



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://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

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:

E-ACT Blackley 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.

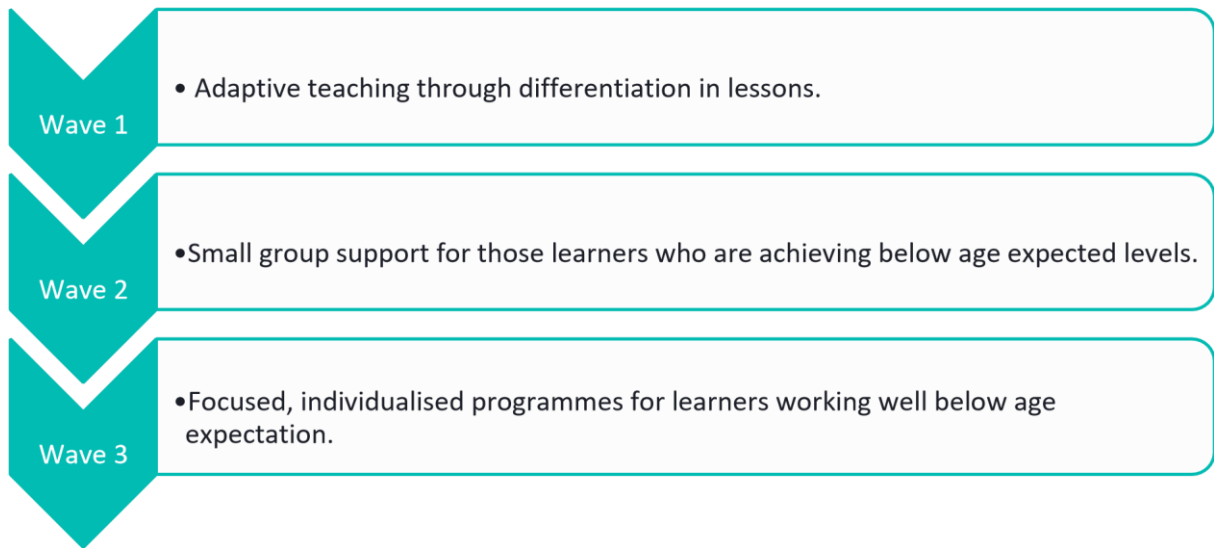
Area of Special Educational Need	Relating to difficulties with:
<p>Communication & Interaction</p>	<p>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty 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>Cognition & Learning</p>	<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 (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 / selfcare.

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 Gemma Spence Contact details: Phone: 0161 740 2185 and press option 2 Email: gemma.spence@eba.e-act.org.uk</p> <p>My name is Gemma Spence and I am the SENCO, DSL and Assistant Head Teacher at E-ACT Blackley Academy. qualified as a teacher in 2009. I have worked in the Academy since September 2009. I have taught in Reception, Year One, Key Stage Two and within Hazel Hub. I have been the Special Educational Needs Coordinator since June 2018. This role involves: Supporting the identification of children with special educational needs, co-ordinating the provision for children with SEN, liaising with parents and others outside agencies and ensuring that the records of all pupils with SEN are kept up to date.</p> <p>I am very passionate about teaching and I believe that all children can achieve and reach their full potential. I love working in Blackley and I think our children here at Blackley Academy are fantastic. I am very proud of the team that work tirelessly to support children with Special Educational Needs.</p>
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<p>How accessible is the academy site?</p>	<p>E-ACT Blackley Academy is a large Primary School with multi levels. It is an old building with lots of character.</p> <p>In the building we have handrails on both sets of stairs. There is a lift between the ground floor and the top floor. We have portable ramps that can be used to support children to access the ground floor that has a number of single steps.</p> <p>We have the support of the sensory support team so that we can best meet the needs of children with hearing and vision impairments.</p> <p>Accessibility Plan - https://blackleyacademy.primary.e-act.org.uk/wpcontent/uploads/sites/6/2023/09/E-ACTBlackleyAccessibility-Plan2023.pdf</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 headteachers, SENDCo'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>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).</p> <p><u>Wave 1 interventions:</u></p> <ul style="list-style-type: none"> • Adaptive teaching (within the classroom) • Scaffolded tasks • A language rich environment with opportunities and time to talk • Practical maths resources • Writing frames • Word banks • Maths stations • Promotion of 'The Blackley Way' • Sensory regulation support <p><i>Guidance to staff on how best to support within the classroom:</i></p> <p>The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents
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	<ul style="list-style-type: none">• The pupil's own views
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	<ul style="list-style-type: none">• Advice from external support services, if relevant
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	<p>The assessment will be reviewed regularly.</p> <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p> <p>Pupils who receive additional support have an individual Pupil Profile showing the APDR cycle that details their strengths and difficulties, likes and dislikes and strategies for teachers to use in lessons. These are reviewed termly with the pupil to ensure it is fully up to date and to check that the support in the classroom is making an impact on the child's progress. Parents are fully involved in the review process throughout the year.</p> <p>If there are concerns that the child is not making sufficient progress after two terms, the SENCO and relevant agencies will complete a Personalised Learning Plan (PLP) with the child and parents. This will create a provision plan. This plan will be reviewed every 6 weeks and will run for at least two cycles before an Education Health and Care Assessment (EHCP) is considered.</p> <p>The Academy reports to the governance every term during the Governor's Review Day (GRD). The governance will review the progress of SEN learners and the provisions in place. This will include learning walks and 'book looks' every term. The Senior Leadership team within the Academy complete learning walks, observations and book looks throughout each week.</p> <p><u>Wave 2 interventions:</u></p> <ul style="list-style-type: none">• Hazel Hub• Talk Boost• Neli speech and language program (Reception)• Wellcomm Speech and language program (Nursery)• Paired reading• Focused reading comprehension• Phonics intervention• Precision teaching• Little Wandle• Lego therapy• Colourful semantics• Use of extra adults in the classroom• Quality first teaching• Year 6 intervention groups focusing on Writing, Reading and Maths
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	<ul style="list-style-type: none">• Catch up interventions
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	<ul style="list-style-type: none">• Structured break and lunch activities
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	<p>Wave 3 interventions: (list academy interventions below – make sure these are 1-2-1 interventions and include external professionals making clear which are external / internal)</p> <ul style="list-style-type: none">• Daily individual reading for the bottom 20% of every class – internal• Speech and language programmes used in class for children working on individual targets• 5 minute box• Nessy• Reading tutoring• Maths tutoring• 1:1 Precision teaching• 1:1 support where appropriate• Advice from external agencies (Dyslexia assessments, educational psychologist, speech and language therapists, occupational therapists, CAMHS)• Advice from sensory support for individual children with hearing and visual impairments
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How will the academy identify if my child has a specific need?

Following completion of baseline assessments on entry to the academy the results will be analysed by the SENDCo as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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	<p>to check that the support in the classroom is making an impact on the child's progress. Parents are fully involved in the review process throughout the year. If there are concerns that the child is not making sufficient progress after two terms, the SENCO and relevant agencies will complete a Personalised Learning Plan (PLP) with the child and parents. This will create a provision plan. This plan will be reviewed every 6 weeks and will run for at least two cycles before an Education Health and Care Assessment (EHCP) is considered.</p> <p><u>Additional support available for learning:</u></p> <p><i>We have teaching assistants who are trained to deliver interventions such as:</i></p> <ul style="list-style-type: none"> • 5 Minute Box for reading • Maths Box • Speech and Language WELLCOMM screening for EYFS • Boxall Profiling for children with attachment and Social, Emotional Mental Health(SEMH) • Mental Health First Aiders who provide mentoring for children with SEMH • Lego Therapy • ASD 1:1 communication support using social stories • SALT programs NHS SALT link • SALT programs- Neli and Talk Boost • Hazel Hub <p><i>Teaching assistants will support pupils on a 1:1 basis when :</i></p> <ul style="list-style-type: none"> • they have complex needs supported through an Education Health Care Plan • targeted interventions set by the class teacher for consolidation of concepts • Pastoral room SEMH programs • AAC program • Personalised SALT program set by the NHS SALT link • Personalised SALT program set by the speech and language therapists • 5 Minute Box for reading
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	<ul style="list-style-type: none">• Children with high medical needs who have require supervision for Health and Safety and administration of medical support <p><i>Teaching assistants will support pupils in small groups when they are:</i></p>
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	<ul style="list-style-type: none">• Receiving targeted interventions for comprehension, Maths, phonics and spelling interventions• Social skills sessions• In class support to provide scaffolding of learning for children with processing needs, literacy or memory difficulties• Pupils requiring self-esteem support and confidence building <p><i>We work with the following professionals to provide support for pupils with SEND:</i></p> <ul style="list-style-type: none">• Outreach support services within Manchester• NHS speech and language services • Educational Psychologist – Dr Short• Greater Manchester Dyslexia Centre• Lancasterian sensory support service• Early Help• M-Thrive• CAMHS• Community Hub• Community Paediatrician• School Nursing Team• Manchester Local Authority• Educational Psychology service- Aroa
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<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>In line with SEN Code of Practice Jan 2015, the academy believes that "all teachers are teachers of pupils with special educational needs". As such, the academy adopts "a graduated approach" that places quality first teaching at the heart of all lessons.</p> <p>The staff receive a range of specialist training to empower them in delivering outstanding lessons which meet the needs of pupils with special needs, and the SENCO holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of pupils. Quality First Teaching and inclusive classroom practice is a high priority at the Academy. Teachers are supported by the senior leadership team and members of the SEN team to ensure the learning environment is accessible to pupils with special educational needs. If a pupil is struggling in a particular area of the curriculum, the teacher and pupil are supported to explore</p>
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	<p>ways the environment, resources and delivery can be adapted to enable progress. In addition, the Academy has a wide range of different types of support which include: accessing advice from specialists, in-class TA support and alternative curriculum therapies that are personalised for each pupil based on their needs.</p> <p>At Blackley we provide specialist support for pupils with social, emotional and behaviour difficulties. The Pastoral room is an emotional support inclusion room and a place where children are encouraged to develop socially, emotionally and academically in a safe, supportive and non- judgemental environment. It provides additional opportunities for children to build resilience and forge positive relationships with adults and peers and to improve their engagement with learning. Working with key staff across the academy, the Pastoral room mentor develops a programme for each child that addresses specific, identified needs. Our ultimate aim is to help all children recognise and work towards achieving their academic, social and life goals.</p> <p>We provide specialist support for children with Special Educational Needs. We have Key Stage Two resource unit named Hazel Hub which supports children through a personalised curriculum aimed at accelerating progress. There is a high staff ratio within Hazel Hub to ensure that all children's needs are catered for. The children access English and Maths each morning within Hazel Hub provisions before returning to learn alongside their cohort peers every afternoon. Children are provided with a structured routine and a nurturing environment. Staff within the unit work to develop children's learning in Maths, English, communication, social skills and independence.</p> <p>Teachers are responsible and accountable for the progress and development of all the pupils in their class.</p> <p>High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.</p>
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<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Primary academies: 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 SENDCo throughout the year.</p> <p>Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo 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</p>
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	<p>and therefore request parental/carers attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
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<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> <ul style="list-style-type: none"> • Class teacher • Class Teaching Assistants • Phase leader • SLT • Pastoral team • Safeguarding team <ul style="list-style-type: none"> • EYFS lead (Ms Elizabeth Lilley) • KS1 lead (Miss Nicole Bewley) • Lower KS2 lead (Mrs Cath Kedward) • Upper KS2 lead (Mr Sean Greenhow) • Head of pastoral support (Mr Tunde King) • SENDCo/ DSL (Miss Gemma Spence) <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
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	<ul style="list-style-type: none"> • 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</p>

	<p>attendance officer and, where necessary, additional support will be implemented to boost attendance.</p> <p>We also offer the following Wellbeing Interventions:</p> <ul style="list-style-type: none"> • Pastoral support- we have a dedicated pastoral room mentor that offers therapies for children with Social Emotional mental Health needs. • Whole school Behaviour Toolkit strategies • Pastoral check ins for children that need an adult to check in with them daily. • Bespoke pastoral sessions for children that need additional support. • Nurturing • Gardening • Focus on social skills and emotional regulation • Volcano in my tummy • My hidden chimp <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. Should your child require a health care plan please contact the office to make an appointment with individual health care plan lead, Miss Gemma Spence or email her directly on gemma.spence@eba.e-act.org.uk</p> <p>If your child finds lunch or break times tricky, they may be given access to a quiet space to support this. Adjustments will be made wherever possible to meet the needs of the individual children.</p>
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<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"> • School nurse • Mentoring • Young Carers - accessed externally • Medical – GP, Hospital • NHS outreach • Bereavement Counselling- accessed externally • Educational Psychologist • Mental Health – CAMHS / COBS etc • Social Services • NHS Speech and language support - accessed externally
	<ul style="list-style-type: none"> • Occupational therapy - accessed externally <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 Multiacademy 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>

How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?

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.

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 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.

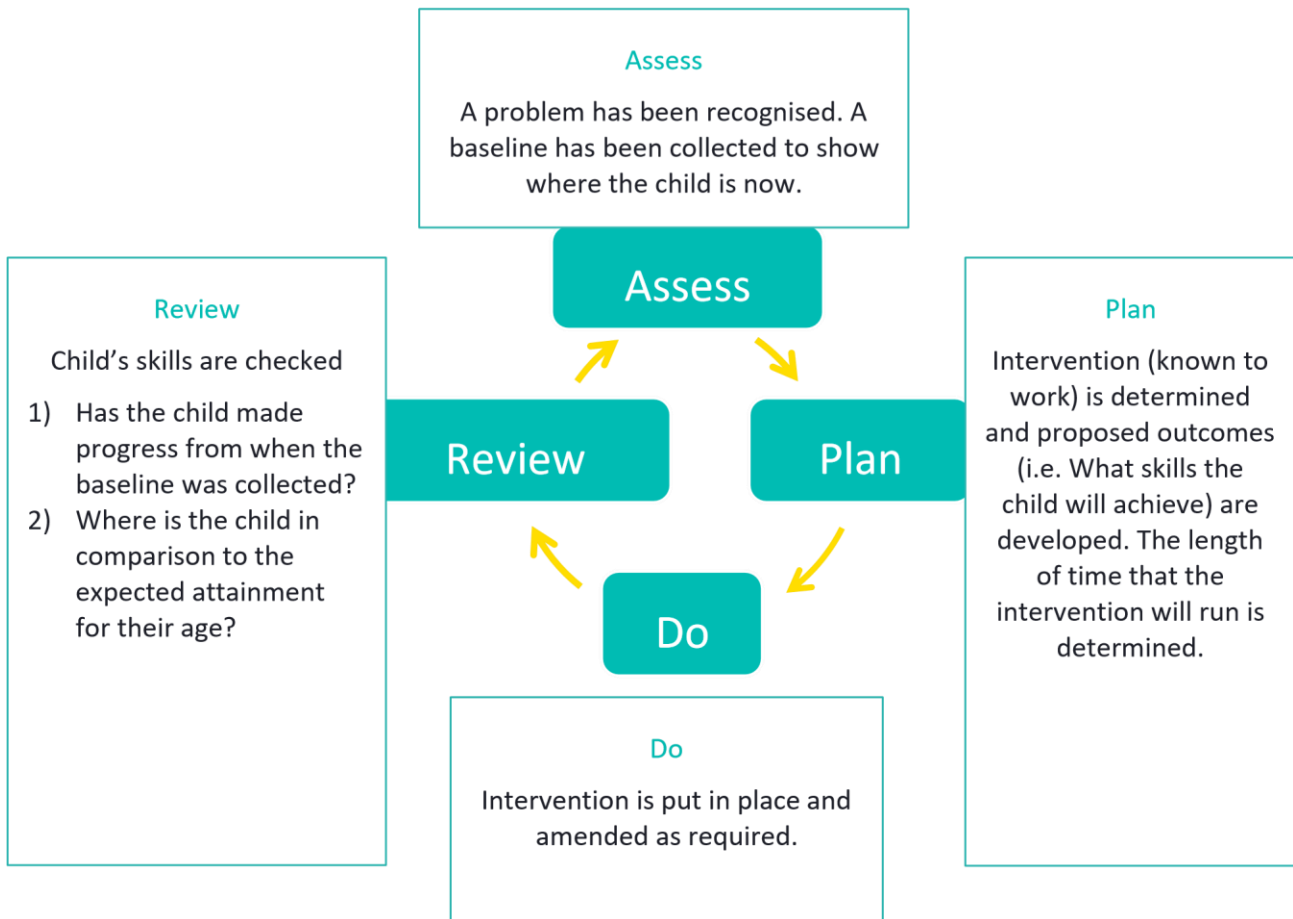
<p>How will the academy prepare and support my child to transition to and from the academy?</p>	<p>For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo are available at parents' request and encouraged for all learners attending with an EHCP.</p> <p>We recognise the key points for pupils in terms of transition are; the move from EYFS, Key stage 1, Key stage 2 and Primary to Secondary education.</p> <p>There is a comprehensive programme in place to support the children moving from Nursery to Reception. This includes visiting the child at home and at an external Nursery if applicable. The SENCO will also be involved in this process to ensure there is a clear plan in place for the admission arrangements for all children with SEN or disabilities. This will include a multi-agency approach if required to ensure a smooth transition.</p> <p>Transition between year groups is carefully planned for to ensure a smooth process for the children. Class teachers meet on a number of occasions to hand over relevant information about the children in their class and in turn receive information from teachers for the class coming up. Additional SEN information is also transferred via the SENCO and relevant reports and advice are shared. Pupils visit their new classrooms and teachers during the end of summer term, helping them to familiarise with the new space.</p> <p>We have a comprehensive programme at both of these times, with multiple opportunities for primary pupils to experience life at their feeder secondary schools. We provide additional visits if required to support the transition during the summer term before Year 6 children start secondary school. This gives them an insight into lessons, teaching and socialisation before they make the transition to secondary. We meet, where possible, the SENCO at the receiving secondary school to make sure that they are fully informed about the child's previous SEN/D provision. All records and files are transferred prior to a child starting at a new school, this also includes a child changing schools mid-year.</p> <p>We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.</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>
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<p>Who can I contact for further information?</p>	<p>The following points of contact are available at E-ACT Blackley Academy:</p> <p>For academic concerns: Miss Gemma Spence Gemma.spence@eba.e-act.org.uk</p> <p>For pastoral concerns: Mr Tunde King Tunde.king@eba.e-act.org.uk</p> <p>If your concern is in relation to your child’s Education and Health Care Plan, please contact the SENDCo. If not, then in the first instance contact the class teacher, subject teacher and your child’s tutor 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 SENDCo 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: Link to policy on 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, attendance and avoiding exclusion?</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 by all staff. If a child has behavioural difficulties a positive handling plan is written alongside the child to identify the specific issues, put relevant support in place and set targets. This document is the</p>
	<p>responsibility of the senior leadership 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 SENDCo 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 SENDCo and/or the headteacher 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
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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