



SEND Policy

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Tees Valley Education (TVED) Multi Academy Trust (MAT) is committed to making a significant contribution to transform children's life chances. Our aim and commitment is to transform schools into sustainable learning communities where everyone feels valued. We will ensure that, for everyone involved, excellence and equity become and remain a reality.

The Trust motto exemplifies this '*We are what we repeatedly do. Excellence, therefore, is not an act, but a habit*' – Aristotle.

We believe that TVED is able to help our academies and their pupils to aspire to and achieve success. To do this, we are committed to ensure that every child has a pathway to succeed that:

- gives them the best possible start in life
- equips them with creativity, resilience and confidence
- enables individuals to appreciate life and equip them for further learning
- supports the individual in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for improvement are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve;
- provide a flexible approach to improvement that meets the needs of each academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable;
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

Tees Valley Education Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. There is an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

SECTION 1: INTRODUCTION

Discovery Special Academy is a 39 week, co-educational day provision (Mon – Fri), which specialises in meeting the needs of girls and boys aged between 4 - 11 years (Reception to Y6). All of the children will have an Education, Health and Care Plan (EHCP), or will be undergoing a EHC assessment, that outlines their special educational need and disability (SEND); all children will have delayed cognition as their primary need. Some children will have other complex needs which co-exist with their primary need, including:

- severe or complex learning difficulties (severe learning difficulties and/or a range of complex difficulties which may be linked to one or more health need) (SLD)
- speech language impairment (S&L)
- communication and interaction needs (CI)
- sensory impairment (SI)
- sensory processing difficulties
- physical and/or medical needs (Ph)

The Head Teacher, supported by the CEO has the overall responsibility for leading and managing the provision for all the pupils in the school.

Since all our pupils have SEND, this policy has taken account of all other TVED policies and so needs to be read alongside these policies. For example, the safeguarding policy contains key details of how we will put in place key measures to safeguard all our pupils.

This policy is fully compliant with:

- the requirements set out in Part 3 of the Children and Families Act (2014) and associated regulations
- those aspects of the 'Special educational needs and disability code of practice: 0 to 25 years'. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities' (DfE January 2015) which relate specifically to special schools
- the Equality Act (2010)
- the Special Educational Needs and Disability Regulations (2014)

Similarly, this and all other school policies have taken full account of such key publications as the Curriculum 2014 (Key Stage 1 and 2 Framework document), and the Teachers' Standards document (2013).

SECTION 2: AIMS AND OBJECTIVES

Discovery Special Academy will offer an outstanding education to primary aged pupils with complex learning difficulties (as described above) working in partnership with local authorities and other organisations drawing upon the expertise, aspirations and infrastructure of TVED. In order to achieve

this aim, the school will offer pupils a personalised learning programme addressing and removing barriers to individual progression.

The curriculum will be designed to meet the broad needs of the school's pupil population, recognising the range of pupils' abilities and their additional needs. All pupils will be valued equally regardless of gender, race, ability or disability whilst having due regard for inclusion. We will provide a broad and balanced curriculum for all pupils building on pupils' strengths and needs which will be broad and diverse. Teaching and learning will be based on the statutory framework for the Early Years Foundation Stage (EYFS) and the National Curriculum, differentiated to meet pupils' needs. Strategies will be employed to take account of each individual pupil's style and pace of learning. All pupils will participate effectively in learning and assessment activities by the removal of barriers to learning.

The objectives of our provision for our pupils, all of whom have SEND are to:

- ensure that all pupils receive appropriate small group educational provision, with a high adult ratio, across the day, with opportunities for one to one support
- allow them access to therapeutic input, where identified, and pastoral support to achieve outstanding outcomes and make outstanding progress
- provide for the learning, physical, social and care needs of all pupils in a supportive environment
- encourage pupils to develop independence and seek to avoid an over-reliance on adults to ensure that they have access to a broad, balanced and relevant curriculum which is differentiated to meet their needs, and allows them to have access to the same opportunities as all
- ensure that reasonable adjustments are made to curriculum delivery, equipment and premises to make them generally more accessible to disabled pupils
- ensure ongoing, effective monitoring and assessment procedures are implemented, in conjunction with other agencies and organisations where appropriate
- ensure that resources available to the school are allocated and used efficiently, effectively, and equitably (including teaching and support staff, within and outside the school)
- ensure children attend school regularly and on time
- work actively in partnership with school staff, children, parents/carers and other agencies

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

All children and pupils attending the school will have an Education Health and Care Plan (EHCP). Therefore, their SEND will already have been identified before they enter the Discovery Special Academy. Only in exceptional circumstances, by joint agreement with the Trust and LA, will children be admitted to the school 'on assessment' whilst the full EHC assessment takes place.

The process of putting in place the EHCP will have taken account of the needs of the whole child which will include not just the SEND, but will also have taken full account of such issues as: the child's attendance and punctuality, health and welfare; whether he/she has English as an additional language (EAL); whether she/he is in receipt of the pupil premium; whether she/he is a looked after child; and

whether he/she has challenging behaviours. However, where relevant, these issues in themselves will not have constituted a special educational need or a disability.

SECTION 4: COMMISSIONING PLACES AT DISCOVERY SPECIAL ACADEMY

Places at Discovery Special Academy are arranged on a commissioned basis; several LA's in the region have commissioned an agreed number of places at Discovery Special Academy. The allocation of commissioned places is reviewed between the Head Teacher, TVED SEND Team and the respective LA in November each year. When all place numbers are finalised, the LA in which the school is located (Middlesbrough) notifies the ESFA of the final agreed commissioned places. This formula is used to generate the high needs 'block' of funding the school receives the following year. Discovery Special Academy then charges the respective LA a 'top-up' fee, also known as Element 3 funding, based upon a prior agreed funding band (see admissions policy for further details).

SECTION 5: COMMISSIONING PROVISION AND SERVICES TO WORK WITH CHILDREN

In addition to school based and trust wide specialist services, TVED also commissions a range of professional services from external partners to work with children on an individual, class and small group basis (subject to the identified needs specified in the child's EHCP). Some examples of the services commissioned by the trust include counselling, play therapy, educational psychology and sensory integration therapy.

For those children who require health services provided under NHS agreements, such as Physiotherapy, Speech & Language Therapy and Occupational Therapy, each local Clinical Commissioning Group has responsibility for the planning, commissioning and delivery of health care services for their local area (a CCG is a clinically-led statutory NHS body). South Tees CCG is the body responsible for both Middlesbrough and Redcar & Cleveland areas <http://www.southteesccg.nhs.uk/about-us/>. Each CCG works in partnership with the Public Health Director of the Local Authority to strategically monitor and plan for the needs of the local population, based upon local data and intelligence. This is known as a Joint Strategic Needs Assessment (JSNA).

All professionals working with children within TVED academies must provide an Enhanced DBS certificate before they undertake any work. Visitor ID badges will be worn at all times whilst on academy premises.

SECTION 6: ADMISSION ARRANGEMENTS

Please refer to the Discovery Special Academy admission policy (<http://www.discoveryspecialacademy.org.uk/>)

SECTION 7: A GRADUATED APPROACH TO SEND SUPPORT; HOW WE WILL MEET PUPIL NEEDS

As a special school, all pupils are admitted with an EHCP having undergone a full assessment as described in the Code of Practice. This initial assessment will then be built on in order to identify and meet any further SEND which pupils may have and not as yet been identified. All pupils at the school will therefore be subject to our assessment, planning, recording, and reporting policy. We believe that the main purpose of assessment is to improve pupils' attainment by gaining and recording accurate

information on the development, achievement and progress of our pupils. Assessment is a continuous process throughout the pupil's school life and is used to inform the planning of learning objectives. We also aim to involve pupils fully in reflection, review and target setting.

Upon entry to the school, initial learning targets are planned by teaching staff. These will be derived from the pupil's EHCP and may also be based on any previous school's Individual Education Plan (IEP). Each new pupil will have a written IEP based on the main education and development objectives set out in the EHCP and copies will be sent to parents/carers termly. The IEP is then evaluated and amended as part of the annual review procedure. The staff use the IEP to plan learning objectives on a termly basis. Parents/carers are encouraged to take an active role in the annual review process and the overall planning and reviews of IEPs.

Therefore, we will implement a graduated approach to meeting the needs of all our pupils with SEND. This will be an integral aspect of the high quality teaching which will be commonplace throughout the school, differentiated for individual pupils. We will not take the view that additional intervention and support can compensate for a lack of outstanding teaching.

As noted above, such an approach will commence with a consideration of the details as set out in the pupil's EHCP. This overall approach will take the form of a four-part cycle: assess, plan, do, and review through which earlier decisions and actions are revisited, refined and revised to develop a growing understanding of the pupil's needs and of what supports the pupil in making at least good progress and securing at least good outcomes. This cycle draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to pupils' SEND. Such an approach will be inherent in all that we do and is emblematic of the work of all professionals in special schools.

ASSESS

The class teacher and other professional such as teaching assistants will engage in ongoing analyses of the pupils' needs. The assessment will also draw on other teachers' assessments, where relevant, the pupil's development in comparison with their peers and relevant national data, the views and experience of parents/carers, and the pupil's own views, where appropriate. We will take seriously any concerns raised by a parent/carer. These will be compared with our own evidence. The assessment process will make full use of observation, and appropriate psychometric tests, and discussion with the parents/carers. Given the nature of the pupils' needs, there will be ongoing liaison with professionals such as those from health and social services, educational psychologists, and various therapists.

PLAN

The class teacher and other professionals will agree in consultation with the parents/carers and the pupil (where appropriate) the teaching programme to be put in place, as well as the expected impact on progress, development, and behaviour, along with clear dates for various reviews. All teachers and other professionals 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 required. These will also be recorded in our school's management information system. We will always encourage all parents/carers to become involved so that they can reinforce or contribute to progress at home.

DO

The class teacher will have overall responsibility for working with the pupils on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, the class

teacher will retain responsibility for the pupil. She/he will liaise closely with all the professionals involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

All pupils, regardless of their specific needs, will benefit from individually designed programmes which will include the setting of SMART (specific, measurable, achievable, relevant and timed) targets and regular reviews of progress leading to the revision of earlier targets.

REVIEW

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the dates agreed when the programme was planned. The views of the pupil and parents/carers will be taken account of. The outcomes of this review will feed back into the analysis of the pupil's needs. The class teacher, working with other professionals, will revise the details of support in light of the pupil's progress, deciding on any changes to the support and desired outcomes in consultation with the parents/carers and pupil (where appropriate).

We will pay particular attention the needs of looked-after children. In order to do this, we have a designated teacher for looked after children. The designated teacher will liaise with the LA Virtual School Headteacher and will ensure that the implications of a child being both looked after and having SEND are fully understood by all school staff.

In particular, the designated teacher for looked after children will take account of the information set out in the child's care plan and the more general consequences of being looked after. This teacher will also work closely with the relevant professionals. This will ensure that the child's EHCP works in harmony with his/her care plan and adds to, but does not duplicate, information about how the child's education, health and care needs will be met.

The Care Planning Regulations specify the frequency with which care plans are reviewed. Wherever possible, we will endeavour to hold the annual review of an EHCP to coincide with one of the child's care plan reviews. We will work closely with social workers to ensure that transitions from being looked after to returning home are managed effectively, to ensure continuing and consistent provision.

We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This will include reviewing and, where necessary, improving teachers' understanding of strategies to identify and support pupils with particular SEND. In order to do this, we will use a variety of techniques. Lesson observations by senior leaders can provide a 'snapshot' of teaching skills and used to assess, for example, embedded practices, assessment for learning practices, a teacher's ability to engage pupils and differentiate tasks, teacher-pupil relationships and behaviour management approaches. We will carry out these formal observations termly with prompt feedback and opportunities for discussion.

Peer group observations are also useful tools for professionals to discuss lessons and pupil outcomes. These will be arranged by the staff themselves and so can be used as a regular, but less formal way of improving teaching skills alongside supportive staff members.

As well as lesson observations, we will use planning and book scrutinies, pupil progress meetings, professional development and performance management to monitor, assess and develop teaching skills and so help our staff becoming outstanding professionals.

SECTION 8: SUPPORTING PUPILS AND FAMILIES

All parents/carers of pupils with SEND at our school are also our partners. They will be supported to so they are able to:

- recognise and fulfil their responsibilities as parents/carers, fully supporting the school policies, and play an active and valued role in their child's education
- have knowledge of their child's entitlement as set out in the SEND Code of Practice
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about provision for their child.

To ensure that key communications with parents/carers are consistently effective, all staff will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents/carers and be aware of their feelings
- ensure that regular home / school communication is offered in a variety of formats; telephone calls, face to face meetings, home to school communication books. This is particularly important for the vast majority of children who are transported to and from school by LA transport, where opportunities for daily face to face parent / teacher contact are limited.
- ensure that parents/carers understand the relevant procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed in good time before meetings; in particular, where required, written reports will be sent to parents/carers and the local authority at the end of each term. Parents/carers are formally invited into school twice each year to discuss progress in addition to the annual review. The annual review is an opportunity for all of the people involved in working with a child to come together with the parents/carers, and the child, to discuss progress, plans for the following year and to raise any concerns. The annual review meeting is a person-centred process based around the principles of co-production. It will:

- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents/carers themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

We will also ensure that all parents/carers and pupils have a full knowledge and understanding of the information that is provided by local authorities about services available for children and young people aged 0-25 who have SEND i.e. the 'local offer'. This will include details of those agencies that provide specific support and guidance to parents/carers of children and young people with SEND. Discovery Special Academy will also be included in this 'local offer'. Links to each LAs 'local offer' are on the school website.

We will make readily available to all interested individuals and groups, especially parents/carers, the annual SEND Information Report included on the school's website.

We will work closely with parents/carers and the pupil to help manage the move for pupils into secondary education. Therefore, as part of each pupil's annual review in Year 5, a placement recommendation will be made to the LA. A range of professionals will be involved in the review process working closely with the parents/carers and the pupil in order to decide what their secondary school provision will be. Therefore, all decisions made will be in full consultation with the parents/carers and providing the LA and other schools with sufficient time to consider placement.

Some of our pupils will have made good progress and may occasionally move to an appropriate mainstream secondary school with additionally resourced provision attached. The majority of Y6 pupils will transfer to local special schools. Details of all regional LA specialist provision can be obtained from the respective LAs 'local offer'.

Individual transition plans will ensure that all the necessary information is given to the receiving school. Staff from the receiving school will be invited to participate in transition reviews in Year 6 and invited to meet the pupils in their own classrooms. Visits to the receiving key stage 3 provision will be arranged to prepare and familiarise the parents/carers and pupils with the new buildings and adults.

SECTION 9: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Many of our pupils will have particular and longstanding medical conditions. Some will have life threatening and/or life limiting conditions.

We will support these pupils so that they will have full access to education, including school trips and physical education. Therefore, the Local Academy Committee will ensure that the Head Teacher consults health and social care professionals, pupils, and parents/carers so that the needs of pupils with medical conditions are properly understood and effectively supported with appropriate risk assessments undertaken.

We will work closely with health services for children with SEND which provide early identification, assessment and diagnosis, intervention and review for children with long-term conditions and disabilities. Services are delivered by multi-disciplinary child health teams, including paediatricians, psychiatrists, nurses, and allied health professionals. Every child who attends the school has an individual health care programme which will also incorporate therapeutic support, where necessary.

TVED has a multi-disciplinary SEND & Welfare team, which provides interventions and reviews for children with SEND and will contribute to supporting key transition points. The team will, in collaboration with health practitioners, provide optimum health care for the children, addressing the impact of their conditions, managing consequences for the families, and preventing further complications.

Any child who requires an extended period of absence from school following illness, or recovery from surgery, will receive regular visits from a member of staff from the SEND & Welfare team. This will ensure the child continues to feel part of the school community and will also allow them to continue to participate in class topic work. These visits will also provide parents / carers with the opportunity to share any important issues with members of the team and this will help to facilitate a seamless return to school when the child's health practitioner has authorised this.

Health professionals advise education services on managing health conditions such as epilepsy and diabetes, and the use of health technologies such as tube feeding, tracheostomy care, and ventilation in schools. They are able to provide an ongoing overview of health and wellbeing. They seek advice from paediatric specialists, when necessary, and facilitate training for education staff.

Therapists have important and specific roles in supporting children and young people with SEND, working directly with pupils, advising and training education staff, and setting programmes for implementation at home and in school.

In taking these actions, we will comply fully with our duties under the Equality Act 2010.

See our policy: 'Supporting pupils with medical conditions' which can be accessed on the school's website.

SECTION 10: MONITORING AND EVALUATION OF SEND

As described above, we will regularly and carefully review and so improve the quality of teaching for all pupils.

The CEO and TVED's trust board is fully aware of their responsibilities to continually evaluate the performance of the school, although most of the responsibility for this lies with the Head Teacher and the senior leadership team. The school has a Standards Committee which receives reports on curriculum policies, schemes of work, and pupil progress. The Local Academy Committee also receive full reports of pupils' progress as part of the termly Head Teachers report and are encouraged to make regular visits to witness the work in school. A bi-annual survey of parents/carers is carried out to research levels of satisfaction related to pupil progress and school communication. TVED trust board and Standards Committee are involved in the formulation of the School Improvement Plan.

The Head Teacher will review this SEND policy annually and where necessary, amend in the light of any changes in legislation, regulations or guidance. The SEND policy must be approved by the Trust Board and should be fully consistent with TVED's over-arching SEND policy.

SECTION 11: TRAINING AND RESOURCES

A funded programme of ongoing continuing professional development (CPD) is in place to ensure that all our staff are fully able to respond to and meet the needs of each pupil. This programme will reflect the priorities as set out in the School Improvement Plan and associated school self-evaluation. Therefore, the priorities in the CPD programme will arise directly from those in the School Improvement Plan.

The staff appraisal process will also identify CPD priorities for individual staff and groups and categories of staff.

The school has the following principles when allocating resources to our pupils with SEND:

- resources are allocated according to the pupil's assessed needs, including positive discrimination to meet particular needs of pupils such as enhanced staffing and more resources.
- the school allocates a higher proportion of its budget to staffing than a mainstream school.

- each class has designated specialist staff and the school has a commitment to training for all its staff.

The Trust Board will ensure that funds are allocated appropriately through the work of the Finance Committee. Day to day management of the school budget is delegated to the Head Teacher, who work with the Trust Finance Director and within the financial procedures laid down by the Trust.

The main purpose of the Finance Committee is to assist the decision making of the Local Academy Committee by enabling more detailed consideration to be given to the best means of fulfilling the Local Academy Committee's responsibility to ensure sound management of the school's finances and resources, including proper planning, monitoring and probity.

There is a School Improvement Plan agreed by the Local Academy Committee that is reviewed annually which indicates priorities for the organisation. These priorities will also influence the allocation of resources.

SECTION 12: ROLES AND RESPONSIBILITIES

As noted above, The Head Teacher supported by TVED's CEO, has the overall responsibility for leading and managing the provision for all the pupils in the school.

Since all our pupils have SEND, as described above, and are therefore considered 'vulnerable learners' all members of the Trust Board will have the responsibility for ensuring the quality of provision for pupils with SEND, Looked After Children and effective use of Pupil Premium funding. Members of the Trust Board are responsible for monitoring and providing necessary challenge and scrutiny to the SLT in the interests of all vulnerable learners, and will receive appropriate training in order to fulfil their duties effectively.

The school's designated safeguarding lead is the Head Teacher, supported by key members of the SLT and SEND & Welfare Team.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is the Head Teacher.

The member of staff responsible for the effective allocation of pupil premium funding and the evaluation of its use is the Head Teacher, although the duty for reporting on the effective use of pupil premium funding is delegated to the Deputy Head Teacher.

SECTION 13: STORING AND MANAGING INFORMATION

We process and store personal data about our pupils and we are a 'data controller' in respect of this for the purposes of the General Data Protection Regulations (GDPR) 2018. We process data in order to:

- support pupils' learning
- monitor and report on pupils' attainment and progress
- provide appropriate pastoral care
- assess how well the school is doing in meeting its key priorities identified in the RAD

This data includes pupils' contact details, assessment results, attendance information, characteristics such as ethnicity group, SEND, and any relevant medical information.

This data may only be used or passed on for specific purposes allowed by law. From time to time, the school is required to pass on some of this data to local authorities, the Department for Education, and to agencies that are prescribed by law, such as Ofsted, the Department of Health, and Primary Care Trusts. All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

Pupils, as data subjects, have certain rights under the GDPR, including a general right to be given access to personal data held about them by any data controller. The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. A parent/carer would normally be expected to make a written request on a child's behalf if the child is younger or has cognitive delay. Parents wishing to access their child's educational records must write to the Headteacher in advance. The school has 10 working days to comply with this request and can only decline to provide pupil information in all but exceptional circumstances.

The school will not disclose any details within an EHCP without the consent of the pupil's parents/carers with the exception of disclosure:

- to the SEN and Disability Tribunal and to the Secretary of State if a complaint is made under the Education Act (1996)
- on the order of any court for the purpose of any criminal proceedings
- for the purposes of investigations into maladministration under the Local Government Act (1974)
- to enable any authority to perform duties relating to safeguarding and promoting the welfare of children
- to Ofsted inspection teams as part of their inspections of schools and local authorities
- to the Head Teacher (or equivalent person) of the institution at which the pupil is intending to undertake secondary education.

TVED places significant importance on storing data securely; we will ensure each individual's protected characteristics are safeguarded. All schools, as independent public bodies, are directly responsible under the DPA for the collation, retention, storage and security of all information they produce and hold. This includes educational records, Headteacher's reports and any other personal information of individuals - pupils, staff and parents. TVED works with a dedicated local ICT development and support company who provide broadband, network infrastructure, servers, hardware and software to all of its academies. This is underpinned by a Trust-wide Data Protection Policy which clearly outlines TVED's responsibilities in managing and storing data securely. This is available to view on the school website.

SECTION 14: REVIEWING & PUBLISHING THE POLICY

The Trust Board, CEO and Headteacher will review GDPR compliance at both Trust and academy level periodically and, where necessary, amend, including taking account of any changes in legislation or DfE guidance.

Further information and copies of the GDPR policy can be obtained from the Trust and school website. www.discoveryspecialacademy.org.uk or www.teesvalleyeducation.co.uk. A hard copy will be issued to all parents/carers as part of the school welcome pack and prospectus, which is issued before a child enrolls at the school.

SECTION 15: ACCESSIBILITY

We will comply fully with the requirements of the Equality Act (2010) so that all our pupils with SEND admitted to the school will have full access to the curriculum. This will include all enrichment activities, such as leisure and cultural activities, and school visits.

Members of the Trust Board will meet all duties placed on them, for example, in terms of developing, revising and implementing an appropriate 3-year accessibility plan and strategy, as well as fully meeting the requirements of the Equality Act 2010. The will include consideration of how the school's physical environment and facilities can be improved further to ensure full accessibility by all pupils to the school's curriculum. The accessibility plan also takes account of the needs of staff and visitors to the school.

The physical environment will be important in setting the climate for learning. The school will have first class facilities to promote a sense of wellbeing and will provide a therapeutic environment as well as state of the art technologies in the classrooms, such as touch screens and iPads. Outside, there will be safe enclosed spaces for play that actively encourage pupil participation and engagement.

When we communicate with pupils, we will take full account of their SEND such as communication difficulties. In particular, we will implement a Total Communication approach and will ensure that our routines and structures support the pupils to feel safe and happy. Communication will be supported through objects of reference, signing, use of symbols and assistive technologies. In our communications with parents/carers, we will take full account of their needs, including staff being readily available for telephone conversations and face to face meetings. The key contact for parents/carers will be their child's class teacher.

SECTION 16: DEALING WITH COMPLAINTS

TVED has a trust wide complaints policy that is issued to all parents/carers on pupil entry and is included in the school prospectus and can also be found on the school's website.

SECTION 17: BULLYING

We recognise that, statistically, pupils with SEND are more vulnerable to bullying in the real and virtual world and less able to keep themselves safe or be aware of the bullying behaviours of others.

TVED has an anti-bullying policy which states explicitly that bullying is wrong and that it damages pupils. The policy sets out details of what we will do to prevent bullying, especially by developing a school ethos in which bullying is regarded as unacceptable.

The policy also describes some specific strategies which can be used for dealing with targets of bullying where they have SEND and some specific strategies which can be used for dealing with those who are bullying where they have SEND.

We therefore aim to provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. Where bullying occurs, there will be a zero tolerance approach adopted and consistent school response to deal with this.

Monitoring and review

The implementation of this policy will be monitored by the Head Teacher of the Discovery Special Academy, who will make an annual report to the Local Academy Standards Committee of this school.

Approval by Tees Valley Education Multi Academy Trust

Signed: _____

Date: _____

Review date: _____

This policy, signed by the CEO of Tees Valley Education Trust, is held centrally on the central shared drive.

End of policy statement.