioned services

24 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.

The Academy Student Council meets termly to discuss issues and topics that children feel are important to them. 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.

25 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 groups and have included more information in our Core Inclusion Offer, which is available on our website or can be requested from the main office.

26 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 member of staff from the SEND Inclusion Team to discuss their child's specific needs with regards to transition at any time.

The SEND Team and Pastoral Leads work closely with feeder secondary schools to gather and share information about each child. If your child has a Statement or EHCP you will be invited to attend a review meeting during Year 6 to ensure a suitable transition plan is in place. We will hold the Y6 review after the Local Authority have informed you of the secondary school your child has been allocated, so that we can invite the Secondary SENDCo to the review meeting.

This plan can include:

- Securing funding for additional support
- Parent support group
- Personalised visits to secondary schools, including having lunch and meeting other staff and pupils, offering taster sessions with support
- Transition meetings with secondary support staff

27 LINKS WITH HEALTH AND SOCIAL SERVICES

27.1 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).

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.

27.2 Health

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

28 ARRANGEMENTS FOR RAISING CONCERNS OR CONSIDERING A COMPLAINT ABOUT SPECIAL EDUCATIONAL PROVISION WITHIN THE ACADEMY

Initially a concern should be referred to the class teacher, and if necessary, a meeting can be arranged to discuss the issue(s) in more detail. Depending on the outcome of this meeting, it may be necessary to escalate the issue to the SENDCo, and then the Deputy Head of Academy or Head of Academy.

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. Where a resolution cannot be reached, parents would be informed of the named representative for SEND on the Board, and provided with a written complaints procedure by the academy. (See general complaint policy).

29 STORING AND MANAGING INFORMATION

The academy takes confidentiality and the safeguarding of children's protected characteristics very seriously. There is a separate Data Protection Policy and Information Management Policy, 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.

All staff sign an agreement at the beginning of each academic year consenting to follow Academy protocols in relation to safeguarding and confidentiality.

30 REVIEWING THE SEND POLICY

This Policy will be reviewed by the Tees Valley Education SEND Group annually. Any amendments will be shared with the SLT and the Board for approval. Parents and other stakeholders will be notified and consulted on any changes in writing, parent meetings and annual reviews.