




HORNCHURCH ACADEMY TRUST

Hornchurch Academy Trust is a company limited by guarantee
Registered in England: Company Number 10760863
Registered Office: Whybridge Junior School, Rainham, Essex, RM13 7AH
www.hornchurchacademy.org

	Name of School	
	Policy review Date	1 st April 2020
	Date of next Review	1 st April 2022
	Who reviewed this policy?	Mr R Epps
	Date approved by Board of Trustees?	TBC

SEND and Vulnerable Pupil Policy

Rationale:

- This policy has been created to combine the current SEND policy and guidance for vulnerable pupils into one policy to ensure that our most at risk pupils receive their entitlement for pastoral and academic support.
- The Hornchurch Academy Trust SEND and vulnerable pupil policy reflects the approach to special educational needs, as defined in the *Special educational needs and disability code of practice: 0 to 25 years [September 2014]*.
- This policy sets out our vision for how the HAT works together to support, advise, challenge and intervene so that the best outcomes can be realised for vulnerable children and those with Special Educational Needs and Disabilities [SEND].
- We follow a continual cycle of plan, adapt and improve, in order that the leadership of SEND can focus on raising standards for all pupils with SEND.
- The SEND and vulnerable pupil policy outlines how our vision, aims and objectives of this policy are implemented in all our schools.
- The policy complies with section 19 of the Children and Families Acts, 2014 and subsequent legislation for the support and safeguarding of SEND and vulnerable pupils.

The HAT Vision, Values and Aims for SEND and Equality:

- All pupils in the HAT are entitled to support for their learning to enable them to develop the skills, knowledge and understanding to reach their full potential.
- We prepare pupils for life, secondary school and entering the working world.
- Our expectations for pupils with special educational needs or disabilities (SEND) are the same as for other pupils.
- We also recognise that pupils who are vulnerable, supported by social care or are subject to deprivation are entitled to enhanced support to ensure their well being and learning needs are met.



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- All pupils deserve the right to an outstanding education. The progress, development and outcomes for pupils with SEND is central to the HAT's mission regardless of need.
- HAT recognises that some pupils have barriers to learning without and outside their special educational need.
- The Trust aims to ensure all pupils integrated into a mainstream setting have these barriers addressed to ensure the best possible progress and attainment.

Equalities Statement:

The HAT is committed to ensuring equality of provision for all. Equality is enshrined in our mission.

The HAT is committed to the principle and practice of equality of treatment and opportunity for everyone, including those with Special Educational Needs and Disabilities.

Whilst valuing and recognising diversity in abilities, strengths and needs, we believe that every SEND child has the right to:

- feel safe and cared for;
- feel able to disclose fears, worries and concern;
- feel they belong to their school and the HAT;
- feel valued and respected as an individual;
- feel safe and free from bullying and teasing related to their needs, strengths and abilities;
- have their needs met;
- be given opportunities to mix with children with a variety of needs, strengths and abilities;
- a curriculum that fully supports their spiritual, moral, cultural, mental and physical development;
- a high standard of provision that is appropriate to their needs, and enables them to fulfil their potential;
- get the support they need and are entitled to;
- be given support to build their confidence and self-esteem;
- be able to participate in all aspects of school life alongside their peers;
- support in reaching their full educational potential.

Principles:

- All pupils in the HAT are entitled to a broad, balanced and adapted curriculum that meets their individual learning needs.
- All pupils who are designated as vulnerable are supported by named key staff who ensure that the school and outside agencies safeguard pupils.



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- Pupils are entitled to access the national curriculum, adapted as required;
- A pupil's learning and their physical, emotional and spiritual development is supported through a quality first adapted curriculum.
- The HAT believes in early dialogue with pupils, parents and professionals in exploring how different needs can be met effectively, whilst promoting disability equality and accessibility.
- The HAT will anticipate and make reasonable adjustments to ensure that provisions and aids are in place so that pupils with disabilities are not placed at a disadvantage.
- The HAT works closely with and supports Havering LA to assist them in fulfilling their obligations to our pupils and families.
- The voice of the pupils will inform the development of effective support.

SEND

Definition and Identification of SEND:

In line with recommendations within the Code of Practice, the HAT defines special educational needs & disabilities where a child of compulsory school age or a young person has one or more of the following:

- a significantly greater difficulty in learning than the majority of others of the same age;
- a disability that limits or prevents their access to teaching, learning and wider school life;
- significant social and emotional barriers to learning;
- a communication or interaction difficulty that creates a barrier to learning.

Provision for meeting special educational needs, for those aged two or more, is defined as education or resource that is additional to or different from that made for other children of that age.

The HAT abides by our duty to meet the needs of students with disabilities, through making reasonable adjustments and arrangements to cater for medical, sensory or physical conditions. ¹

We recognise that disabilities take many forms, both hidden and visible, and are committed to identifying the disadvantages the disability causes and removing any barriers to learning or involvement in school life.

The HAT recognises that pupils learn at different rates, and many may experience difficulties at some point in their education.

¹ Each HAT school has discrete practices and procedures in the identification of SEND. These are detailed in appendix 3



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There are also additional factors that can influence a pupil's learning, wellbeing and attainment that do not necessarily mean that there is a special educational need or disability.

A holistic approach is therefore vital in identifying and determining levels of need, with analysis of the causal factors relating to that need.

The HAT works with its schools and other professionals to secure services for pupils. We also seek advice from other professionals when a pupil is making less than expected progress, despite relevant support being put into place.

These include but are not limited to:

- speech and language therapy;
- physiotherapy;
- educational psychology;
- occupational therapy;
- mental health services;
- counselling & therapies;
- school nurse, specialist nursing and health teams;
- other health and social care professionals.

The four defined categories of SEND are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory &/or Physical Needs.

Graduated SEND Support:

The four categories of SEND are utilised when assessing needs, making plans and reviewing progress. When a pupil is identified with a need, they will be placed on the SEND register.

A pupil will be removed from the SEND register once they are progressing in line with pupils nationally and have no complex need that requires further monitoring. The agreement to remove a child will be in consultation with parents and carers.

In line with the SEND Code of Practice, the HAT adopts a graduated approach in provision to meet pupil's needs, planned through provision mapping and where appropriate, individual support plans

This process is designed to enable pupils and their families to express their views and aspirations for the future and be integral to the decision making process.



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The HAT employs rigorous systems of monitoring progress and evaluating teaching and learning for all pupils including those with SEND.

The graduated approach for SEND works in partnership with whole school policy and practice so that the first and main approach to supporting SEND pupils is adapted quality first teaching.

If this does not meet the pupil's needs, support will gradually increase utilising:

- Targetted group interventions;
- Individualised support and / or individualised intervention programmes;
- Social, emotional and family support;
- Advice and support from outside agencies;
- Adaptations as required.

Should the needs be so profound that the school cannot meet needs, an Education, Health and Care Plan EHCP may be required.

Education, Health and Care Plans:

EHCPs were introduced in 2014 to replace 'Statements of SEN'. The process and design of EHCPs ensures that all services work together to fully assess a pupil's educational, health and care needs from birth to 25 years.

Statutory assessment is applied for by academies in response to thorough assessments of a pupil's needs, skills and progress, working in partnership with parents, health and social care to determine whether a new EHC Plan is required.

As a general guide, only young people in the highest 1-2% of complex needs will receive an EHCP. For further advice, please refer to the HAT schools websites which hold details of the current Havering LA SEND offer.

EHCPs are forward looking, designed to raise aspirations and outline the provisions required to meet education, health and social care needs. They also determine which services the Clinical Commissioning Group (CCG) will commission to meet the health needs. The ultimate responsibility for ensuring provision is made rests with Havering LA.

An application may be generated by the school, parent, health or social services.

Vulnerable pupils

The HAT defines vulnerable pupils as those who:

- Are defined by the LA as Child protection;



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- Are defined by the LA as Children in Need;
- Pupils who are Looked After or have been Looked After previously;
- Pupils who the Trust identify as having social or economic barriers to learning that the school can address;
- Pupils who are under Early Help.

Provision:

- HAT schools make provision for vulnerable pupils in line with national guidance and legislation.
- LAC are additionally supported through Pupil Premium Plus. Each school details its allocation of Pupil Premium funds on the website
- In addition to national requirements, HAT schools maintain a team of two (three wef 1.9.20) Home Support Workers (HSW) to meet the needs of vulnerable pupils and families
- These posts are line managed by the Group SENCo as part of an integrated team meeting the learning and pastoral needs of pupils.
- Pupils are referred by heads of school to the group SENCo who works with the HSWs to ensure prioritised support.

Roles and Responsibilities

The Group SENCo:

It is a statutory requirement that a SENCo in the Trust is a qualified teacher, recognised by the DfE and also has obtained the National Award for Special Educational Needs Co-ordination. This role is taken by the group SENCo

The Group SENCo will:

- Manage pupils with EHCPs (application, outside agency involvement, annual reviews, parent meetings, Borough meetings)
- Manage PCR (Pupil centred reviews) Transition meetings/observations – Nursery/Reception Year 2/year3 Year 6/year 7
- Liaise with outside agencies/ensure referrals are made (SALT, EP, CAMHS, Health, OT, Nurses, Acorn centre) Attend parent meetings and outside agency meetings.
- Monitor standard of teaching and learning with SEND pupils: Learning walks, lesson observations, book scrutiny, individual SEND observations.
- Monitor and feedback the progress and impact of interventions of test data,(December, March, July)
- Monitor and feedback the progress of SEND pupils against non-SEND pupils (December, March, July)
- Enable CPD (training, staff meetings, INSET)



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- Ensure good practice is shared across schools and HAT (all staff sharing expertise)
- Meet regularly with each school SENCO and have termly MAT meetings.
 - Each SENCO – weekly catch ups/meetings
 - MAT meetings 1-2 each term.
- Strategic feedback to CEO/PLfTI.
- Professional feedback to HoS/SLT.
- Attend training.
- Provision Mapping – ensure consistent procedures across the schools.
- EAL – Liaise with outside agencies and organise training – alongside Local SENCO.
- Facilitate and monitor TA timetables and the deployment of TAs, monitor interventions and learning walks for TAs.
- To support the performance management with TAs (this varies in schools across the Trust).
- Where necessary attend CIN/CP meetings for individual pupils.
- Alongside the HoS/DHT manage PP provision in line with the PP strategy.
- To be line manager to the HSW to ensure prioritised support.

Local SEND Lead (LSL):

The Local SEND Lead (LSL) is responsible for co-ordinating provision for pupils with SEND by overseeing the day-to-day operation of the HAT SEND and vulnerable pupil policy.

The key role of the LSL is to challenge and engage with teachers, initiate evidence led practice and influence pedagogy to secure improvements for pupils with SEND.

The HAT has agreed the key functions of LSL as:

- Be the person who organises and manages the first steps in the identification of a pupil with SEND.
- Be the person who monitors learning plan, provision maps and pupil passports and feedback to the Group SENCO.
- Monitor standard of teaching and learning with SEND pupils: Learning walks, lesson observations, book scrutiny, individual SEND observations.
- Alongside the group SENCO, monitor and feedback the progress and impact of interventions against learning plan outcomes (October, February, June) Learning walks and SEND observations. Monitor and feedback the progress and impact of interventions of test data, including against non-SEND pupils (December, March, July)



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- Attend inclusion CPD and training.
- Complete ePEPs, PEP meetings and LAC review meetings.
- Where necessary manage EAL.
- Provision Mapping – ensure consistent procedures across the schools.
- HCP – meeting with Health, nurses, parents, organising training, updating HCP/medical tracker.
- Attend half termly SENCO MAT meetings.
- Meet weekly/fortnight with the Group SENCO.

Home School Workers:

Home School Workers will:

- Work with the Group SENCo, HoS and other professionals as required, to carry out assessments of vulnerable pupils who need extra help to overcome barriers to learning.
- Work with vulnerable families, parents and carers to overcome pupils' barriers to learning.
- Draw up and agree action plans for a caseload of pupils identified as likely to benefit from support and / or mentoring.
- Develop a 1:1 mentoring relationship with pupils as directed by heads of school and line managers to support pupils' condition for learning.
- Monitor, record mentoring, report on and evaluate action plans using the agreed policies, procedures and processes of the Trust.
- Use their thorough knowledge of the range of services, activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils and:
 1. Provide that information to pupils and parents/carers as agreed with HoS and line manager.
 2. Facilitate access to services for pupils
 3. Ensure appropriate provision for relevant pupils
- Develop and maintain effective working relationships with local community groups who may offer support to vulnerable families, parents and carers.
- Ensure the safety of pupils and protect them from abuse, assessing (with HoS and line manager) the need for intervention where necessary and promoting best practice in child protection.
- Share information with local agencies, schools, education authorities to develop and maintain effective joint working relationships.

Teachers and support staff:

Effective partnerships between teachers and support staff is central to ensure teaching & learning, achievement and progress meet the needs of SEND and vulnerable pupils.



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To offer the best opportunities for all pupils in the HAT, teachers:

- Deliver an appropriate curriculum that will engage and challenge;
- Implement effective adapted teaching and learning strategies.
- Use a assessment to set targets that are challenging and motivating;
- Provide evidence of impact of teaching on SEND progress;
- Provide a supportive learning environment;
- Clearly focus on reading, writing, communication and maths skills
- Monitor the well being of pupils and report concerns to the HoS or DSL
- Foster good relationships and encouraging a positive self-image.

The support assistants support pupils by:

- Delivering individual interventions where appropriate;
- Monitoring progress against targets, curriculum objectives and the SEND support plans;
- Monitoring the well-being of pupils and reporting concerns to the class teacher, HoS or DSL;
- Assisting in drawing up support plans;
- Contributing to review processes;
- Working with small groups, within or out of the classroom, under the direction of the teacher, LSL and Group SENCO
- Planning with or adapting teacher plans.

The HAT Board of Trustees and CEO:

It is the role of the HAT Board of Trustees and CEO to ensure that the HAT Policy complies with current legislation and is maintained in line current legislation as required.

The Board ensures that all schools comply with the agreed policy and monitors provision and outcomes for young people with SEND or who are vulnerable.

There should be a nominated Trustee for SEND.

The Local Standards Groups (LSG):

The Local Standards Groups (LSG) ensure that HAT policy and practice is implemented within the academy and monitors, through reports and data, the provision and outcomes for young people with SEND or who are vulnerable.



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Governors ensure that the SEND provision is an integral part of the school's development plan and that the quality of the SEND provision is continually monitored.

Pupils:

Pupils are actively encouraged to take an active role in decision making and planning learning.

We gather their opinions through a pupil voice, specifically asking pupils to reflect on:

- What is important to me;
- What helps me to learn;
- How I help myself;
- What I'm good at;
- What I find difficult.

On learning walks, the following key questions may be asked:

- What are you learning?
- Why are you learning it?
- How are you helped in your learning?
- How do you know if you're getting it right?

These are embodied in the Trust individual monitoring format.

Parents and carers:

We actively seek to work with parents and /or carers and value the contributions they make.

The HAT has set out a Partnership Plan to welcome visitors to our academies, and to ensure that pupil's needs are central to all discussions. Parents / carers are encouraged to be fully involved with:

- Keep their children safe and well cared for so that they are in a condition to learn and thrive in school.
- Ensure their children attend daily.
- Offering and including their views for statutory paperwork and procedures;
- Regular and effective communication between home and the school.
- Supporting their child with their learning and additional needs, as discussed in reviews;
- Attending school meetings and events;
- Discussing their child's learning with them.
- Sharing key information with the school that may affect their child.



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Partnerships:

In the HAT schools, pupils and parents/carers are part of the team that specifies provision and monitoring the effectiveness of that provision.

The HAT is committed to working with all agencies, local and national, to support pupils with SEND and their families.

A UK network of Information, Advice and Support Services [IASS] is available for disabled pupils, those with special educational needs and their families.

Havering LA also provides a Parent Advisory Team to give information and advice to parents and carers of pupils with SEND.

Havering Local Authority:

The Code of Practice places legal duties on Local Authorities to identify and assess the special educational needs and disabilities of pupils living and / or educated in the Borough.

An LA must carry out an EHCP needs assessment if a pupil's needs cannot be met by the school or a parent requests such an assessment.

Once special educational provision has been specified in an EHCP, the LA has a legal duty to provide the specified support.

The provision that an LA provides is set out in a Local Offer which details all the services and support that are available to pupils with SEND.

The LA provides a Local Authority Designated Officer to support schools in addressing abuse or lack of care.

The LA is also responsible for the social care of pupils and supporting pupils at risk.

There is a link to the Local Offer on each school's website.

Resource Allocation:

The Trust devolves global and targeted SEND funding to individual schools. It is the responsibility of each school to make sure that the budget allocation is made to SEND meets the needs of the targeted pupils.

The school will also ensure that additional funds allocated through high needs funding or EHCPs is targeted and used appropriately.



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Details of local funding is included in appendix 5.

Admissions:

The Trust follows all national and local guidance and legislation in the admission of pupils with SEND, both with or without a statutory assessment (statement or EHC plan).

The policy and guidelines for admissions of all young people is outlined in the Admissions Policy for each HAT school.

Prior to admission of a pupil with SEND, the schools reserve the right within current legislation to defer admission for up to 4 weeks whilst reasonable adaptations are made.

In line with national legislation, the admission of LAC and pupils ever in care is the second entry priority after SEND.

Please see the Admissions Policy for further details:

Monitoring and Evaluation:

It is the responsibility of the HAT Board of Trustees, delegated to the CEO, to ensure that the full statutory SEND offer is available in every school.

This, in turn, is delegated to the leadership of each school. This is quality assured by the Trust central team; currently the Principal Lead for Trust Improvement.

Monitoring strategies include:

- analysing and interpreting Target Tracker data;
- work scrutiny;
- discussing learning, progress and attitudes with pupils and parents;
- identifying strengths and weaknesses in provision;
- raising awareness of special needs, and supporting all staff to develop their practice;
- ensuring that targets set are challenging, SMART, achievable and related to pupil progress and achievement;
- reviewing SEND planning and assessment;
- observing classroom practice and individual pupils' provision.

Provision will be regularly reviewed and quality of provision reported to the Board of Trustees.



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Complaints:

The HAT believes that the Special Educational Needs of young people are best met when there is effective collaboration and communications between the Academy, other agencies, families and young people.

We aim to foster good working relations with all of these groups especially parents. Procedures at the HAT:

- There are opportunities throughout the year for parent/family consultation.
- Parents are requested to make an appointment with their pupils class or form teacher if a problem arises.
- If a satisfactory outcome is not achieved then a meeting is arranged between the parent, teacher and the LSL/Group SENCo;
- The complaint then escalates to the head of school;
- The complaint, if not resolved, then enters the HAT Trust complaints procedure;
- Complaints against an EHCP decision will be directed to Havering LA.



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Appendix 1:

Stages of SEND Support – The Graduated Approach

As recommended in the SEND Code of Practice [2014], the HAT adopts a graduated approach in provision to meet young people’s needs:

Stage 1: UNIVERSAL APPROACH	High quality teaching and learning clearly differentiated to the individual needs of the child.	Responsibility of the class / subject teacher, supported by SENCo
Stage 2: TARGETED APPROACH	In addition to high quality teaching, provision to target skills gaps or other defined needs.	Responsibility of the class / subject teacher, and identified intervention staff, supported and monitored by SENCo
Stage 3: SPECIALISED APPROACH	Increasingly more intensive or longer term interventions.	As above, with increasingly more involvement of the SENCo and including appropriate commissioned services



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Appendix 2:

Organisation of Home School Workers (HSW)

Introduction:

- The current HSW team consists of two posts at 0.6 of fte each, totalling 1.2 fte.
- The team has been deployed in the Rainham schools up to now.
- HSW support will extend to the Upminster schools with effect from September 2020.
- To facilitate this, it is proposed that the team expands by an additional 0.6 fte posts to give a total of 1.8 fte.
- The views of HoS and the current HSW team have had an opportunity to submit any suggestions for deployment.
- This document forms a draft protocol of the team.

Proposed strategy:

The key principles for this deployment are:

1. That all five schools receive support in proportion to the needs of the pupils and families.
2. That the priority responsibilities of the team are:
 - Attendance and punctuality
 - Child protection
 - Pupils' condition for learning
 - Signposting families to support
3. That the team refers to and monitors outside agencies without duplicating the roles of those agencies
4. That there are clear single point of reference referrals to the team.

Proposed deployment:

- The new post at 0.6 will join a team with a work pattern of:
Post 1: Monday – Wednesday
Post 2: Wednesday – Friday
- It is proposed that if possible, the third post is appointed at Tuesday – Thursday.
- This means that all the team will be working on Wednesday for team meetings and two staff will be available from Tuesday to Thursday
- The team will cover all schools, with the line manager allocating base sites with the team.
- The proposal is that, in the first instance, staff are *based* as follows



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1. Post: Monday to Wednesday based at Whybridge
 2. Post: Wednesday to Friday based at Scargill site
 3. Post: Tuesday to Thursday based at Upminster
- There will be a fortnightly meeting with line manager on Wednesday morning.

Referral:

- All referrals will be made through CPOMs.
- If a teacher or other member of staff has a concern, this will be flagged on CPOMs.
- The HoS **only** makes the referral.²
- The referral passes to the site based HSW.
- If urgent, it will forward to an HSW on another site.
- If the HSW receiving the referral has a full case load, the line manager will reallocate for the HSO.
- The line manager will review caseload and activity at the fortnightly meeting.
- Emergency referrals can be made directly to the line manager.
- Staff will be briefed on thresholds for referral so that they are uniform across the Trust.
- For example, it is a teachers job to ring for PE kit left at home not the HSW!

Operation:

- The HSW will complete a very brief action plan after referral with a time allocation.
- For example, a child who has moved and requires family support on organising to get to school on time may be a few days, whereas a child being kept home to look after new baby might take time and referrals to other agencies.
- The line management will allow experienced HSWs autonomy but will monitor to ensure that we do not duplicate the work that other agencies are funded to provide.
- HSWs will keep HoS informed of progress and issues arising.
- Where referrals need to elevate to critical agencies such as CP, this will be carried out with the HoS.
- Where Trust action is required, the CEO will support. For example, if a child is not attending due to dangerous or sub-standard housing, the CEO will contact the director of housing on behalf of the Trust.
- Complaints by parents or teachers about the team (unlikely) pass directly to the line manager.

Reporting:

² The HoS can delegate to deputy and if not available, SENCo.



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- The HSW team will produce a termly activity report for the Board of Trustees with the line manager.
- The line manager will liaise with the CEO.
- The line manager will carry out performance management.

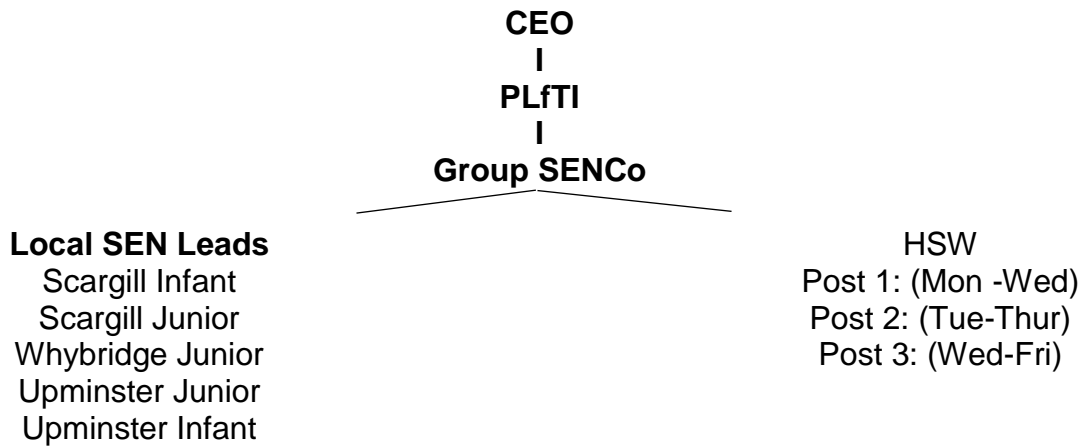


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Appendix 3:

SEND / Inclusion Line Management





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Appendix 4:

Core Job Descriptions

Group SENCo

Post title: Group SENCO for the schools in the Hornchurch Academy Trust

Range: Outer London Leadership points x-y

Status of the post:

The Group SENCO is designated as a member of the Hornchurch Academy Trust (HAT) central team under the terms and condition of the National Leadership Scale: outer London.

This is a senior post within the HAT's structure which carries with it membership of the core leadership team. The post holder is accountable to Richard Epps, Line Manager.

Main purpose of the post:

In addition to those professional responsibilities which are common to all teachers in the HAT, the postholder's key accountability will be for raising the standards of teaching, learning and attainment for all SEND and other vulnerable groups, diminishing the differences with national.

Description:

- To discharge all duties in line with the standard terms of employment for teachers.
- To be responsible for a class of pupils within the HAT if required
- To follow all HAT policy, practice and procedures
- To plan and prepare activities that challenge and meet the needs of all pupils in terms of HAT, local and national guidance as required
- To deliver the national curriculum and RE in terms of HAT, local and national guidance as required
- To record evaluate and monitor the progress of the pupils
- To monitor the personal, social and emotional needs of the pupils and liaise with appropriate staff and agencies.
- To report any child protection issues to the relevant person
- Attend CPD, staff meetings and all activities designated as within directed time
- To take responsibility within the HAT as agreed with the line manager, HAT principals and HAT CEO



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- Other duties as designated by the line manager which fall within teacher's pay and conditions

Further Professional responsibilities:

The post holder will be required to exercise his/her professional skills and judgment to carry out, in a collaborative manner, the professional duties set out below:

Making an impact on the educational progress of pupils beyond those directly assigned by:

- With line manager, developing common policy and practice throughout the HAT
- Developing common recording of progress and needs to ensure that SEND pupils in all HAT schools make accelerated progress to diminish differences
- Monitoring and evaluating identification systems and ensure that common criteria are applied across the curriculum
- With the line manager, monitor SEN budgets to ensure that they effectively enhance the provision provided discretely by all the schools
- Developing programmes of CPD for both SEND designated and mainstream staff to ensure a shared understanding of needs and what is best practice.
- Ensuring that liaison with outside agencies impacts on pupils
- Developing shared programmes and interventions to meet the needs of SEND pupils
- Monitoring the day to day deployment of teaching and support staff to ensure SEND support closes the gap and enhances progress
- With HoSs and line manager, ensuring that the SEND is managed on a day to day basis in the individual academies
- Ensuring that assessment data is utilised to ensure achievement and progress of SEND pupils is at or above national expectations in the HAT
- Ensuring that appropriate targets for individual pupils are monitored and lead to achievement that is at least in line with national expectations or those defined by IEPs, graduated plans and where appropriate, EHCPs
- To lead on the EHCP application process to ensure the needs of high risk pupils are met.
- Ensuring that assessment procedures accurately target the specific needs of vulnerable or targeted pupils and that programmes of study meet the needs of all pupils
- Liaising with all HoSs and curriculum leaders to ensure all provision and planning meet the needs of vulnerable groups
- Taking a lead role in monitoring the quality of teaching and learning and sharing judgements with teachers and support staff as appropriate, identifying key professional development needs ensuring that these are addressed through the provision of high quality coaching and mentoring
- Identify pupils at risk with the HSWs and HoS



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- Manage, monitor and deploy HSWs in conjunction with HoSs
- Quality assure HSW provision and report to PLfTI

Staff development:

The post holder will be professionally accountable for the work of the following colleagues, acting as performance management team leader for:

Teachers TBA

Support staff TBA

The post holder will have a responsibility for the induction of new staff and will ensure appropriate provision and oversight of the activities of parents and others working in a voluntary capacity

Other duties:

Other HAT development plan responsibilities as designated by line manager and the CEO

Budget accountability:

The post holder will be accountable for: X

Local SEND Lead (Codicil to core teacher JD)

Making an impact on the educational progress of SEND pupils by carrying out all duties under teacher's pay and conditions and:

- With group SENCo, enacting the Trust common policy and practice throughout the HAT
- Enacting the common recording of progress and needs to ensure that SEND pupils in all HAT schools make accelerated progress to diminish differences
- Identifying SEND needs and supporting teachers with adapted quality first provision.
- Ensuring withdrawal support is targeted and relevant
- Carry out regular scheduled and additional reviews including meeting parents and updating plans
- Ensuring a graduated increase in provision is required including further referrals.



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- Monitoring and evaluating the school's local curriculum offer to ensure that common criteria are applied across the curriculum
- With the group SENCo, monitor the SEN budget to ensure that it effectively enhances the provision provided by the schools
- Identifying local CPD needs with the group SENCo
- Supporting programmes of CPD for both SEND designated and mainstream staff to ensure a shared understanding of needs and what is best practice.
- Ensuring that liaison with outside agencies impacts on pupils
- Developing local programmes and interventions to meet the needs of SEND pupils
- Monitoring the day to day deployment of teaching and support staff to ensure SEND support closes the gap and enhances progress
- Carrying out regular monitoring in classrooms and of outcomes to ensure SEND provision is impacting on pupils
- Ensuring that assessment data is utilised to ensure achievement and progress of SEND pupils is at or above national expectations
- Ensuring that appropriate targets for individual pupils are monitored and lead to achievement that is at least in line with national expectations or those defined by IEPs, graduated plans and where appropriate, EHCPs
- Ensuring the EHCP application process meets the needs of high risk pupils
- Ensuring that assessment procedures accurately target the specific needs of vulnerable or targeted pupils and that programmes of study meet the needs of all pupils
- Ensuring provision maps are regularly reviewed and that all provision and planning meet the needs of vulnerable groups

Home Support Worker

Grade: APTC Scale 5

Reports To: Group SENCo

Staff Managed (if any): None

Job Purpose and Content:

The Family Support Adviser (FSA) is a member of a team of school staff who makes sure that vulnerable pupils achieve their full potential in Trust schools by overcoming their barriers to learning. The Family Support Adviser works at all times subject to the direction and supervision of the Trust. The Family Support Adviser would not generally work alongside pupils in classes.

The Family Support Adviser is:



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- a qualified professional able to demonstrate and deploy well developed professional skills
- who manages a complex client caseload
- who maximises the potential for learning by ensuring appropriate pastoral provision is in place

Principal Responsibilities:

1. Working with relevant school staff and other professionals, to carry out assessments of vulnerable pupils who need extra help to overcome barriers to learning
2. Working with vulnerable families, parents and carers to overcome pupils' barriers to learning
3. Draw up and agree action plans for a caseload of pupils identified as likely to benefit from support and / or mentoring
4. Develop a 1:1 mentoring relationship with pupils as directed by heads of school and line managers to support pupils' condition for learning.
5. Monitor, record mentoring, report on and evaluate action plans using the agreed policies, procedures and processes of the Trust
6. Develop and maintain a thorough knowledge and appreciation of the range of services, activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils and:
 - provide that information to pupils and parents/carers as agreed with HoS and line manager
 - facilitate access to services for pupils
 - ensure appropriate provision for relevant pupils
7. Develop and maintain effective working relationships with local community groups who may offer support to vulnerable families, parents and carers
8. Ensure the safety of pupils and protect them from abuse, assessing (with HoS and line manager) the need for intervention where necessary and promoting best practice in child protection
9. Share information with local agencies, schools, education authorities to develop and maintain effective joint working relationships



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10. Participate in professional networks, share best practice and attend national and local training
11. Take part in the school performance management system, evaluating one's own performance and carry forward a personal development plan
12. Ensure safe and secure working practices and procedures and take appropriate action to identify, analyse and minimise any risks to health, safety and security in the working environment
13. Work in accordance with the values, culture, ethos, equal opportunities and inclusion policies of the Trust proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours

Additional appendix if required



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Appendix 5:

The local SEND funding offer: 2019/20

Scargill Infant School:

Scargill Junior School:

Upminster Infant School:

Upminster Junior School:

Whybridge Junior School: