



SEND Information Report

2023/2024

E-ACT

OPENING MINDS,
OPENING DOORS

[#thinkbig](#)

[#teamspirit](#)

[#dotherightthing](#)

Introduction

If you would like this report as an audio recording you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer please click this link: <https://go.walsall.gov.uk/the-send-local-offer>

You can find the most up to date SEND Code of Practice via:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Our SEND policy can be found on the academy website: <https://reedswoodacademy.e-act.org.uk/supporting-pupils/supporting-our-send-pupils/>

Reedswood E-ACT Academy is a mainstream setting and member of E-ACT Multi Academy Trust. We are a fully comprehensive, non-selective academy. We believe that all learners should be valued as individuals. We have an inclusive ethos underpinned by our trust values of Think Big, Do the Right Thing and Team Spirit. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is '*additional to and different from*' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

The Four Main Areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability



The boxes beneath highlight some potential areas of challenge and or difficulty. It is worth remembering that these can also be strengths and should be encouraged wherever possible.

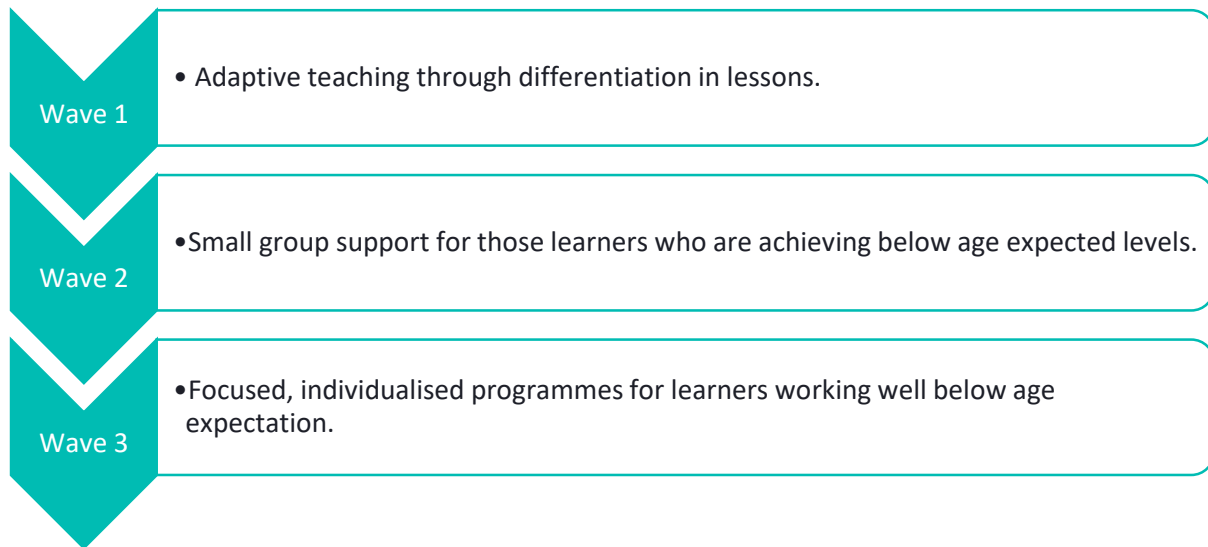
Area of Special Educational Need	Relating to difficulties with:
<p>Communication & Interaction</p>	<p>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication. Learners may have:</p> <p>Attention / Interaction skills:</p> <ul style="list-style-type: none"> • May have difficulties ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation in order to complete tasks. • Difficulty attending the whole class. • Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. <p>Understanding / Receptive Language:</p> <ul style="list-style-type: none"> • May need visual support to understand or process spoken language. • May need augmented communication systems • May have frequent misunderstandings. • Repetition of language and some basic language needs to be used to aid their understanding. <p>Speech / Expressive Language:</p> <ul style="list-style-type: none"> • May use simplified language and limited vocabulary. • Ideas / conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar / phonological awareness is still poor and therefore their literacy can be affected.
	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) eg dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties</p>

Cognition & Learning	<p>(PMLD). Learners may have difficulties with:</p> <ul style="list-style-type: none">• Language, memory and reasoning skills• Sequencing and organisational skills• An understanding of numbers• Problem-solving and concept development skills• Fine and gross motor skills• Independent learning skills• Exercising choice• Decision making• Information processing
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<p>Social, Mental and Emotional health</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These difficulties may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties (ODD/EBD/PDA) • Attention difficulties (ADHD/ADD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image • Emotional based school avoidance (EBSA)
<p>Sensory and / or Physical</p>	<p>These learners may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.

Waves of Intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



Key Questions

<p>Who is the Special Educational Needs Coordinator?</p>	<p>The SEND Coordinator is Mr B Hussain</p> <p>Contact details: Reedswood E-ACT Primary Academy, Bentley Drive, WS2 8RX</p> <p>Phone: 01922 721 323</p> <p>Email: belal.hussain@ree.e-act.org.uk</p> <p>From September 2023, I have taken on the role of SENCo at Reedswood E-ACT Academy after being the Deputy SENCo in the last academic year. Special Educational Needs has been a passion of mine and it is for this particular reason I had studied this at an undergraduate degree level. We have a highly experienced team, who work alongside myself, in order to ensure the best possible outcomes for the child. Miss J Makin is the Deputy SENCo at Reedswood E-ACT Academy and Mrs J Kaur is our SEND Assistant. As a team, we will work closely with the children and agencies involved in order to ensure we are able to aid the children through their education journey.</p>
<p>How accessible is the academy site?</p>	<p>Reedswood E-Act Academy is a large and lively primary school where pupils thrive. At Reedswood E-ACT Primary school, we have high expectations of all pupils. We believe in having high aspirations for all children and our ambitious curriculum reflects this.</p> <p>As a school, we provide our pupils with high quality teaching where learning is made accessible to meet the diverse needs of all pupils. We follow the national curriculum for all pupils, but we may find that some pupils with Special Educational Needs (SEN) may require</p>

	<p>modifications and further support through the use of scaffolds, pre-teaching, small groups work and targeted provision.</p> <p>Our school is wheel chair friendly and we have a lift in the hall to gain access to our Early Years/Year 1 class rooms. We have a pastoral room, disabled toilet and lift.</p>
<p>How will academy staff support my child?</p>	<p>All teachers will be informed of your child's individual needs and will seek to adapt their lessons accordingly.</p> <p>Within the academy, there are a variety of staff roles to support your child.</p> <p>As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to meet their individual needs, interests and abilities. Personalised curriculums will be through discussion with academy head teacher, SENCo's and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded.</p> <p>Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that this is being completed.</p> <p>At Reedswood E-ACT Primary school, we have high expectations of all pupils. We believe in having high aspirations for all children and our ambitious curriculum reflects this. We provide our pupils with high quality teaching where learning is made accessible to meet the diverse needs of all pupils.</p> <p>We follow the national curriculum for all pupils, but we may find that some pupils with Special Educational Needs (SEN) may require modifications and further support through the use of scaffolds, pre-teaching, small groups work and targeted provision.</p> <p>For a minority of SEND pupils with more complex needs who may be unable to access some of the curriculum, there may be a focus on non-specific subject skills or a personalised curriculum that is in line with their Education, Health and Care Plan (EHCP) long and short term targets.</p> <p>There are strategies and adaptations in the learning environment that we employ universally e.g. use of workstations for individuals, visual timelines in every class and now/next boards to support transitions throughout the day.</p>

We endeavour to make 'reasonable adjustments' in order to increase access to the taught curriculum for pupils with a disability. Pupils who have been identified as having a special need will be placed on the SEND register. They will then have an Individual Education Plan (IEP) written by their class teacher on Edukey. This sets out short term goals in order to meet long term objectives. We plan targets that are specific, measurable and achievable. These are reviewed each half term by the class teacher and shared with parents online.

Targets are monitored and reviewed regularly, and parents are invited in termly to discuss their child's IEP targets in addition to the regular parents' evenings and reports.

There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do- Review process (diagram included at the end of this report).

We strongly encourage the involvement of parent and carers at all stages of the SEND process; the child and their families are very much at the heart of what we do.

Wave 1 interventions:

Adaptive teaching (within the classroom)

Scaffolded tasks

Guidance to staff on how best to support within the classroom

Wave 2 interventions:

PIXL

Phonics intervention

Fresh start

Readers

PM Bench marking

Times tables interventions

Oxford Owl

Wave 3 interventions:

Plus one group

SALT

	<p>Power of 2</p> <p>Nurture groups</p> <p>Literacy Hornet</p> <p>Toe by Toe</p> <p>Lego Therapy</p>
<p>How will the academy identify if my child has a specific need?</p>	<p>Following completion of baseline assessments on entry to the academy the results will be analysed by the SENCo as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision.</p> <p>We follow a graduated approach to assessing whether a pupil has special educational needs. We have a school process that involves assessing, planning, implementing and reviewing pupils needs and progress. Concerns about a child may be raised by parents/carers, teachers or the pupil's previous school at any point with the SENCo, and the pupil will then be monitored for a minimum of half a term.</p> <p>As well as day to day assessments, we monitor and track pupils' progress and attainment outcomes half termly. We may employ the services of external professionals such as the educational psychologist or speech and language therapist to help make a decision on how best to support your child. The SENCo will also advise teachers in providing strategies to help the child. If progress is still insufficient or concerns remain, an internal referral to the SENCo will made by staff detailing the concerns and strategies employed to date.</p> <p>Once on the SEND register, pupils will be given individual targets for additional support on their area of need. We believe in early identification of specific needs, and pupils may display additional needs in one of the four areas: Communication and Interaction Cognition and Learning Social, Emotional and Mental health, Sensory and Physical.</p> <p>What the legislation says... SEND Code of Practice 2014 4.32: 'Arrangements providers have for identifying the particular SEN of children and young people.'</p> <p>SEND Code of Practice 2014 4.34: 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'</p>

	<p>SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'</p>
<p>How are academy resources allocated and matched to children's special educational needs?</p>	<p>We ensure that all learners with Special Educational Needs have their needs met to the best of the academy's ability with the funds available.</p> <p>Class teachers, support staff and the SENCo work together alongside parents, carers and external professionals to provide the best support for the pupils with special educational needs. We hold regular workshops and coffee mornings to advise parents on how best to support their child and on the approaches we use in school, and signpost to various workshops/agencies within the authority.</p> <p>For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Educational, Health and Care (EHC) plan being provided.</p> <p>We know our pupils really well, and always strive to teach them in a way they will be able to learn. We recognise the importance of mental health and the role it plays in our pupils' emotional regulation. We offer forest school, nurture groups, gardening club and a sensory retreat in order to give specific pupils additional support in order to be ready to learn.</p> <p>What the legislation says... SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>The quality of teaching is monitored through a number of processes that includes:</p> <ul style="list-style-type: none"> - Weekly class drop ins by the senior leadership team, the SENCO and external verifiers - Ongoing assessment of progress made by pupil in specific intervention groups at least half termly - Work sampling weekly

	<ul style="list-style-type: none"> - Scrutiny of planning - Teacher meetings with the SENCo • Regular training is given to class teachers and support staff through INSETs, staff meetings and coaching. We have a rigorous monitoring and training programme. • Resources are audited termly and provision is based on pupil's needs <ul style="list-style-type: none"> • Pupil and parent/carer feedback when reviewing targets half termly • Class teachers attend half termly pupil meetings with the SENCo • Monitoring and analysis of attendance and behaviour records <p>Parents evenings are held at specific points in the year and in addition, parents will receive an end of year report detailing their child's attainment and progress. Teachers are regularly available to discuss your child's needs and meetings can be booked to meet with the SENCo throughout the year.</p> <p>Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request parental/carer attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How will my child be able to contribute their views?</p>	<p>If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be aware of, including how to best support them within the classroom. This will be added to their plan and be available for all staff to view and implement.</p> <p>We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with:</p> <p>Class teacher</p> <p>Assistant Head/EYFS lead (Tiny2s/Nursery/Reception): Mrs M Maddison</p> <p>Assistant Head/KSI lead (Y1/2/3): Mr L Peatroy</p> <p>Assistant Head/KS2 lead (Y4/5/6): Miss H Lowbridge</p>

	<p>Safeguarding Team: Mrs K Blunt, Miss N Akhtar, Mrs J Cutteridge, Mrs Lathbury-Cox</p> <p>SENCo: Mr B Hussain</p> <p>Deputy SENCo: Miss J Makin</p> <p>Learners are encouraged to:</p> <ul style="list-style-type: none"> Attend extra-curricular clubs Take an active role within group activities Take part in pupil voice activities Attend review meetings Contribute to target setting and reviewing
<p>What support will there be for my child's overall wellbeing?</p>	<p>All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for.</p> <p>The Academies Pastoral Support Team specialises in the area of child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing.</p> <p>Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academies attendance officer and, where necessary, additional support will be implemented to boost attendance.</p> <p>At Reedswood, we work with parents, pupils and other professionals to overcome possible barriers to learning. Positive mental health and well-being is vital for pupils being emotionally ready in able to learn. We have regular play therapy for pupils who display persistent, ongoing social and emotional needs. We also have Lego therapy that is completed in small groups to help social skills. Forest school is used for small nurture groups also.</p> <p>We have pupils who are 'well-being ambassadors' and their role is to promote well-being amongst their peers through regular meetings with the SENCo and termly projects.</p> <p>The SENCo and pastoral team work closely together to offer support for SEN pupils with emotional, mental and social concerns with weekly meetings. Additionally, pupils who are looked after with a SEN or disability, will be supported by carers, social workers and the virtual school to offer the appropriate support.</p>

	<p>All staff have completed the relevant safeguarding training. We are also able to offer from GP referrals to CAMHS and have links to positive steps services for early years. All teaching staff have received two-day training in mental health.</p> <p>We use the recovery curriculum during the first few weeks of the Autumn term, and do daily check ins for all pupils on how they are feeling. This is then followed through with interventions for individuals. All pupils are taught knowledge and skills of staying healthy, being safe and prepared for life through weekly PSHE (personal, social, health and economic) lessons.</p> <p>The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.</p> <p>The academy also writes health care plans with parents and shares all relevant information with staff. The health care plans will be written by a member of the SEND team at Reedswood E-ACT Academy and shared with the Safe Guarding team. After this process, these plans will be shared with relevant staff in order to ensure the safe guarding of the child involved. In order to write the Health Care plans, the parent will be contacted in order to obtain relevant information.</p> <p>If your child finds lunch or break times tricky, they may be given access to a quiet space to support this. In all instances the needs of the child will be taken into consideration and where possible the necessary adjustments will be made in order for the pupil to be part of lunch times and break times. This may be through small groups at lunch times or even by having 1:1 support staff, who will help the children integrate into these times at a slower pace.</p>
<p>What specialist services and expertise are available or accessible by the academy?</p>	<p>We have access to the following specialist services and expertise:</p> <ul style="list-style-type: none"> Counselling Mentoring Medical – GP, Hospital NHS outreach Bereavement Counselling Educational Psychologist Mental Health – CAMHS / COBS etc Social Services

	<p>North star inclusion service (NIAT)</p> <p>Hearing Impairment Team</p> <p>Visual Impairment Team</p> <p>Educational Psychologist Service</p> <p>Physical and Disability Support Service - Lindens Outreach</p> <p>School Nursing team</p> <p>CAMHS (Child and Adolescent Mental Health Service)</p> <p>Speech and Language therapy</p> <p>Occupational therapy</p> <p>Early Years SEN team</p> <p>Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the local authority such as specialist teachers, Speech and language therapists and occupational therapists.</p>
<p>What training have staff supporting learners with SEND had or are having?</p>	<p>All teaching staff have qualified teacher status or are working towards this through a recognised training provider. Training for staff supporting learners with SEND is considered essential by E-ACT. There is an ongoing programme of training for Teaching assistants within SEND that is completed at an academy level but also from a Multi-academy Trust (MAT) perspective.</p> <p>SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll.</p> <p>Advice and guidance from outside agencies is shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom.</p> <p>All staff have access to support plans or passports via provision map detailing specific strategies and interventions which best allow them to support everyone within the classroom.</p>

	<p>At Reedswood, we have a robust programme for continuing staff professional development. This is delivered in school by the SENCo/SLT or by outside experts as appropriate.</p> <p>All teaching and support staff receive regular training on supporting pupils with IEP's, as well as supporting pupils with a diagnosed area of need. Staff has received awareness training on dyslexia, Autism, behavioural difficulties and speech and language. They have received training on specialist programmes such as colourful semantics, Talk Boost and introduction to Makaton.</p> <p>The SENCo provides additional support to teachers and support staff with strategies and planning. They are also able to advise if a referral to an outside agency needs to be made.</p> <p>Family support is provided by the SENCo and pastoral team. Regular visits from SEN specialist teachers and consultants provide advice to staff to support the success and progress of the individual pupils. We deliver weekly speech and language therapy through a specialist and also have the NHS speech and language therapy termly. Additionally, we have a case worker assigned to our school to deal with ECHP's and an educational psychologist who provides assessments and strategies when required.</p>
<p>How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?</p>	<p>We aim to make all of our classrooms SEND friendly e.g. through use of visual timetables, now and next boards. We adapt our teaching and learning environments depending on the needs of the children. For example, for some pupils they may require a separate work station, visual timetable or sensory area.</p> <p>Each class has a 'SEND resource box' which has a variety of resources and suggestions e.g. pencil grips, fidget toys, writing slopes that some pupils may require to help them focus their learning in class. Sensory tents are in use in classrooms where appropriate. These are used as a calming, reflective space for pupils.</p> <p>We also have a sensory retreat room that is used daily as a calm down area, and as a space where children are encouraged to take part in sensory activities that will enable them to focus their attention.</p> <p>All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made. All staff running trips are trained by the schools Education Visit Coordinator and must complete risk assessments including specific details of how to support learners with SEND.</p>

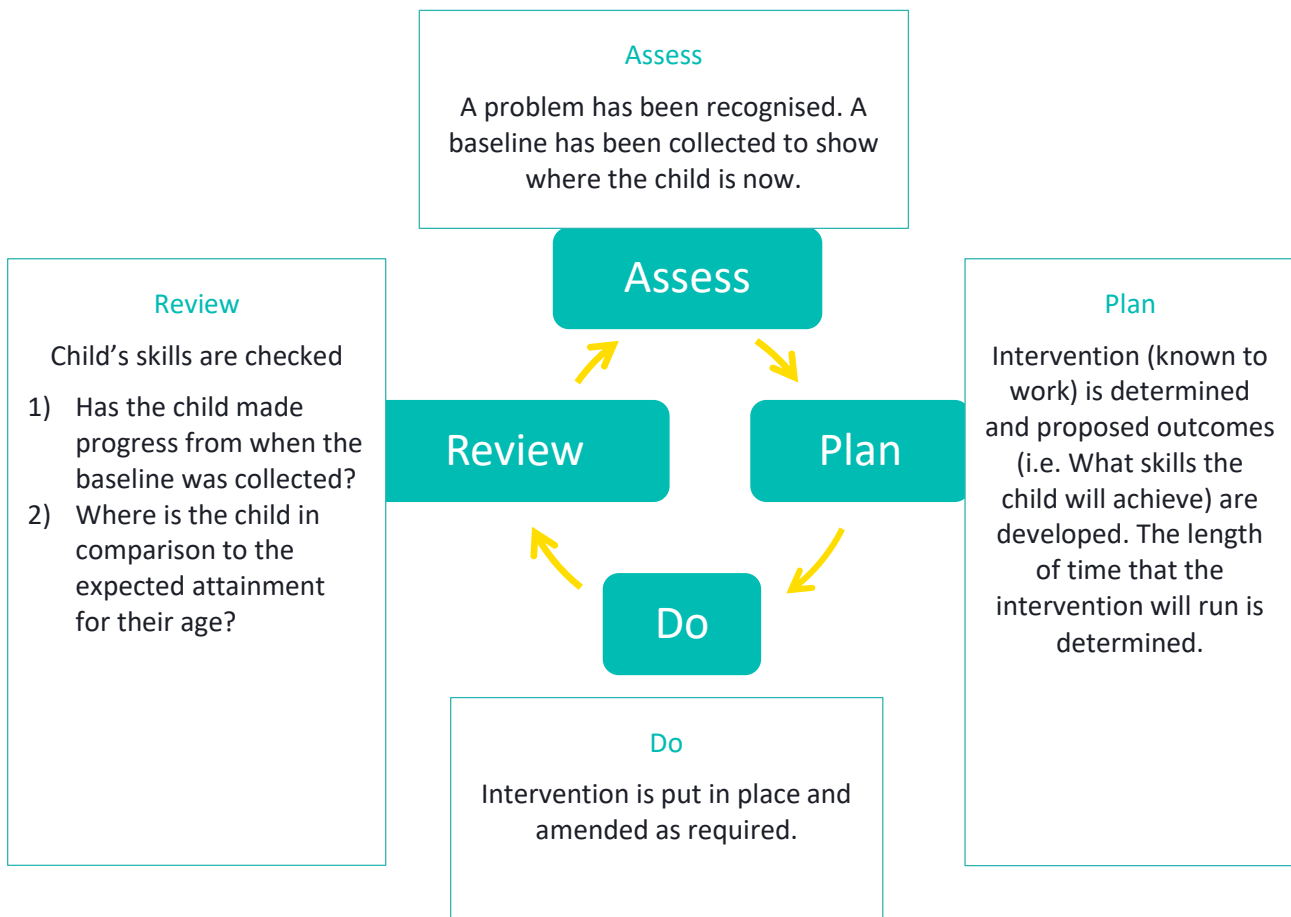
	<p>All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance. Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.</p>
<p>How will the academy prepare and support my child to transition to and from the academy?</p>	<p>For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENCo are available at parents' request and encouraged for all learners attending with an EHCP.</p> <p>On attending school, all nursery and reception pupils have home visits from their new class teacher. Where a need has already been identified, the SENCo will also accompany the class teacher. This provides an opportunity to discuss your child's needs and how we can best support them. If the child has attended a previous nursery and has been identified as having a need, the SENCO will liaise with the setting.</p> <p>For pupils who join the school year later in the year, the SENCo will liaise with the previous school. All new pupils will visit the head teacher and tour the school before attending. For Year 6 pupils moving onto secondary school, children will be able to attend open days and induction days during the summer term.</p> <p>For pupils with SEN, transition meetings will be set up with the secondary school SENCo and additional transition days or walk around may be required. We provide a pupil passport to the new school detailing pupils needs. Walsall local authority provided a document for schools called 'transition matters' 2020. This has been disseminated between staff and used as a basis for some of our transition processes.</p> <p>For pupils moving year groups with SEND needs, the SENCo will arrange a transition meeting between the class teacher and family. Opportunities for them to spend time with their class teacher and new room will be arranged in addition to usual transition days. Additionally, the SENCo provides transition booklets using communication in print for pupils who require it.</p> <p>Furthermore, staff within school are given additional time with their colleagues to share information about pupils with SEND. They complete one page profiles sharing what the children enjoy, what their strengths are and what modifications would be required</p>

	<p>If a learner has an EHCP then the school would want to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.</p>
<p>Who can I contact for further information?</p>	<p>The following points of contact are available at Reedswood E-ACT Academy</p> <p>For academic concerns: Executive Head teacher: Mrs M Lathbury-Cox</p> <p>For pastoral concerns : Deputy Head Teacher: Mrs K Blunt</p> <p>If your concern is in relation to your child’s Education and Health Care Plan, please contact the SENCo. If not, then in the first instance contact the class teacher who may refer your concerns to a more senior member of staff where required.</p> <p>If your concern relates to your child’s special educational need/s, please contact the SENCo directly.</p> <p>Should you wish to make a formal complaint regarding an issue at the school please follow the complaints policy, which can be found on the academy website.</p>
<p>How else can I be involved?</p>	<p>We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Supporting with reading at home • Completion of homework • Attending parent’s meetings • Attending any meetings specifically arranged for your child • Ensure that any interventions to complete at home are encouraged and supported
<p>What support is there for improving behaviour,</p>	<p>As an academy, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed</p>

<p>attendance and avoiding exclusion?</p>	<p>by all staff. If a child has behavioural difficulties a Behaviour Plan is written alongside the child to identify the specific issues, put relevant support in place and set targets. This document is the responsibility of Mr B Hussain (SENCo), the Safe Guarding team and Mrs K Woodward (Behaviour Lead) and reviewed as agreed at the first meeting.</p> <p>The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner's attendance falls below 97% (academy target), contact will be made by the school in the form of a letter / telephone call. In extreme circumstances the academy may use the support of E-ACT's Behaviour and Attendance team.</p>
<p>How is the Trust's Governance involved and what are their responsibilities?</p>	<p>The National Director of SEND and Primary SEND specialist complete termly assurance with every academy which is reported on to E-ACTs education committee on a termly basis. The National Director of SEND also meets regularly with the SEND trustee to report on statutory duties.</p> <p>The SENCo provides assurance reports to the National SEND director and Primary SEND specialist as per assurance cycle. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across E-ACT. The SEND trustee does not have access to information about individual learners or become involved in individual cases.</p> <p>In the unlikely event that a concern cannot be resolved by the SENCo and/or the head teacher then the E-ACT SEND team can be contacted at the request of parents.</p>

Additional information

Please find beneath a model of the Assess, Plan / Do / Review process that we follow in the SEND department.



Glossary of SEND Acronyms & Abbreviations

ADD	Attention deficit disorder	LAC	Looked after child
ADHD	Attention deficit hyperactivity disorder	LO	Local offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulty
CAMHS	Child and adolescent mental health service	ODD	Oppositional defiant disorder

CIN	Child in need	OT	Occupational therapist
CoP	Code of practice	PDA	Pathological demand avoidance
CP	Child protection	PEP	Personal education plan (for looked after child)
CYP	Children and young people	PEEP	Personal emergency evacuation plan
EAL	English as additional language	PMLD	Profound and multiple learning difficulties
EHCP	Education health care plan	PP	Pupil premium
EP	Educational psychologist	SALT	Speech and language therapy
EYFS	Early years foundation stage	SDQ	Strengths and difficulties questionnaire
FAS	Foetal alcohol syndrome	SEND	Special educational needs and disabilities
FASD	Foetal alcohol spectrum disorders	SENDCo	Special educational needs and disabilities coordinator
GLD	Global learning delay	SLCN	Speech language and communication need
HI	Hearing impairment	SLD	Severe learning difficulty
HLTA	Higher level teaching assistant	SpLD	Specific learning difficulty
IEP	Individual learning plan	SPDs	Sensory processing disorders
IRP	Independent review panel	TA	Teaching assistant
ISP	Individual support plan	VI	Visual impairment