6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing bodies or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

Requirement	Colonel Frank Seely
The kinds of SEN that are provided for	At Colonel Frank Seely we use the SEN CoP 2015 SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk) and provide support for identified or moving towards becoming identified as SEN using a graduated response. The four broad areas of SEN are. 1- Cognition and learning (C&L) 2- Communication and Interaction (C&I) 3- Social, Emotional and Mental Health (SEMH) 4- Sensory and physical (S&P)
Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (Mainstream schools) SENDCo SENCO@cfsacademy.org.uk https://www.cfsacademy.org.uk/parents/policies/	Colonel Frank Seely we recognise and identify pupils requiring SEN support at KS2 transition point. This is part of a robust transition process involving meetings with family SENDCo and primary feeder school SENDCo's, in year transfers and information passed over at admission point. For pupils in school who are a referred from pastoral care support to SENDCo will be discussed and if required a graduated response will be triggered. **A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.** **a) Have a significantly greater difficulty in learning than most others of the same age; or** **b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'** For pupils who are not attending school due to illness or school-based anxiety then the attendance pathway is followed. Colonel Frank Seely has an attendance officer and policy in place, this process

	will be followed and is referred to as the ATTEND pathway. The attendance officer and pastoral leaders will offer meetings, complete home visits, work with pastoral leaders and the SENDCo where appropriate to put in place support plans and timetables to increase school attendance. If this is not effective agency referrals are then made to support the family and pupil. Details of the attendance and SEND policy can be found via thew schools' website. https://www.cfsacademy.org.uk/parents/policies/
Arrangements for consulting parents of children with SEN and involving them in their child's education.	Colonel Frank Seely is an inclusive school and there are many layers of contact available to parents/carers as follows: 1- Tutor 2- Subject teachers 3- Head Of House 4- Key worker (allocated TA) 5- Assistant SENDCo 6- SENDCo Colonel frank Seely has a learning support team, consisting of highly skilled Teaching Assistants, the Assistant SENDCo and the SENDCo. Pupils identified as SEN are on the SEN centralised register and will be allocated a key person (Teaching assistant) from the learning support team. The allocated key worker will get to know the pupil well, populate a pupil profile for teacher awareness of need and be available to consult with parents, either by appointment or other means of communication as per the school's communication policy. The learning support team are trained on a graduated response and use the Assess, Plan, Do Review framework as a guide for SEN reviews (SEN CoP 2015). In addition, parent evenings are calendared for all year groups throughout the year for subject specific teaching feedback and tutor reviews.
Arrangements for consulting young people with SEN and involving them in their education.	Involving young people with Special Educational Needs (SEN) in their education is crucial for ensuring their needs and preferences are met, and for empowering them to take an active role in their learning journey. Collaborative Approach: We work closely with parents and caregivers to understand the student's needs and preferences, ensuring a consistent support system. Training and Support: We promote and facilitate training for parents on how to support their child's learning and development at home, sent out via class chart alerts. Key workers work closely with pupils to make sure their voice is heard and part of their SEN plans. For Example.

	• Collaborative creation of pupil profiles shared with teachers via class charts for greater inclusion and to apply reasonable adjustments in the classroom. • To collect pupil voice for reviews • To communicate with teachers and or peers • To advocate around school
Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.	All teachers are responsible for making reasonable adjustments and adapting teaching using the 'I do, we do, you do' modelling approach, in addition to this teaching assistants adapt and scaffold within some lessons. If a pupil is still unable to access their curriculum, the SENDCo will assess and arrange for Schools and family support services to become involved (SFSS). This can involve an observation, attending a meeting, training all school staff.
The approach to teaching children and young people with SEN.	Teaching children and young people with Special Educational Needs (SEN) involves creating individualized education plans (IEPs) tailored to each student's needs, integrating into mainstream classes with adapted teaching approaches. Positive behaviour management, collaborative teamwork with families and professionals and ongoing teacher training. Emotional and social support, regular monitoring, and adherence to legislative frameworks ensure an inclusive, supportive, and effective educational experience that promotes the overall development and well-being of students with SEN
how adaptations are made to the curriculum and the learning environment of children and young people with SEN	Adaptations to the curriculum and learning environment for children and young people with SEN include differentiating instruction, modifying classroom layouts to minimize distractions, and creating individualized SEN support plans to address specific needs and promote inclusion.
Evaluating the effectiveness of the provision made for children and young. people with SEN	The SENDCo welcomes feedback from parents/carers and is contactable via SENDCO@cfsacademy.org.uk There are also periodic parent questionnaires sent out via class charts that gathers important information from parent/carers and helps inform the academies response to SEN support.
How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN	CFS is an inclusive school, Children and young people with SEN are enabled to engage in activities with their peers in mainstream lessons to include inclusive practices such as differentiated instruction, the use of assistive technologies, support from teaching assistants, and the adaptation of activities to meet diverse needs, fostering a collaborative and supportive environment that promotes social integration and equal participation.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying	Support for improving the emotional and social development of children and young people with SEN at CFS includes providing extra pastoral support arrangements such as social skills interventions on a pastoral support plan. CFS also implements a key person system so the views of children with SEN can be heard and valued with a familiar adult.
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families	CFS works in collaboration with health and social care bodies, local authority support services, and voluntary sector organizations, by collaborating through multi-disciplinary teams to develop, where required, implement comprehensive support plans. This may include coordinating with health professionals for medical and therapeutic services, working with local authorities for additional educational resources and support, and partnering with voluntary organizations to provide specialized programs and family support service. More Information can be found here: Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory Special educational needs and disabilities (SEND) | Nottinghamshire County Council Nottshelpyourself | What is the SEND Local Offer? (familyservicedirectory.org.uk)
Arrangements for handling complaints from parents of children with SEN about the provision made at the school	Any concern is taken seriously and needs to be passed in the first instance to the SENDCo. SENDCO@cfsacademy.org.uk
Governing Body for SEND	Lindsey McCulloch-Howe