James Brindley

Think Differently Education Trust,
Bell Barn Road,
Birmingham, B15 2AF
Principal: Hardip Bissell

Special Educational Needs and Disability Policy

Approved By: Board of Trustees

Applicable to: James Brindley Academy Centres

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Review Date: October 2027

Think Differently Education Trust

1.0 Core Values and How They Link With this Policy

This Policy has been written to help foster an environment that embraces and celebrates difference and ensures that all pupils are safe and embody practice that supports our Vision, Mission and Core Values. Employees are expected to **THINK DIFFERENTLY** to inspire young people to overcome all barriers and achieve their dreams.

The Think Differently Education Trust (The Trust) is committed to the principles of **ethical leadership** in implementing this policy, and this includes all employees respecting the rights of our young people as set out in the **UNICEF Charter.**

Trust Values	How this policy addresses these values
THRIVE – We create a positive environment where we thrive and succeed	The Trust is committed to creating an environment where all children and young people's needs are fully met, allowing them to grow and succeed.
HIGH ASPIRATIONS – We have high aspirations for ourselves and others	The Trust does not consider SEND needs to be a barrier. The Trust consistently challenges pupils, allowing them to build on skills and reach for their dreams.
INCLUSION – We are inclusive in all we do and celebrate our differences	All staff are given the opportunities to develop their skills and understanding in order to meet the needs of our children and young people. The Trust celebrates and share our differences, including everyone within our community.
NURTURE – We educate our young people and staff to nurture their emotional health and wellbeing	The Trust supports our children and young people to develop strategies to support their emotional health and wellbeing; aiming for their independence as they leave The Trust.
KEEP SAFE – We ensure that keeping safe and the safety of others is paramount	The Trust embeds the ethos of safety within our environment, supporting children and young people to develop the skills they need to keep themselves safe within and outside of The Trust community.

The Trust provides education to children and young people who are either hospital in-patients or pupils unable to attend a mainstream or special school by reason of their medical needs both physical and mental health related. As such, the majority of The Trust's cohorts across the different provisions will be experiencing either a temporary or permanent Special Educational Needs and/or Disability (SEND). The Trust's focus is on ensuring that every pupil has access to all possible opportunities allowing them to reach their academic potential, whilst also growing physically, socially, and emotionally.

The Trust believes that every child is unique and therefore one approach does not fit all pupils. With this in mind, all staff consider the need for a personalised, broad and balanced curriculum while recognising that pupils' have varying life experiences.

The Trust has high expectations for all pupils regardless of social setting and background, gender, attainment, ethnicity and special need or disability and aims to ensure that all pupils have access to the full range of opportunities provided by the school.

The development and review of The Trust's Special Educational Needs and/or Disability (SEND) Policy contributes to a clear and shared vision of our purpose in learning, which enables The Trust to effectively meet the needs of all pupils in the fulfilment of our aim to welcome and develop partnerships with parents, carers and a range of professionals with whom we can share advice and develop best practice, so that we may:

- Prepare pupils for their future lives.
- Enable pupils to be happy, successful and keen to learn.
- Provide our pupils with a variety of quality educational experiences in all aspects of life
- Enable pupils to develop effective communication skills, in order to express thoughts, feelings and choices.
- Provide a safe and happy environment in which pupils can work towards achieving their best.
- Enable pupils to build in confidence, develop self-esteem, self-reliance and make informed choices.
- Offer school curriculums that are well researched, broad and balanced, based on statutory requirements, whilst being appropriately adapted to meet the needs of all pupils.
- Encourage the development of good social skills, so that pupils are able to develop friendships and become sensitive to the feelings and needs of others.
- Develop the moral, cultural and spiritual awareness of all pupils including preparing them for life in modern Britain through helping them to maintain fundamental British Values.

2.0 Links to Other Policies

Accessibility Plan
Careers Policy
Employee Code of Conduct
Positive Behaviour Policy
Public Sector Equality Duty Policy
Referral and Admissions Policy
Safeguarding and Child Protection Policy
SEND Information Report

3.0 Purpose

This purpose of the policy is to:

- Ensure all children and young people reach their full educational potential and have equitable access to the curriculum and enrichment opportunities offered.
- Safeguard that the pupil's and parent's voices are heard at every stage of their journey with The Trust; when setting out support, assessment and planning outcomes.
- Reduce barriers to learning and achievement by providing each pupil with a personalised learning programme that is differentiated according to their need.
- Ensure all staff understand their responsibility for assessing and identifying individual pupil need and for planning a curriculum which meets the full range of pupil's needs and abilities.
- To ensure that all pupils with SEND are able to make a successful transition to their next stage of education.

The Trust does not discriminate against pupils with special education needs or disabilities. The Trust's Admissions Policy has due regard for the Equality Act 2010 and the guidance in the Code of Practice that accompanies the Children and Families Act 2014.

4.0 Glossary of Terms

Special Educational Needs (SEN)	A child or young person has special educational needs if they have a learning difficulty or disability that means they need special health and education support whether or not they have an Education Health and Care (EHC) plan.
Special Educational Needs Coordinator (SENCO)	A Teacher who is responsible for co-ordinating SEN provision. Each Centre at The Trust has at least one SENCO.
Special Educational Needs and/or Disability (SEND)	A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support.

5.0 Scope of the Policy

- To set out how The Trust will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).
- To explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- To set out the expectations of Trust staff in working in close partnership with other professionals.
- To fulfil The Trust's legal obligations with regard to SEND.

6.0 Admissions

The Academy provides education to children and young people who are either hospital in-patients or pupils unable to attend a mainstream or special school by reason of their medical needs, mental health needs, neurodevelopmental difficulties and/or Autism (ASC). Hospital pupils may be from Birmingham or other Local Authorities.

Pupils in teaching centres must be from Birmingham Local Authority catchment area, defined by home address postcode, unless agreed by Birmingham in advance of placement. For most pupils their placement at The Academy is time limited with an anticipated return to mainstream, alternative or post-16 provision. This varies depending on the nature of the medical needs and associated recovery.

It is essential that a referral to The Academy is part of an integrated support plan for a pupil which is underpinned by the work of all professionals involved and which has clear goals or outcomes for return to school, or other provision.

Further information can be found within The Academy's Referral and Admissions Policy.

6.1 Dovedale KS2 (Yr 5 & Yr 6) KS3 & KS4

ASC Special School (Permanent)

Admissions to Dovedale is via a referral received from SENAR. All pupils accepted for placement at Dovedale will have an Education, Health and Care Plan (EHCP) with autism as primary need. Primary pupils (KS2) with EHCPs, who wish to continue or apply for a year 7 secondary place at Dovedale, should follow the SENAR processes for stating Secondary School preferences.

6.2 Northfield KS3 and Parkway KS4

SEMH Alternative Provisions (Temporary)

Admissions to the KS3 (Northfield) or KS4 (Parkway) Teaching Centres will be made directly from the local authority Section 19 panel in consultation with other professionals from such partnership organisations including SENAR, Forward Thinking Birmingham, Educational Psychology, Birmingham Health and Social Care etc. Evidence of this partnership working should be included in any referral to The Academy, clearly indicating the reasonable adjustments and strategies attempted by the referring school with evidence that these have been implemented. SENAR referrals will also be considered for placement at the KS3 and KS4 centres.

6.3 Hospitals

EYFS to Post-16

The Academy provides an education for children and young people inpatient care and long stay patients who are dual registered.
Staff are based in a range of Hospitals across Birmingham. Staff are available to deliver lessons at the bedside for children who are inpatient for more than three school days, or five days for post-16 pupils, working in partnership with the pupil's home school to provide a personalised curriculum.

6.4 Short-Term Provision (STP)

KS1 to KS4

Short Term Provision (STP) provides an education for children and young people, aged 4 to 16, who are unable to access their school due to their medical health or mental health. Pupils receive access to a minimum of five hours of lessons a week, which can be clustered to support a fun, creative and supportive timetable that will best suit the learning needs of the pupil, maximising pupils' progress.

Our STP Team works closely with Birmingham Local Authority, pupils, parents, schools, health professionals and other relevant agencies, to ensure that pupils have appropriate access to education and continue to make progress whilst they are unable to attend school.

6.5 Special Provision (SPR)

Ardenleigh is part of the Medium Secure provision at Ardenleigh Hospital in Erdington and caters for up to 10 young people for complex mental health reasons. The Ardenleigh Team work in collaboration with therapeutic disciplines such as: Psychology, Speech and Language and Occupational Therapy to support our young people in their personal development.

Willows is a teaching and assessment centre which provides education for young people receiving support for their mental health condition as an inpatient at Parkview Clinic. Depending on a pupil's medical treatment, teaching takes place on the ward or at the centre, which is a short walk from the clinic. The centre provides education from KS3 to KS5 (school years 7 to 13). Whilst pupils are at Willows, we keep in touch with their home schools and parents and carers to inform them about both their attendance and progress. We aim to minimise their academic learning missed whilst away from their home school, as well as providing them with a wellbeing curriculum that follows the Thrive Approach.

**See Academy separate guidance: Working with Special Educational Needs Pupils for further details and Centre overview.*

7.0 Request for an Education, Health and Care Plan (EHCP)

A request may be made to the LA for an EHCP in liaison with the agencies, parents and school, should a pupil's progress continue to be of a substantial concern. However, EHCP's may be requested by a parent, or school, as well as anyone bringing a child to the attention of the LA if they think an assessment is necessary.

The parent of any child who is referred to the LA for an EHCP assessment, will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term via our Plan, Do, Review process in addition to the statutory annual assessment.

Format of the EHCP Consideration is given to:

- ✓ The views, interests and aspirations of the child and parents.
- ✓ The child's SEND.
- ✓ The child's health needs which relate to their SEND.
- ✓ The child's social care needs which relate to their SEND.
- ✓ The outcomes sought for the child.
- ✓ The special educational provision required by the child.
- ✓ Any health care provision reasonably required by the learning difficulties and disabilities which result in the child having SEND.

The process of receiving an EHCP should be a carefully considered one and the LA aims to complete the process in 20 weeks. SEND Support Provision Plan (SSPP) An SSPP is a document which demonstrates the provision in place for a child where the needs are complex and require multi-agency involvement, but where an EHCP is not required. They are designed to build up a picture of need and provision over time as well as supporting effective information sharing. If needed the SSPP can also be used to apply to the LA for additional funding to implement provision.

8.0 Responsibilities

8.1 The Principal will:

- Work with the Inclusion Lead) and SEN link trustee to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learning with SEN and/or disability.
- Ensure that the Academy is staffed to meet the needs of pupils with a range of complex and special educational needs.

8.2 The Inclusion Lead will:

- Work with the Principal and SEN Trustee to determine the strategic development of the SEND policy and provision in the Academy
- Ensure that the SEND policy and SEND information report is on the school website and kept up to date.
- Oversee the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Ensure that there is a programme of SEND training across the academy to enable the staff to meet the needs of the pupils.
- Work collaboratively with the Assistant Principal (Teaching and Learning) to ensure that the curriculum is accessible to all pupils and is designed to meet individual needs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

- Advise on the graduated approach to providing SEND support.
- Ensure that all parents are aware of their rights associated with Educational Health and Care Plans (EHCPs) and request of said plans.
- Ensure that an accurate SEND support list is maintained and that the records of all pupils with SEND are kept up to date.
- Lead half-termly Inclusion meetings.
- Ensure Annual Reviews of EHCPs are taking place across The Academy in a timely manner, in line with legal requirements.
- Ensure that the regular review of pupils' needs are taking place for all pupils on the SEND Support register.
- Ensure there are opportunities for parents and carers to discuss any difficulties they perceive their child may be having or needs that need to be addressed.

8.3 Teaching Centres

Each Centre Academy will have a nominated SENCO.

SENCOs with support of an Assistant SENCOs (where appropriate) will:

- Deliver a programme of training within their centre to ensure staff are able to meet the needs of the pupils and to enhance the provision for pupils with special needs.
- Attend and contribute to half-termly Inclusion meetings.
- Attend Annual Reviews of EHCPs in a timely manner by supporting home schools, in line with legal requirements.
- Support home school by Annually reviewing the progress of each child including the objectives in the EHCPs.
- Oversee the review process for all pupils on the SEND Support register.
- Ensure that parents are kept informed of their child's provision arrangements.
- Trigger the assessment of a child or young person, if they have been identified as requiring additional support to make progress.
- Ensure access arrangements are applied for and put in place.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with the Clinical Psychologist and 'Health in mind' where appropriate to assess identified pupils in terms of EHCP applications or change of placements.
- Liaise with medical teams and social care staff and attend MDT meetings
- Write a SEND Support Provision Plan for identified pupils when required.
- Signpost parents and carers to other services available.
- Liaison with intervention leads to identify additional provision requirements.

8.4 Hospitals and SPR

Each Centre Academy will have a nominated SENCO.

SENCOs will:

- Deliver a programme of training within their centre to ensure staff are able to meet the needs of the pupils and to enhance the provision for pupils with special needs.
- Attend and contribute to half-termly Inclusion meetings.
- Support home school by annually reviewing the progress of each child including the objectives in the EHCPs.
- Oversee the review process for all pupils on the SEND Support register.
- Ensure that parents are kept informed of their child's provision arrangements.
- Trigger the assessment of a child or young person, if they have been identified as requiring additional support to make progress.

- Ensure access arrangements are applied for and put in place.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with the Clinical Psychologist and 'Health in mind' where appropriate, to assess identified pupils in terms of EHCP applications, change of placements or annual reviews.
- Liaise with medical teams and social care staff and attend MDT meetings.
- Write a SEND Support Provision Plan for identified pupils when required.
- Signpost parents and carers to other services available.

8.5 Centre Leaders

- Collaborate with wider professionals, parents and pupils to ensure that no decision is made in isolation and is always in the best interest of the pupils.
- Work with the Inclusion Lead, SENCO and Assistant SENCOs to ensure resources are allocated effectively within their centre to meet the individual needs of the pupils.
- Work with the Principal, SLT and SENCO to ensure the centre is staffed appropriately to meet the individual needs of the pupils.

8.6 SEN Trustee

- Attend the relevant trustee meeting.
- Help to raise awareness of SEND issues at trustee board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the board of trustee on this.
- Work with the Principal and Inclusion Lead to determine the strategic development of the SEND policy and provision in The Academy.

8.7 Teaching Staff

- Ensure that they follow the requirements of a pupil's EHCP where possible in hospital setting.
- Personalise learning for each pupil based on identified needs.
- Prepare differentiated resources, where appropriate, to enable all pupils to access lessons and learning.
- Share their teacher assessment and experience of the pupil when requested for reviews.

8.8 Intervention Lead

- Together with the Centre Management Team, contribute to, monitor, and review pupil progress and achievement through data analysis and target setting in Centre.
- Plan and deliver appropriate and challenging interventions to specific groups of pupils.
- Oversee the interventions provided by external providers e.g. Mentors etc
- Ensure that appropriate provision is provided to all pupils with provision mapping.
- Develop and implement robust systems for identifying pupils who require additional support through intervention.
- Keep abreast of new developments/initiatives in both Special Needs Education and mainstream education.
- Keep parents / carers informed about their child's progress on a regular basis.
- Report to the SLT on the effectiveness of the provision of intervention on a regular basis.
- Be aware of and comply with policies and procedures relating to safeguarding, equal opportunities, health, safety, security, confidentiality, and data protection, reporting any concerns to the appropriate person in order to maintain a safe and secure learning environment for pupils.

- Implement Trust policies and procedures.

8.9 All staff who work with children and young people

- Be aware of the pupils' EHCP and support plan and put in place appropriate strategies.
- Provide an atmosphere of encouragement and high expectations for all pupils and enable them to take risks and make mistakes without fear of criticism.
- Follow the Positive Behaviour Policy when managing behaviour, thus considering the individual needs of the pupil and always looking beyond the behaviour.
- Behave in line with The Trust's Code of Conduct.
- Be a key worker to identified pupils and arrange PDR meetings.
- Raise concerns with the Centre Leader or SENCO if they have identified needs of a pupil.
- Focus on the child or young person's strengths as well as areas of additional need.
- Establish relationships which foster trust and respect.

9.0 Local Offer

Our SEN offer can be found on The Academy Website - SEND
Our local authority's local offer is published here: https://www.birmingham.gov.uk/localoffer

10.0 SEND Information Report

Our SEND information report can be found on our website.

11.0 Thrive Approach

At The Academy the emotional wellbeing of our pupils is at the heart of everything we do. We began our Thrive journey in 2019 when we learnt about its trauma-informed approach that targets the social and emotional development of children and young people. We understand that the pupils at The Academy have a vast range of experiences and individual needs that may have impacted their emotional development, and The Thrive Approach allows us to identify these gaps so that we can build on the key skills of resilience, independence, and self-confidence for the next stage of their educational journey.

Underpinning this approach are the strong relationships we build with our pupils and our understanding of their learning and emotional needs. Our staff use the principles of The Thrive Approach to create environments where our pupils can feel safe, engage with learning and use their voices within school communities. We have also trained our staff to understand the neuroscience behind adolescent emotional development and the impact of trauma on the brain. We understand that all behaviour is a communication of social and emotional needs that require attention in the moment from an adult who is ready to respond with curiosity and compassion.

We deliver cycles of Thrive Practitioner training to put in place specialists across The Academy. These Thrive Practitioners are able to deliver one-to-one sessions that are personalised to the individual needs, for those who need a higher level of emotional development support.

12.0 Assessment, Monitoring, Record Keeping and Review Procedures

The SEND Code of Practice recognises four broad areas of need:

1. Communication and Interaction (C&I): this includes pupils who have speech, language and communication difficulties, slower processing difficulties and includes pupils with autism spectrum conditions.

2. Cognition and Learning (C&L): this includes pupils who have learning difficulties, for example, dyslexia, dyspraxia and dyscalculia.

3. Social, Emotional and Mental Health: (SEMH);

4. Sensory and/or Physical: this includes pupils who have visual (VI), or hearing needs (HI), or a physical disability that affects their learning (PD).

12.1 Assessment and Monitoring

For every child, there is a parents and carers evening, termly progress checks and one full written report each year. All data is recorded on Arbor.

The THINK Pathway is used to identify and track pupils' individual strengths and areas for development across key areas of personal development. This supports staff to identify priority barriers to learning and recognise small-step progress over time.

SEN Master is used to support the Plan-Do-Review (PDR) process for pupils with identified SEND needs. Information from a range of sources, including pupil, parent/carer and staff voice, relevant assessment information, attendance and engagement data, THINK Pathway information and EHCP outcomes where applicable, is used to inform an individualised priority target and strategies. Progress towards this target is reviewed regularly so that provision can be adapted in response to pupils' changing needs.

All teachers check and review progress made by all pupils. All pupils will have their progress reviewed throughout the year.

The Key Worker will arrange to meet with parent/carer to discuss their progress if there have been concerns raised. Where an external agency has been working with the pupil, this specialist may be invited to contribute to the meeting.

A pupil who has an Education Health and Care Plan will have an Annual Review meeting involving the Key Worker, SENCO and/or Assistant SENCO, pupil, parent/carer, SENAR case officer, as well as any other relevant professionals. Parents and carers may invite someone to accompany them if they wish.

12.2 Graduated Approach

The Academy follows a graduated approach of Assess, Plan, Do, Review **(see appendix 4).** This is structured within all Centres through the PDR (Plan, Do, Review) document and via the Annual Review documentation if the child or young person has an EHCP.

There are also cases where the child or young person has been identified as requiring a SEND support provision plan. This may be necessary for transition, particularly if an EHCP request has not been successful. The SEND support provision plan should be compiled considering parent, pupil and other professional views and should be reviewed on an annual basis, akin to an EHCP review.

As all children and young people who attend The Academy receive provision that is additional and different, they are all placed on the Special Educational Needs and Disability (SEND) Support register. This also includes pupils who have an Educational Health and Care Plan (EHCP).

The SEND Support register is maintained and generated through The Academy's central management information system, Arbor.

The school adopts the levels of intervention as described in the SEND Code of Practice 2015. The Code of Practice advocates a graduated response to meeting pupils' needs.

The graduated response consists of a four-part process:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Centre Planning Frameworks support the implementation of the graduated approach across James Brindley. The frameworks identify provision across four levels: Universal provision, ordinarily available to pupils; Universal Plus, providing targeted support for emerging barriers; Additional provision, providing personalised support for sustained need; and Complex/Significant provision, where pupils require high-level, specialist, statutory or multi-agency support.

The frameworks support staff to identify appropriate provision in response to pupils' individual strengths, needs and barriers to learning and to review and adapt this provision as needs change. Examples may include adaptive teaching and visual supports at Universal level; targeted communication or regulation support at Universal Plus; individualised interventions, curriculum adaptations or specialist programmes at Additional level; and highly personalised timetables, specialist assessment, statutory planning or multi-agency support at Complex/Significant level. Centre Planning Frameworks maintained at a centre level, an example of provision is available in Appendix 2.1.

12.3 Termly Reviews

- All pupils will have a PDR (Plan, Do, Review) meeting and document **(appendix 4).** The PDR document will set out One priority target which will be worked on termly. PDR targets will be reviewed termly and targets will be in line with the high expectations the school has with regard to all pupils.

- For pupils with an EHCP, provision will meet and coordinate with the recommendations on the plan.
- The Key worker for the pupil is responsible for reviewing and keeping the information up to date.
- An action plan will be created through discussion with both the pupil and the parent/carer and other relevant professionals.
- The action plan will then be shared by the key worker with all other relevant staff in the centre.
- The PDR also contains information about:
    - Future aspirations
    - Strengths and challenges
    - Achievements and progress
    - Strategies and support

12.4 Annual Reviews

The purpose of an Annual Review is to:

- Assess the child or young person's progress over the year in terms of the targets set at the previous Annual Review and set new targets for the next 12 months.
- Collate and record information that The Academy and others can use in planning future support for the child or young person.
- Consider the continuing appropriateness of the child or young person's EHC plan in light of their performance during the previous year; noting any additional SEND which may have become apparent within that time and therefore consider whether or not the EHC plan needs to be amended or ceased.
- To bring together the views of everyone who helps the child or young person.
- To consider the child or young person's progress in terms of seeing if the support or placement has been successful in meeting their needs.
- To record any changes in the child or young person's circumstances.
- To review any special provision that is being made for the child or young person.
- To consider and review the level of banded funding that is allocated to the child or young person. In addition, this could lead to the consideration of the need for ESN (Exceptional Special Needs) funding.

12.5 Attendance at Reviews

The parents/carers will be invited and encouraged to attend all annual and termly reviews for their child. It would only be under exceptional circumstances that the parent/carer would not be in attendance (the reasons will be documented in the review paperwork).

All relevant professionals will be invited to attend reviews; these professionals may include a Social Worker, Health professionals, Forward Thinking Birmingham (FTB), Careers Officer, SENAR (Special Educational Needs Assessment and Review).

Professionals who cannot attend the review meetings are asked to provide a written report which is made available at the meeting.

The Educational Psychologist is only involved in those annual reviews which are likely to involve in a change in the Educational Health and Care Plan especially when alternative provision is being reviewed or a change in banded funding is being considered.

12.6 Access Arrangements

At The Academy, assessments are carried out by an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7.3)

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as Special Educational Needs Disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'

12.7 Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille.

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- needs of the disabled candidate;
- effectiveness of the adjustment;
- cost of the adjustment; and
- likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- Involves unreasonable costs to the awarding body;
- Involves unreasonable timeframes; or
- Affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'

12.8 Special Consideration

At The Academy, where a candidate is eligible, special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ publication A guide to the special consideration process.

For candidates who are present for the assessment but disadvantaged, The Academy must be satisfied that there has been a material detrimental effect on candidate examination performance or in the production of coursework or non-examination assessment.

Examples where a candidate/candidates may be eligible for special consideration include a candidate arrives for the examination and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place.

13.0 SEND and Positive Behaviour

The DFE's guidance Behaviour in Schools (2024) states the following:

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.

Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;

If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

The Academys Positive Behaviour Policy clearly sets out how pupils with SEND is supported. The following has been taken directly from the Positive Behaviour policy, which reflects reasonable adjustments to ensure pupils with SEND are not at a disadvantage.

All classroom-based staff will use a range of de-escalation techniques to manage pupil behaviour positively and keep serious behavioural incidents to a minimum. De-escalation techniques may include:

- Verbal advice and support
- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders
- Humour
- Firm, clear directions
- Negotiation
- Limited choices
- Distraction
- Diversion
- Reassurance
- Planned ignore
- Calm talking
- Calm Stance

13.1 Sanctions

Sanctions are used within our framework of reinforcing good, expected behaviour and to develop pupil's social understanding with the focus being on the pupil's social development. They may also be required to ensure the health, safety, and well-being of others.

There is no set tariff of consequences. The individual circumstances are always reviewed before a decision is taken.

Possible sanctions include:

- Temporary loss of privilege/catch-up sessions/'reflection time'
- Verbal reprimand
- Restriction of leisure time activities
- Time out – as part of an agreed programme
- Letter home to parents
- Phone call to parents, recorded on Arbor/CPOMS and actioned appropriately
- Parents required to attend meeting with key worker, teacher, Centre Leader
- Exclusion – only to be used in extreme circumstances

Some young people respond to sanctions. There is evidence to support that the actual sanction is relatively unimportant; people respond to the feelings of discomfort they experience when faced with the disapproval of others. They learn to associate these feelings of discomfort with the negative behaviours that precipitated them. There is, however, a significant population of young people who do not respond well to this aversive conditioning and for whom sanction, or the fear of punishment is less effective in promoting behavioural change.

Some young people with social communication difficulties may find it hard to recognise how they or others feel and, therefore, are less likely to respond to punishment cues. Sanctions may well be less effective for this type of young person.

Some young people show callous unemotional traits (CU). Those displaying these traits are less likely to experience empathy or to care about the feelings of others and therefore will be less

responsive to aversive conditioning. Restorative justice techniques are often inappropriate for these pupils.

Pupils with a combination of SEMH and ADHD have been shown to have a supressed fear response to aversive stimuli. This lack of fear may make them less responsive to aversive conditioning.

As well as being ineffective for a sizable group of our young people, punishment may militate against positive behavioural modification. Evidence shows that young people are more responsive to work on modifying poor choices when they feel a sense of well-being and are emotionally resilient.

Punishment does not contribute to positive feelings of self. The anger that many young people feel when sanctioned is often transferred and used to 'justify' the original misdemeanour or fuels feelings of negativity about any victims of the behaviour. Such pupils are less likely to analyse their behavioural choices and develop new strategies to cope with challenging situations.

Pupils with attachment difficulties also struggle to respond to a behaviourist approach because they are so easily triggered to shame and a flight or fight response. Evidence based therapeutic approaches such as PACE (Playfulness, Acceptance, Curiosity and Empathy) and Connection before Correction, are more likely to enable young people with attachment difficulties to reflect on their behaviours.

13.2 Exclusions

We strive to create a fully inclusive environment for all our young people but accept that sometimes exclusion may be necessary if the behaviour presented is considered a threat to the safety and wellbeing of others or when learning is compromised to an unacceptable level by persistent and extreme disruption. We follow the DfE guidance School suspensions and permanent exclusions.

The CEO/Principal may exclude a pupil for one or more fixed term periods, for up to 45 days in one school year. In extreme and exceptional circumstances, the CEO/Principal may exclude a pupil permanently. This decision is not taken lightly, and much support will have been given to the young person. This may include involvement from a family support worker and/or social worker, Thrive interventions, working with mentors, support from the The Academy mental health practitioner and pastoral managers alongside regular contact with home or a trial at another Th Academy centre.

13.3 Restorative Practice

The aims to be a restorative school which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

14.0 Transition

SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.

At The Academy, transition is an important key factor for a successful and positive experience. All pupils transitioning to The Academy receives a referral meeting with pupils, parents/carers and other professionals. Following referral meetings, the SENCO will work collaboratively with children and families to prepare a bespoke transition package plan **(See appendix 7).**

14.1 Preparing for adulthood

The SEND Code of practice (DFE, 2015) states, high aspirations are crucial to success, discussions about longer term goals should start early and ideally well before Year 9 (age 13-14) at school. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve.

All pupils at The Academy in our teaching centres will take part in a careers education programme, which is implemented through: Personal Development lessons, assemblies, form time activities, workshops, careers focussed days and one-to-one meetings. Pupils will have multiple opportunities to have meaningful interactions with employers, apprenticeship providers colleges and university representatives as well as experiencing the world of work first-hand through work experience.

Our Wellbeing Wednesday offer, contributes to pupils' personal development in the following areas:

Developing:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

Promoting:

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

Enabling:

- Pupils to recognise online and offline risks to their wellbeing – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media

Supporting:

- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

14.2 Careers

All pupils at The Academy can request an appointment with a Careers Adviser. However, Year 9, 10 and 11 pupils are most likely to access the service, with many Year 11 pupils receiving multiple careers guidance meetings and additional support. As pupils move on to post 16 education care is taken to support with transition events and interviews and the application process.

The Careers Adviser will:

- Collaborate with Centre Leaders, Pastoral Managers, Key Workers, SENCOs and form teams to support pupils.
- Liaise with SENCOs to support pupils with EHC Plans and those for whom EHC requests for assessment are in progress.
- Ensure parents and carers are communicated with when there are concerns about Post 16 plans.
- Provide pupils and parents/carers with copies of pupils' career action plans created at career's meetings.
- Pupils can refer themselves for a career's guidance meeting at any time. They can either approach Careers Advisers directly or they can ask another member of staff to arrange this for them.
- Provide appropriate guidance to pupils which meets the individual needs.
- Further details can be found with The Academy's Careers Policy.

15.0 School Interventions to Support Inclusion

There are many types of interventions that may be appropriate. Support or intervention provided will always be considered depending on the type of need, purpose of the support and expected outcomes**.**

Interventions could include the following: (this list is not exhaustive)

- Bespoke support plan developed with the pupil and parent/carer containing suggested strategies for school staff to implement. All relevant staff to be made aware of the plan. This should be based on an 'Assess, Plan, Do, Review' cycle.
- Educational Health Care Plan.
- Use of resource rooms/smaller groups.
- Safe places in school to go to when in crisis.
- Part time Timetable – acceptance that this can fluctuate as health fluctuates and always provide access to a full timetable when ready.
- Referral to the Lead Therapeutic Practitioner, for a in school therapy assessment.
- Mentor support in school, either through in class support or 1-1 sessions outside to specifically address transitioning back into class.
- Reading/Literacy Intervention
- Numeracy Intervention
- Short term support of work at home but always with transition back as the goal.
- Utilisation of external pupil support services e.g. Educational Psychologist, Communication & Autism Team.
- Input from FTB STICK Team.
- Schools collaborating with mental health professionals (e.g Forward Thinking Birmingham
- SOLAR) to ensure that therapy sessions are focused on specific obstacles to engaging in class. This would be a collaboration over time.
- Application for an Education, Health and Care plan high needs funding is required to implement a support plan.
- Access Arrangements.
- 1:1 Teaching Assistant
- Friends Resilience Intervention.
- Early Help Assessment. Regular reviews with parents and professionals focused on small steps to support engagement.
- Request for support / Family Support Worker involvement initiated by school.
- In-year transfer or managed move to another mainstream provision.
- Cases to be discussed at schools' Multi Agency Professionals meeting prior to referral to The Academy being made.

16.0 Outside Agencies

With the permission of parent and carers, outside agencies can become involved in assessing and supporting a pupil with SEND. These include:

- Pupil and School Support Service (Specially Qualified SEND Advisory Teachers from SENAR - Birmingham LA).

- The Educational Psychology Service (for advice on more complex cases and to support applications for an EHC Plans).

- Sensory Support Service.
  Teacher of the deaf – for pupils with hearing impairment.
  Vision Support Team – for pupils with a visual impairment.

- Communication and Autism Team - for pupils with a diagnosis of ASC.

- A Speech and Language Therapist – From the NHS to work in school to help pupils who have difficulty communicating.

- Physical Disability Support Service – We take advice for pupils with a physical disability from this team based at a local special school.

- Principal Officer from SENAR (Special Educational Needs Assessment and Review) – When a parent of a student with an EHC plan wants a change of provision or has a complaint then the Principal Officer can on occasion attend review meetings.

- Education Advisors from the Birmingham Virtual School – To give advice and guidance for all pupils in the care of the local authority.

- Social workers – Where a pupil with SEND is in the care of the Local Authority, the Social Worker regularly attends meetings at The Academy with carers and Academy staff.

- School nurse and other NHS professionals - When a pupil has health issues related to their special needs the school nurse will often help liaise with patients and health professionals.

- Forward Thinking Birmingham (FTB) - When a pupil has mental health needs professionals such as clinical psychologists will meet with Academy staff and parents to help plan appropriate support for the student.

- Special Educational Needs & Disability Information, Advice and Support Service (SENDDIASS) – This is an independent branch of the LA that provides impartial advice to parents of pupils with SEND and we welcome their involvement should a parent choose to consult with them.

17.0 Complaints

In the first instance we hope that areas of disagreement can be considered and resolved in discussion with the SENCO.

If a parent or carer wishes to make a complaint, then they can follow The Academys complaint procedure published on the website and available in writing on request.

For pupils with EHC Plans, it is possible to make a complaint about SEND provision direct to the Principal Officer at SENAR (Special Educational Needs Assessment and Review) by phoning 0121 303 5489 or 0121 303 4175.

We would, however, recommend that is it better to first contact the Special Educational Needs & Disability Information, Advice and Support Service (SENDDIASS) as they can give impartial advice and even attend meetings with you to help resolve any differences. They have advisors who can speak several community languages and can be contacted Monday to Friday from 8:45 to 5pm at:

PO Box 16270
Birmingham
B2 2HN
Telephone: 0121 303 5004
Email: SENDdiass@birmingham.gov.uk

Please see The Academy's website for the SEND Information Report.

18.0 The Local Offer

Information about the provision of education for pupils with SEND can be found on the Birmingham city council's website at: https://www.birmingham.gov.uk/localoffer

The nominated Trustee with responsibility for SEND is Claire Marshall.

Think Differently Education Trust

Appendix 1: Supporting children with Social Emotional Mental Health needs

It is a primary aim of our acadmey that every member of the school community feels valued and respected, and that each person is treated fairly and well.

We are a caring community, whose values are built on mutual academy and respect for all. The positive behaviour policy is therefore designed to support the way in which all members of The Trust can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive, or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Foetal Alcohol Disorder or Attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school-based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

Children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation. In order to effectively support children, it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We recognise the needs of children with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practice, Equal Opportunities and Disability Rights (Equality Act 2010).

For effective provision for SEMH needs, we have experienced staff in the following areas that receive specialist training and ensure our whole staff body are supported in the following areas:

- ADHD
- Autism
- Attachment
- Dyslexia
- Mental Health First Aid
- LGBTQ+
- SaLT (Speech & Language Therapy)

Key principles in supporting the universal needs of all pupils:

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different 'stress windows of tolerance'
- You cannot always see the 'trigger'
- Behaviours communicate a need

- Scared children can do scary things
- Do not take things personally
- Negative behaviour mostly comes from an unconscious place
- In times of stress children's thinking process is distorted and confused and short-term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported

How we support the universal needs of all pupils:

- Use of natural consequences rather than 'punishments'
- High Structure (Strong routines and boundaries) High nurture
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Use wondering in order to explore the potential cause of the behaviour
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour
- Engaging children at an emotional level
- Regulate our own emotions
- Time in not time out?
- Using staff presence to help regulate
- Naming need
- Empathetic Commentary
- Access to learning mentors
- Understand that any traumas in a child's life can impact on behaviour

Appendix 2: Examples of Support

Approach	What it looks like	Purpose
Regulation times	Access to: - A quiet area/member of staff - Outside area - Pastoral Managers Office - Physical / Sensory activities	Enable children to regulate before going into class before school/ after break/dinner etc.
Self-elected withdrawal	Pupils can ask teacher to leave the room to go to a specific place e.g. PM Office, etc. NB: Child may be angry – use limited talk or discussion. This is a strategy that has been discussed and planned for.	Enable children to develop skills to recognise their own dysregulation and remove themselves from the situation. Enables an adult to be close by and support the child to regulate – where needed and when the child is ready.
Anger management groups	1 to 1 or small group work working with Pastoral Manager or other support staff trained in anger management. Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.	Support child in developing approaches to managing these feelings.
Sensory assessment	Use of sensory checklist	To identify sensory needs and triggers in order to develop provision for that child.
Pastoral Manager/Key Worker Support	- In class support - Transition support from activities/ break etc. - Small 1 to1 or focus groups - Daily / regular check ins - targeted support in the playground - Pastoral Managers Office	Provide overall support for children's mental health and emotional needs in order to reduce anxiety.
Social and Emotional Support Plans	Formal written support plan written by Key Worker and parents	Identifies the emotional needs for the child and the actions needing to be taken by school in order to support their emotional needs.
Individual Targets	Short term targets for pupils to address a specific issue. Written with the pupil and usually reviewed at the end of each lesson/ break.	
In class amended provision	SEN boxes, stress balls, fidget toys, social stories, drawing pads, self withdrawal, specific 'safe' places (e.g. tent) or other activities specific to the pupil e.g. Pupil working on floor rather than at a table.	To help children remain regulated for them to access learning.

External Support and or assessments	A range of support: Malachi (Emotional Health Support) ADHD Nurse School Nurse Forward Thinking Birmingham (Previously CAMHS) Educational Psychologist Communication and Autism Team Child Development Centre	To provide a range of assessments and support for more complex needs -including individual assessment and family support.

Appendix 2.1: Centre Planning Framework – Example

Each James Brindley centre has a Centre Planning Framework which reflects the needs and context of its pupil cohort. The frameworks support the graduated approach by identifying provision across Universal, Universal Plus, Additional and Complex/Significant levels.

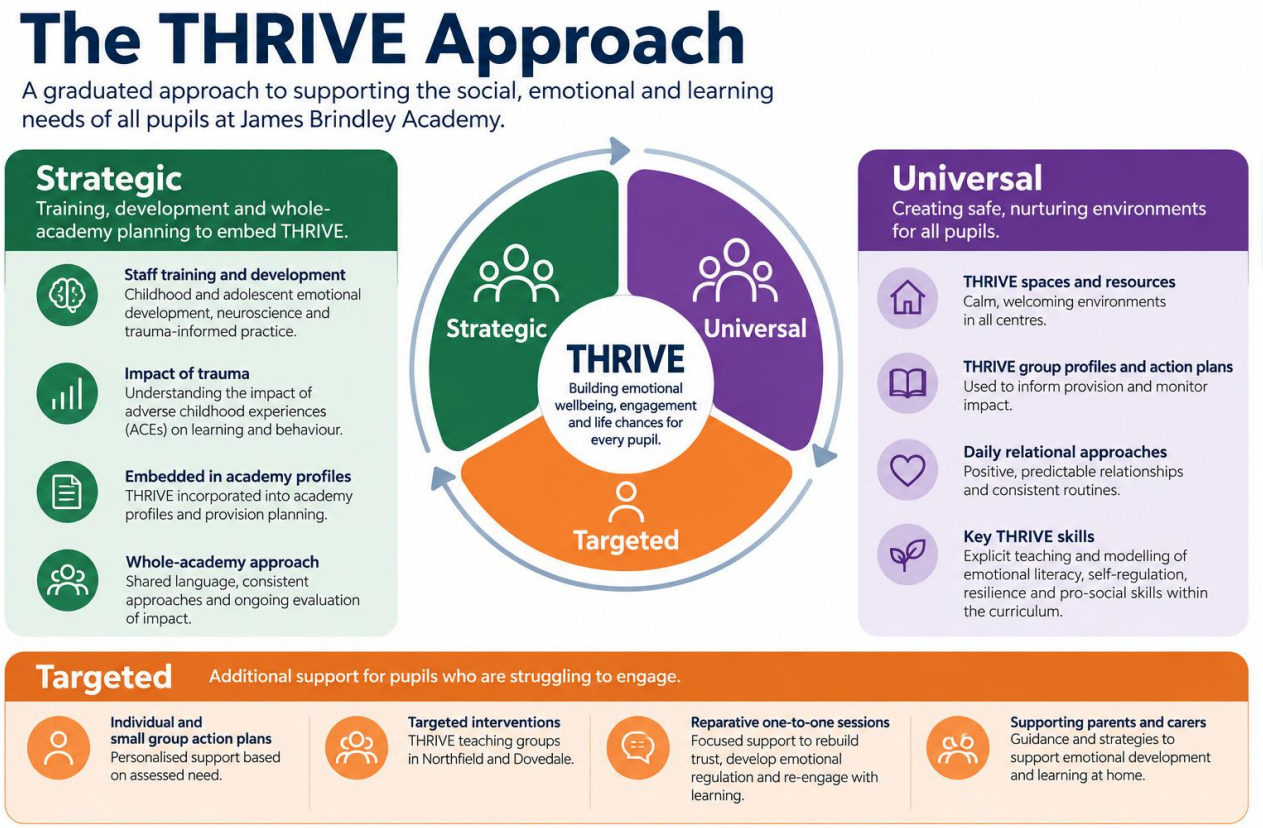
The Parkway SEND Provision Map below is included as an example of how the graduated approach is implemented at centre level. Full Centre Planning Frameworks are maintained and reviewed at centre level.

Parkway SEND Provision Map

Universal Ordinarily available for all pupils	**Universal Plus** Targeted support for emerging barriers	**Additional** Sustained personalised provision	**Complex / Significant** Multi-agency, specialist or statutory support
Teaching and curriculum access • Adaptive teaching, clear routines, visuals and chunked instructions • Retrieval, modelling, guided practice and feedback • X/Y pathway access matched to starting point • Universal literacy, vocabulary and communication support • Low-stimulus classrooms and reduced class sizes	**Targeted access to learning** • Pre-teach vocabulary/key concepts • Task cards, prompts and timers • Learning breaks and supported transitions • Short-term small-group intervention • Year 10 baseline and Year 11 GCSE readiness checks	**Personalised learning intervention** • 1:1 or targeted TA academic support • Attendance-gap catch-up • Exam access evidence and arrangements • Revision, coursework and English/Maths grade 4 readiness • Progress captured for provision/EHCP evidence	**Specialist/statutory learning provision** • Specialist or psychometric assessment • EHCP application/review and statutory planning • Individual timetable or access plan • Specialist advice built into teaching • Transition evidence shared with next settings
SEMH, attendance and regulation • Relational, trauma-informed and PACE-informed practice • THRIVE approach and group profiling • Relax and Ready, check-ins and strengths-based feedback • Wellbeing Wednesday and Personal Development • Safe reporting, anti-bullying and help-seeking routines	**Targeted SEMH/attendance support** • Check-in/check-out with key adult • Mentor check-ins and short-term SEMH support • Regulation plans and Zones teaching • Quiet room, calm space or outside space • Year 10 re-engagement and Year 11 exam-anxiety support	**Sustained SEMH intervention** • Attendance plans for PA, EBSA or school refusal • 1:1 THRIVE or individual behaviour profile • Mentor 1:1 or therapy where appropriate • Risk assessment for challenging behaviour • Restorative work only where safe/risk-assessed	**Complex SEMH/risk support** • Safety plans and individual risk assessments • TAC, social care, CIN, CP or LAC planning • Medical/clinical referrals and coordinated support • Contextual safeguarding or crime prevention input • 1:1 support where risk/need requires it
Communication, interaction and independence • Inclusive communication approaches • Visual timetables, signage and dual coding • Pupil profiles and "what helps me" information • Planned pupil voice, choice and talk • Self-advocacy, repair and help-seeking • Careers advice and post-16 aspiration-building	**Targeted communication support** • Social stories and scripts for arrival, repair and transition • Widgit/symbol-supported communication • SALT-informed targeted work where available • Communication cards and supported pupil voice • Year 10 attendance scripts and Year 11 exam/post-16 scripts	**Personalised communication/transition** • 1:1 self-advocacy and independence work • Pupil passports and transition profiles • Supported applications, visits, work experience and interviews • Special interests used for engagement • Home-school communication where barriers persist	**Specialist communication/transition** • SALT, VI/PST or agency advice where required • Supported communication for complex meetings • Bespoke post-16 or reintegration planning • Coordinated information-sharing • Enhanced adult support where safety/access risk exists
Sensory, physical, safeguarding and review • Universal sensory supports and calm spaces • Movement breaks within routines • Clear arrival, exit and transition routines • Online safety, children's rights and safe reporting • Parent communication and progress review • PDRs and provision reflection	**Targeted sensory/safeguarding support** • Sensory profile and tailored movement breaks • Personal care plan where required • Quiet room, outside space or lunch support • Safe arrival/exit and trusted adult access • Early review of attendance, peer, online or contextual risk	**Sustained sensory/safeguarding planning** • Risk assessments and safety plans • Professionals' meetings where complexity increases • VI/PST or outside agency collaboration • Medical care plans and staff training • Post-incident trigger/protective-factor review • Impact evidence: attendance, work, pupil voice and regulation records	**Complex sensory/medical/safeguarding** • Individual medical, care or sensory plans • Multi-agency safeguarding/health/social care planning • Enhanced supervision or 1:1 where risk requires • Transition safeguarding summaries • CP, CIN, LAC or contextual risk planning • Formal review and escalation/de-escalation

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Appendix 3: The THRIVE Approach



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Appendix 4: Education, Health and Care Plans (EHCPs)

An EHCP will normally be provided where, after a Statutory Assessment, SENAR considers the pupil requires provision which is beyond that which can be provided through an informal graduated response. However, The Academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

EHCPs are also a useful and effective tool for supporting pupils to access appropriate post-16 provision, where the support offered by a graduated approach from mainstream post-16 providers is unlikely to meet a pupil's needs. It has been found that pupils in this category without an EHCP are at high risk of becoming NEET (Not in Education, Employment or Training).

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The SENCO will organise these reviews and invite:

- The pupil's parent and pupil
- The key worker
- The Educational Psychologist (by appointment if change in need or complex)
- SENAR case worker
- Any other person the SENCO or parent/carer considers appropriate

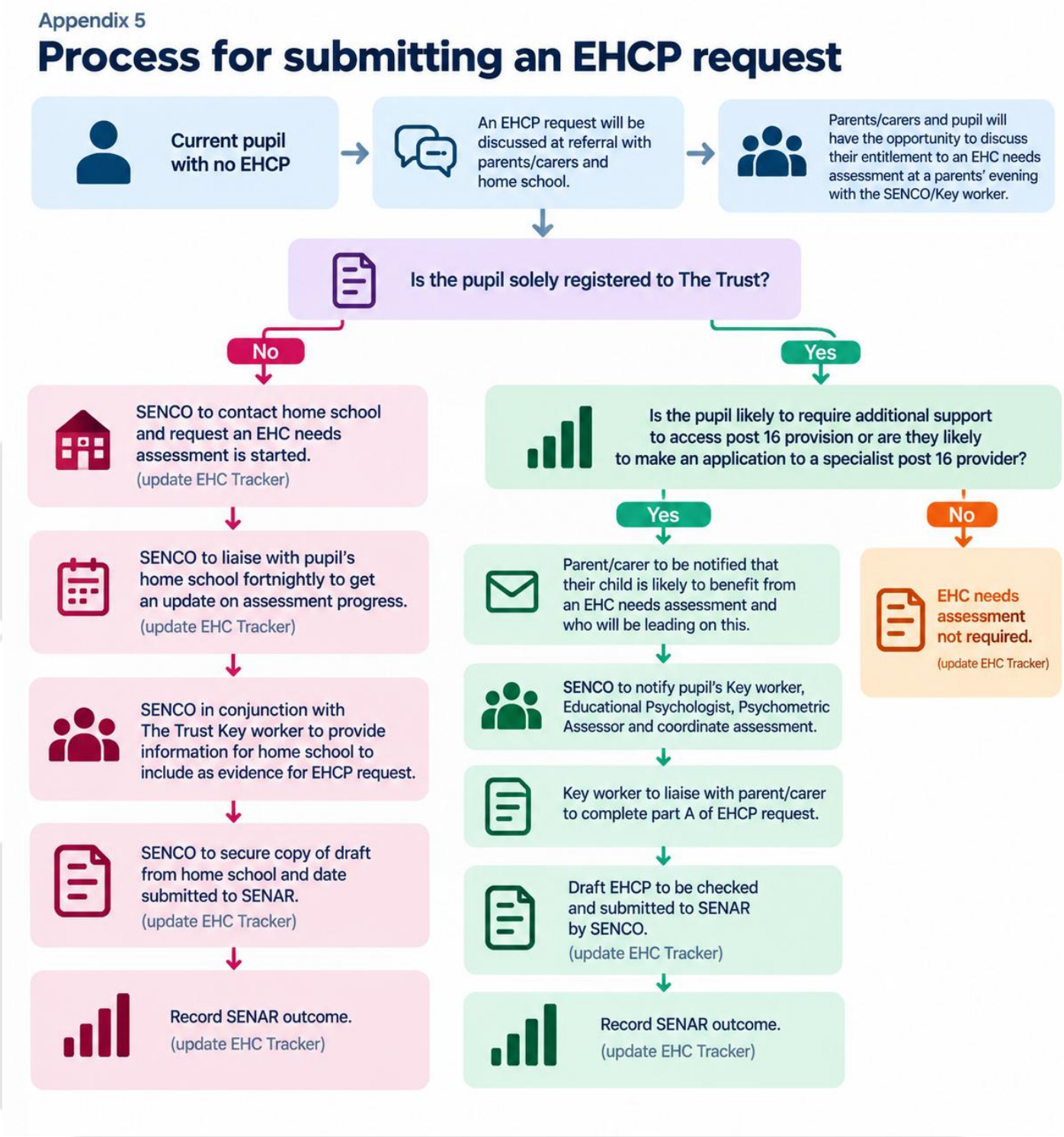
The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

When pupils are referred to Northfield and Parkway, the consideration of an EHCP application is discussed at referral. If it is deemed appropriate, the home school will lead this process, with the support of the Academy SENCO.

Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Appendix 5: Process for submitting an EHCP request



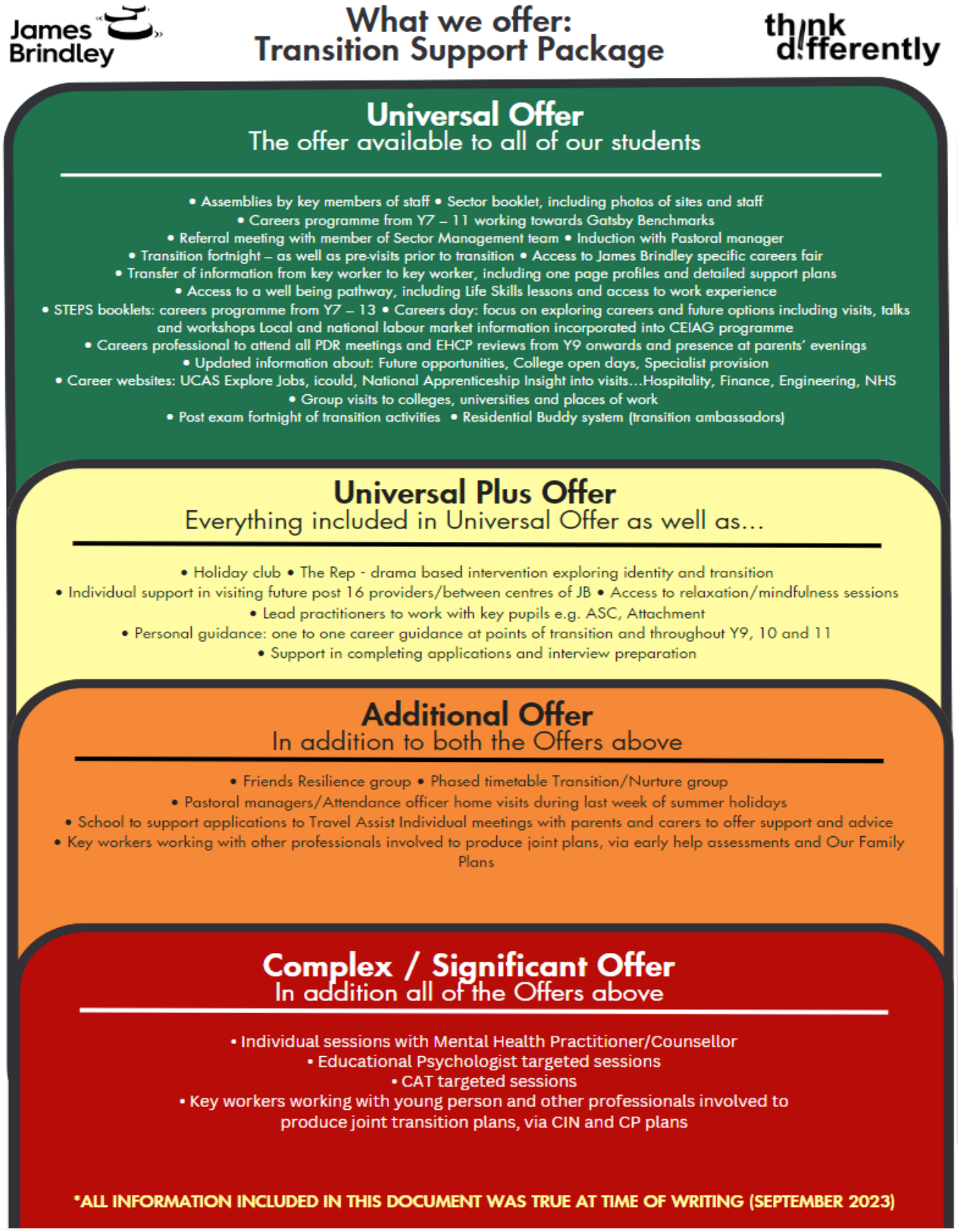
Appendix 6: Ward Round Template – Willows

Date Completed by:	Pupil Name: Ward:		Consultant:	
Weekly Risk Assessment	Yes (no change)	Yes (deterioration)	Yes (reduction)	None/Not known
Risk of suicide				
Risk of self-harm				
Risk of self-neglect				
Risk of harm from others				
Risk of harm / violence to others				
Risk of absconding				
Risk to child or children				
Forensic risk				
Current concern of substance misuse				
Current concern of accidents				
Risk associated with physical or medical condition				
Other (state in comment)				

Legal Status	Informal	Detained, Section 2	Detained, Section 3	Detained, Section 5 (2)	
Observation Level	1	2	3	4	5
Bathroom Privacy	Full	None	Ajar		
Leave	None	Grounds	Willows	Hours out	Day leave	Overnight
Supervision level with staff	Escorted (registered nurse)	Supported (CSW / MDT)	Accompanied (staff/student/parent/carer)		
Phase of Treatment	Assessment	Treatment	Discharge Planning		
Teaching Location	Ward	Willows	Combination of Ward & Willows		
Medication Changes					
Notes					

PDR Targets: Highlight any changes	
1.	Transition Target
2.	Learning Target including expected number of lessons to attend this week
3.	Wellbeing Target

Appendix 7: Transition Support Package



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Appendix 8: Attendance and Re-engagement Pathways

Each James Brindley centre uses attendance and re-engagement pathways that reflect the needs and context of its pupil cohort. These support a graduated response to barriers affecting attendance, engagement and access to education.

The Parkway Attendance, EBSNA and Re-engagement Pathways are provided as an example of how this approach is implemented at centre level.

Stage	Pathway A **Criteria:** above 70% attendance from home-school referral for this academic year; attending consistently or improving; able to access the main Parkway timetable with universal and adaptive support. **Focus:** sustain attendance, routines and GCSE/applied learning access; maintain X Band or Y Band pathway; monitor confidence, stamina and progress. **Staffing:** Class teachers, mentors, teaching assistants, attendance lead and pastoral/SEND oversight as needed.	Pathway B **Criteria:** <70% attendance at referral; emerging attendance concern, EBSA indicators, lesson avoidance, punctuality concerns or reduced engagement despite universal support. **Focus:** targeted re-engagement, key adult check-ins, attendance barrier mapping, curriculum confidence, English/Maths access and short-term adjustments. **Staffing:** Class teachers, mentors, teaching assistants, attendance lead, pastoral/SEND staff and family contact lead.	Pathway C **Criteria:** 0% attendance at referral for this and previous academic year; entrenched EBSA/non-attendance; significant SEND, SEMH or safeguarding barriers affecting GCSE access. **Focus:** personalised re-engagement, risk reduction, curriculum access, GCSE evidence protection and post-16 planning. **Staffing:** Centre Management, attendance lead, SENDCo, mentor and key family/professional partners.	Pathway D **Criteria:** unable to engage with the Parkway offer; STP referrals, complex needs indicate imminent placement closure; interventions have been exhausted without sustained impact; referral back to Section 19 panel; home teaching to be considered. **Focus:** evidence-based senior decision, safeguarding oversight, Section 19 escalation and interim provision planning. **Staffing:** SLT, DSL, SENDCo, attendance lead and relevant LA/external partners.
Presentation / early indicators	• Attendance and punctuality promoted daily • Clear arrival, lesson, break and transition routines • Monitor fatigue, withdrawal, missed lessons or reduced engagement • Year 10: settling, belonging and rebuilding routines • Year 11: exams, coursework, revision and post-16 pressures	• Lateness, missed mornings, lesson refusal or corridor avoidance • Anxiety before school, after weekends/holidays or before assessment • Parent/carer reports distress, refusal or physical symptoms • Avoidance of subjects, rooms, peers, staff or travel • Check sensory, communication, peer, demand and curriculum anxiety	• Persistent non-attendance or partial attendance • Entrenched EBSA/internal avoidance despite support • Significant SEND, SEMH or safeguarding complexity • GCSE, English/Maths or post-16 pathway at risk	• Unable to access Parkway despite graduated support • Placement closure likely due to complex need • Interventions exhausted without sustained impact • Section 19 referral and home teaching consideration required
Assessment / information	• Monitor attendance, punctuality, lesson access and engagement weekly • Use observation, pupil voice, parent/carer contact and prior information • Note SEMH, sensory, communication, cognition, medical or safeguarding barriers • Review SEND evidence, regulation plans, risk records and curriculum pathway fit	• Complete initial attendance/EBSA barrier mapping • Identify triggers: arrival, travel, peers, lessons, sensory load, anxiety, demand or assessment pressure • Gather pupil voice with communication support • Agree shared home-school routines and short-term adjustments	• Senior/pastoral attendance and provision review • Update risk, SEND, regulation and curriculum plans • Identify barriers, interventions, impact and next steps • Review X/Y pathway access, GCSE priorities and post-16 risk	• Senior review confirms Parkway suitability and placement risk • Evidence base collated: chronology, interventions, impact and unmet need • Safeguarding, SEND, attendance, medical and family context reviewed • Section 19 referral information prepared
Intervention / support	• Positive welcome, trusted relationships and predictable routines • Relax and Ready, movement breaks and calm spaces • Reduced cognitive load, clear finish points and supported transitions • Celebrate attendance, lesson access, effort and belonging routines	• Key adult check-in/check-out and mentor support • Short-term arrival, soft-start or lesson access plan • Visual timetable, scripts or travel/arrival prompts • Support for anxiety, peer repair, routines and confidence • Temporary sensory, timetable, curriculum or assessment adjustments	• Written attendance/EBSNA support plan • Personalised timetable or phased re-engagement • Targeted SEMH, regulation, communication or learning intervention • Protect GCSE evidence, English/Maths access and post-16 planning	• Stop ineffective standard reintegration attempts where unsafe or unsuccessful • Maintain welfare checks, safeguarding contact and family communication • Agree interim learning expectations where possible • Consider home teaching or alternative provision through Section 19
Family / pupil voice	• Regular parent/carer communication • Pupil voice through preferred method • Shared understanding of what supports attendance and lesson access • Reinforce belonging, help-seeking, confidence and independence	• Early parent/carer call or meeting • Identify barriers, safe adults and preferred supports • Agree home-school routines, scripts and communication methods • Check what changes on successful attendance or lesson-access days	• Formal review with family, pupil and key staff • Agree barriers, goals, routines and consistent responses • Capture "what helps me attend and learn" profile • Confirm GCSE priorities and post-16 next steps	• Leadership review held with family and pupil voice where appropriate • Barriers, safety and placement suitability clearly explained • Family informed of Section 19 referral route and interim arrangements • Welfare, contact and learning expectations agreed during transition
Safeguarding / risk	• Monitor bullying, peer conflict, online safety, travel and community risk • Teach safe reporting and named adult routes • Record concerns through safeguarding systems • Maintain professional curiosity about attendance, mental health and exploitation risk	• Check bullying, intimidation, online harm, family stress or community risk • Consider unmet SEND, sensory overload, medical, mental health or curriculum pressure • Share with DSL, attendance lead or SEND lead as needed • Agree protective factors, safe adults and safer routines	• Update risk assessment, safety and EBSNA plans • DSL/SEND/attendance review where risk is indicated • Consider medical, mental health, LA or external referral thresholds • Review impact of absence on safeguarding, GCSEs and transition	• DSL and senior oversight maintained • Risk reviewed: absence, mental health, exploitation, medical need and family context • Welfare checks and safeguarding records continue during escalation • External safeguarding, health, social care or LA escalation where thresholds are met
Review / escalation	• Review through weekly attendance, engagement and pathway discussions • Look for improved punctuality, lesson access, participation and regulation • Update provision if patterns emerge or barriers change • Celebrate small gains, routines, coursework progress and attendance milestones	• Review within short agreed timescale • De-escalate if attendance, confidence and lesson access improve • Escalate if absence, distress, refusal or safeguarding concerns persist • Capture attendance, pupil voice, parent contact, staff observations and curriculum impact	• Fortnightly review, or sooner if risk changes • Evidence impact: attendance, access, regulation, work and pupil voice • Update SEND/provision and post-16 evidence • Escalate if access does not improve or risk increases	• Senior leader confirms Pathway D decision and placement closure rationale • Referral back to Section 19 submitted with evidence of interventions and impact • Interim arrangements agreed, including safeguarding oversight and possible home teaching • Next steps communicated to family, staff, LA and relevant professionals

HOW DO WE KNOW AND PLAN FOR THE INTENDED OUTCOMES OF OUR PUPILS?

A clear, consistent process that ensures every pupil's learning is planned with **purpose, tailored to their needs, and evaluated for impact.**

1. START HERE: DOES THE PUPIL HAVE AN EHCP?

YES

READ SECTION E OUTCOMES FIRST

Section E of the EHCP outlines the long-term outcomes for the pupil across education, health and care.

These outcomes are our starting point for planning.

NO

USE THE CENTRE PLANNING FRAMEWORK

Use the Framework document to identify, based on the pupil's Key Stage and the provision they are in, what their PDR targets should be for this term.

OUR INTENDED OUTCOMES

We want every pupil to make meaningful progress towards outcomes that are:

- Ambitious and personalised
- Aligned to their needs and stage
- Focused on independence, participation and life skills
- Preparing them for their next steps

2. SET PDR TARGETS FOR THE TERM

PDR (Personal Development and Review) targets are written for the term.
These targets break down the intended outcomes into specific, achievable steps.

PDR TARGETS WILL:

- Be specific and measurable
- Reflect the pupil's strengths and needs
- Be time-bound (termly)
- Be co-produced where possible

3. IDENTIFY BARRIERS AND PLAN ADAPTATIONS

Each PDR target should identify:

- What barriers might prevent the pupil from achieving this target?
- What adaptations, strategies or resources will help overcome these barriers?

This ensures we plan proactively to remove obstacles and create the right conditions for success.

EXAMPLES OF ADAPTATIONS

- Visual supports
- Adult support / scaffolding
- Sensory adjustments
- Modified resources
- Environmental changes

4. INFORM INDIVIDUAL LESSON PLANS

The barriers and adaptations identified in the PDR targets must inform daily teaching.

Teachers use this information to plan lessons that are inclusive, accessible and tailored to help the pupil achieve their targets.

LESSON PLANS SHOULD SHOW:

- Links to PDR targets
- Planned adaptations
- How the environment and resources are prepared
- Opportunities for practice and reinforcement

5. HOW DO WE KNOW OUR ADAPTATIONS ARE MAKING AN IMPACT?

We continually assess and evaluate the impact of our teaching and adaptations.

WE KNOW IT'S WORKING WHEN WE SEE:

- Progress towards PDR targets (evidence collected)
- Increased engagement and independence
- Reduced barriers over time
- Greater confidence, participation and resilience
- Positive feedback from the pupil, staff and families
- Data, observations and assessments show improvement

6. REVIEW, REFLECT AND ADJUST

At the end of each term, we review progress towards PDR targets and the impact of our adaptations.
We celebrate what is working, adjust what isn't, and set new targets for the next term.

Every decision we make is in pursuit of better outcomes for our pupils.

CLEAR OUTCOMES • SMART PLANNING • EFFECTIVE ADAPTATIONS • MEASURABLE IMPACT

This is how we turn our intent into real progress for every pupil.

Differently Education Trust