

Special educational needs and disabilities (SEND) policy

The Flying High Academy Ladybrook



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Contents

1. Aims and objectives	3
2. Vision and values	3
3. Legislation and guidance.....	3
4. Inclusion and equal opportunities	4
5. Definitions.....	4
6. Roles and responsibilities.....	5
7. SEN information report.....	8
8. Our approach to SEND support	8
9. Expertise and training of staff.....	11
10. Links with external professional agencies	11
11. Admission and accessibility arrangements	12
12. Complaints about SEND provision	13
13. Monitoring and evaluation arrangements	13
14. Links with other policies and documents	14

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

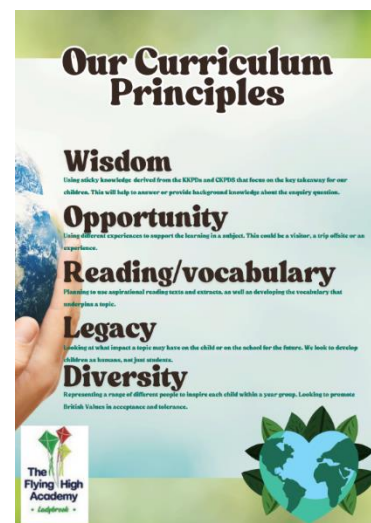
- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and provide for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupils
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with and involve pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At The Flying High Academy Ladybrook, all children receive an ambitious and coherent curriculum. Our curriculum is both knowledge and experience rich, with the intention that children can have a positive impact on their world, leaving a legacy to be proud of. We want our children to be equipped to choose their destiny. To enable them, if they choose, to act and think beyond the immediate and into the wider world. It is our duty to bring the world to them so that we spark a curiosity that inspires our children to explore the world for themselves.

We are committed to supporting all pupils to thrive and meet their full potential, academically and beyond. Our core value of 'Care' instils this, where pupils learn about and apply caring for themselves, each other, the wider community and the environment.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. We celebrate our differences as well as our similarities and share our learning in a variety of ways, inclusive of meeting the needs pupils.



3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of

opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Governance Handbook](#), which sets out governing body responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

4. Definitions

4.1 Special educational needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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

Children 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."

4.2 Disability

Definition of disability taken from Section 6 of the Equality Act 2010.

"A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

4.3 The 4 areas of need

The SEND Code of Practice identifies four broad areas of need. These provide an overview of the range of needs that schools should plan for. The purpose of identification is to understand what action the school needs to take to support the individual child, rather than to fit a child into a particular category. Children and young people may have needs across more than one area, and their needs may change over time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves or may not understand/use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, (e.g. dyslexia, dyscalculia and dyspraxia) • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as emotional dysregulation or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and responsibilities

5.1 The SENCO

- The person responsible for overseeing and co-ordinating the day-to-day provision of education for pupils with SEND is Kelly Rose *the Inclusion Leader*, supported by Laura Newton, *the SENCO Assistant*.
- Individual target setting progress meetings will be held with the class teacher.
- The schools governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

Coordinating SEND provision

The Inclusion Team will:

- Inform any parents/carers that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- The Inclusion team will hold details of all SEND Support records such as reports or specific targets for individual pupils.
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
 - Do all it can to make sure that every pupil with SEND gets the support they need
 - Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
 - Inform parents/carers when the school is making special educational provision for their child
 - Make sure that the school has arrangements in place to support any pupils with medical conditions
 - Provide access to a broad and balanced curriculum
 - Have a clear approach to identifying and responding to SEND
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- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

5.3 The SEND link governor

The SEND link governor is Caroline Brown

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support

and interventions, and consider how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision both formally, during termly Pupil Progress meetings and less formally when an assess, plan, do, review cycle has been completed.
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent/carer, the pupil and the school
 - Listen to the parent/carer's concerns and agree their aspirations for the pupil

This is through termly Parents Evenings and meetings with parents/carers when the need arises.

All staff can access:

- The Flying High Academy Ladybrook SEND policy.
- A copy of the full SEND Register and disability/ diagnosis list.
- The Flying High Academy Ladybrook Inclusion Processes.
- Guidance on the identification of Special Educational Needs in the Code of Practice
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on current legislation and SEND provision.
- Information available through Nottinghamshire's SEND Local Offer.
- Health care plans and medical plans.

Every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

5.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our approach to SEND support

7.1 Identifying pupils with SEND and assessing their needs

It is likely that the majority of children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning. This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background, or area of need.

All teachers are responsible for identifying pupils with SEND and, working with the SENDCo, will ensure those pupils needing different and additional support are identified as early as possible. Assessment is a process by which pupils with SEND can be identified. The progress a pupil makes is seen as an indicator in considering need for SEND provision.

Each pupil's current skills and levels of attainment are assessed when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils. This may include progress in areas other than attainment, for example, wider development or social needs.

- When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching, using strategies from the Inclusive QFT document. These pupils will then be named on the class provision map, identifying smart targets and the length of intervention.
- If progress does not improve, the teacher will complete another cycle of targeted provision to address the pupil's area of weakness with different adapted, high-quality teaching, using strategies from the Inclusive QFT document.
- If progress still does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Pastoral support will be sought, and referrals completed. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN

- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

7.3 The graduated approach to SEN support

Following monitoring and access to the school's Universal Offer and Quality First Teaching (QFT), if a pupil requires support that is additional to or different from their peers, they may be added to the SEN Register. Once a pupil has been identified as having SEN, we will take action to remove barriers to learning and put effective provision in place.

This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [Scholarpack], and will be made accessible to staff in a one page profile and an additional SEND Targets document.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Teaching Assistant will provide feedback to support monitoring for the class teacher.



The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

7.4 Levels of support

Universal – High-quality teaching

High-quality teaching is the first step in responding to pupils who may have SEND. Teachers are expected to use their knowledge of individual pupils to adapt teaching and the learning environment so that barriers to learning are reduced and pupils can participate and make progress.

The SEND Code of Practice states that additional intervention and support cannot compensate for a lack of good-quality teaching. High-quality teaching should therefore be available to all pupils, including those with SEND.

Universal provision may include appropriate differentiation, adaptation of teaching, reasonable adjustments and approaches that enable pupils to access learning and participate fully in school life.

Targeted – SEN Support

Where a pupil is identified as having a special educational need and requires provision that is additional to or different from that normally available to pupils of the same age, the school must make SEN provision. In this case, the parents/carers will be formally advised and the pupil will be added to the school's SEND register.

SEN Support is delivered through the graduated approach of assess, plan, do and review. The school should assess the pupil's needs, plan provision and outcomes in consultation with the pupil and their parents or carers, implement the agreed support and review its effectiveness. Where appropriate, the school should draw on specialist expertise and advice from external professionals.

The school must inform parents when it is making special educational provision for their child and should work with parents and the pupil throughout the graduated approach.

The effectiveness of SEN Support should be reviewed regularly and provision adapted in response to the pupil's progress, development and changing needs.

Bespoke/Specific – Provision for pupils with complex needs

Some pupils may require provision that is beyond that which can reasonably be provided through SEN Support. Where a child or young person may have complex special educational needs and it may be necessary for special educational provision to be made through an Education, Health and Care (EHC) plan, the school, parents/carers or the young person may request an EHC needs assessment from the local authority.

An EHC plan is a legal document which describes a child or young person's special educational needs, the outcomes sought and the special educational provision required to meet those needs. Where a pupil has an EHC plan, the school must use its best endeavours to secure the special educational provision specified in the plan and must have regard to the provision specified when planning and delivering support.

Schools, parents/carers and young people should work with the local authority and other relevant services as

part of the EHC assessment and review process. EHC plans must be reviewed at least annually, with the review involving the child or young person and their parents or carers and considering whether the provision and outcomes remain appropriate.

The level of support provided to a pupil should reflect their individual needs. A pupil with an EHC plan will continue to benefit from high-quality teaching and may also receive targeted provision as part of the overall provision set out in their plan.

Requesting an EHCP Plan

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SENDD Local Offer:

www.nottinghamshire.SENDdlocaloffer.org.uk

or by contacting 'Ask us Nottinghamshire' (0800 121 7772 or enquiries@askusnotts.org.uk). Their helpline operate Mon, Weds & Fri 9:00 – 13:00. Tues & Thurs 13:00 – 17:00

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

7.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO (lesson visits, learning walks, book looks)
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

8. Inclusion and equal opportunities

At The Flying High Academy Ladybrook, we strive to create an inclusive teaching environment that offers all pupils a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

8.1 Allocation of resources for pupils with SEND

All pupils with SEND will have access to the SEND part of the school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Sutton Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding (HLN) is retained by the local authority. This is requested through the local authority, the application must first be approved by the Family of Schools.

8.2 Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO team will consult with the child's parents for other flexible arrangements to be made.

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. This will be carried out through the following:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching.
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- 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.

8.3 Special Dietary Needs

If a child has a medical reason such as a food allergy, we can adjust meals provided. In order for this to happen, a form must be completed and evidence such as a letter from a doctor provided to school. Please see the allergens policy for further information.

9. Expertise and training of staff

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

The Inclusion Team attend relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the importance in staff training and development on the needs of pupils with SEND and we have family funding available to support this professional development. The Inclusion Team, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Training can be made available for whole staff or specific groups, such as; governors, midday staff, support staff. This can be accessed through the Local Authority, Family of schools, the academy chain or through in-house training.

The school is a member of the Crescent Family of schools, the Flying High trust and the Flying High teaching alliance. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

10. Links with external professional agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher or the SENDCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- SFSS (Specialist Family Support Services)
- EP (Educational Psychologist)
- SAP (behaviour support)
- Surestart
- Targeted Support
- CAMHS
- Speech and Language Therapist
- Occupational Therapist
- School Nurse
- Hearing and Visual Impairment Support services
- Education Welfare Service
- Social Services
- Medical Home Tuition Team
- Additional services/professionals can be contacted to support individual needs

11. Admission and accessibility arrangements

11.1 Admission arrangements

- During the admissions process, the admissions team gather as much information as possible before arranging a visit to the school. If a Special Educational Need or Disability is stated then the admissions team pass the information on to the Inclusion Team. The team contact previous school/setting to gather as much information as possible and arrange a visit to the school for the child and their parents/carers. Parents/carers and child are involved in discussing the additional support needed (including external professionals involved) in order to ensure support is in place before the child starts.
- As stated in the admissions policy, all pupils with and EHC plan will be given priority if their plan names The Flying High Academy Ladybrook.
- The Flying High Academy Ladybrook oversubscription criteria, as stated in the admissions policy, follow a set of 6 criteria. This ensures a fair allocation of places irrelevant of need:
 - 1.Children looked after by a local authority and previously looked after children including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
 - 2.Children who attend The Flying High Academy Ladybrook Nursery at the closing date for applications. Children must have been attending the school nursery for a minimum of 4 sessions per week.
 - 3.Children with a sibling in school at the time of application and then by distance from the academy, with priority for admission given to children who live nearest to the academy as measured using Ordnance Survey data to plot an address. Distances are measured from the main entrance of the child's address to the door outside the academy's reception on the site.
 - 4.Children who have a parent working at the school where the member of staff has been employed at the school for two or more years at the time at which the application for admission is made or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
 - 5.Children by distance from the academy, with priority for admission given to children who live nearest to the academy as measured using Ordnance Survey data to plot an address. Distances are measured from the main entrance of the child's address to the door outside the academy's reception on the site.
 6. Other Children

11.2 Accessibility arrangements

- Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to disabled pupils
-

- Our school treats all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- The Flying High Academy Ladybrook is a Mainstream Primary School, which caters for a wide range of needs. This includes pupils with identified special educational needs, and those who have a specific medical need or disability. 'Relentless in our strive for excellence' underpins everything that we do and, alongside our core value of 'Care', we support children to achieve the best that they can in all areas of their learning. Staff know the children, their background, their needs, achievements, social contexts, individual journey and this enables a personalised approach to learning stretching beyond the classroom.
- Inclusion at FHAL is always a priority and bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in this policy.
- The facilities we provide to help disabled pupils access our school, include:
 - a lift to access the upper floor
 - disabled parking bays
 - wide and accessible corridors
 - wide and accessible entrances
 - a hearing loop in the school hall
 - disability friendly toilets and sinks
 - a hygiene suite with changing plinth
- The accessibility plan also covers actions taken to:
 - increase access to the curriculum for pupils with a disability
 - improve the delivery of information to pupils with a disability
 - create effective learning environments for all pupils.

12. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO in the first instance. They will be handled in line with the school's complaints policy Complaints Policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, <https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=uAOUPUwGr24> You can request mediation by contacting sen@globalmediation.co.uk

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND

- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

13.2 Monitoring the policy

This policy will be reviewed by the Inclusion and Senior Leadership Team **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing body.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy