Consilium Evolve

SEND Policy and Information Report 2026-2027

Consilium 'Excellence with Equity and Integrity'.

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Approved by:	LAB
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Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.
- Show how our school will provide a safe and happy environment in which all students can develop as an individual.
- Provide information about how our curriculum will meet the needs of students with additional needs.
- Ensure full entitlement and access for SEN students to high-quality education within a broad, balanced and relevant curriculum, including access to the National Curriculum and public examinations, so that they can reach their full potential.

Consilium Evolve aims to:

- Identify and monitor student's individual needs during induction, transition and/or at the earliest opportunity so that appropriate provision can be made to meet any SEND.
- Provide curriculum opportunities to prepare for adulthood and develop the young persons' perspective of appropriate workplace skills and higher or further educational pathways.
- Engage students with their own learning process and encourage high aspirations and expectations tailored to each.
- Work with other professionals and support services where appropriate to improve outcomes for students with SEND needs.
- Plan and deliver an effective curriculum to meet the needs of learners with SEND to ensure that targets set are SMART (specific, measurable, achievable, realistic, time related).
- Provide learners who have SEND with a student-centred support plan (STRIVE Map) to identify areas of strength and difficulty with targets set in line with the previous statement.
- Assess SEND and identified students for access arrangements prior to external examinations.
- Communicate regularly with parents and carers to support inclusion and best practice.
- Manage medicines required in school through coordinated care plans designed in conjunction with parents and carers.
- Continue to develop staff practice and areas of special expertise through training and experience, which can be driven by student's needs.
- Monitor and review our SEND policy annually.

Consilium Evolve values the contribution of all its parents, carers, students and staff to create the inclusive, supportive learning environment we aim to provide. We are ambitious and have high expectations that all students will have the opportunity to reach their learning potential during their time spent in our school. To this aim all staff have responsibility for teaching students with different learning needs (including SEN) and are expected to provide for them appropriately to meet those needs.

We encourage all students to take an active role in their education and recognise the vital contribution that parents and carers make to their success. We work in partnership with families to provide consistent support and promote positive outcomes for every young person. Through a broad and inclusive curriculum, we aim to enable students to achieve their full potential, develop confidence in their abilities, and raise their aspirations for the future.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report.

This policy also complies with our safeguarding policy, funding agreement and articles of association.

Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENDCO – they will:

- Work with the Principal, SEN governor and Trust SEND Lead (Consilium Academies) to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options, and a smooth transition is planned.
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEN up to date.

The Principal will:

- Work with the SENDCo, SEN governor and Trust SEND Lead (Consilium Academies) to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The Therapeutic Leads will:

- Support the SENDCO with the day-to-day and strategic direction of the SEND provision in school.
- Specifically, their role is to lead transition and support for students who join the school

The SEN (LAB/Governor) member will:

- Help to raise awareness of SEN issues at Local Academy Board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Principal, SENDCO and Trust SEND Lead (Consilium Academies) to review the strategic development of the SEN policy and provision in the school.

Class teachers are responsible for:

- The progress and development of every student in their class.
- Working closely with the SENDCO and Therapeutic Leads to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each student's progress and development and decide on any changes
- to provision.
- Ensuring they follow this SEN policy.

SEN information report

Our school community currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia, reading difficulties, processing difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), ADD, ODD.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy.

Identifying students with SEN and assessing their needs.

We will assess each student's current skills and levels of attainment during induction and the throughout their transition to a full-time timetable, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Before determining the need for Special Educational Needs Support further assessment will be carried out to ensure the right support is given. This assessment will include, but not be limited to, reading, comprehension, spelling, memory and processing, and numeracy.

Other specific assessments can be carried out if deemed necessary by the SENDCO or Learning Support Team. These assessments may include student observation, discussion with teachers or can be carried out by professionals from other agencies with parental permission.

Additionally, the SENDCO analyses data from subject staff about progress, behaviour and effort to assess if interventions have had an impact in these areas.

Consulting and involving students and parents.

Consilium Evolve has an "open door" philosophy towards parents. Informally, parents are encouraged to contact the SENDCO whenever needed. Contact will be made by all staff to parents to celebrate achievements as well as raising concerns.

Formally:

- The SENDCO and/or appropriate teaching staff are available at all parents' afternoons and can be seen, with or without, appointment.
- All students have reviews termly to discuss targets, and for students with an Education, Health and Care Plan, we will contribute to the home school's an "Annual review", to review progress towards outcomes.
- Parents are invited to all reviews.

- Copies of STRIVE Maps are sent to parents, and we encourage parents to comment upon and make changes to the document at each review.
- Therapeutic Leads are present at parents' afternoons.
- Through our transition arrangements from home schools, a rapport with parents is established via an initial induction meeting.

Assessing and reviewing students' progress towards outcomes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review.**

Subject teachers will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress, 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 student'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 student will be made aware of their needs (communicated through our STRIVE Maps, 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 student's progress.

Supporting students moving phases and preparing for adulthood.

For all students there are specific systems in place for the successful transition into the school.

Our induction programme is built around personalised need and is devised in conjunction with parents/carers, primary schools, agencies and with the student's needs at its centre.

All students identify trusted adults in school to ensure that they have specific members of staff with whom they feel confident in sharing concerns or worries.

Parents of students are given clear lines of communication throughout the transition process and they are encouraged to contact the SENDCO with any concerns or questions.

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Preparing of Adulthood and transition to Further Education is an important part of our processes in school. There is a designated staff member whose role is to liaise with Connexions services and Colleges of Further Education to ensure transition is smooth and that the correct courses and placements are secured. Processes begin in year 9 with discussions about options and curriculum. This is completed with the student, parent/carer and school staff.

For students where there are difficulties with life skills and independent living, interventions are put in place (see intervention section) to aid students to gain the skills required for their future life. Many life skills issues are addressed through joined-up working with agencies and parents/carers and are devised on an individual basis.

For identified students additional transition arrangements are in place to ensure a smooth move between school and receiving colleges. This programme involves additional visits to colleges as well as the sharing of information with colleges to ensure that support continues into year 12.

Our approach to teaching students with SEN.

At all times inclusion is our primary focus and at the heart of our Academy ethos. Teachers are first and foremost responsible and accountable for the progress and development of all students in their class. Quality first teaching is our first step in responding to students who have SEND which means that the teacher has the highest possible expectations for all students in their class. The teacher may adjust their teaching style to incorporate more practical learning or utilise strategies as outlined within the young person's student overview. Where a young person requires support beyond what can be offered within the classroom, we will also provide the following interventions:

Literacy

- Literacy basics
- Spelling
- Reading
- Vocabulary
- Comprehension
- Phonics
- Entry Level English

Numeracy

- Numeracy basics
- Pre and post-teaching maths
- Entry Level maths

Communication and Interaction Needs

- Social stories
- Comic Strip conversations

Social, Emotional and Mental Health

- Social skills
- Friendship groups
- Breathwork
- Support from a trusted adult
- Gardening

Other intervention will be determined, with external support where necessary, as required.

Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all students' needs are met:

- A differentiated curriculum to ensure all students can access learning. Students may be grouped by need, teaching style may be adapted and content of the lesson may vary depending on the needs of students. On occasion, students may be provided small group or 1:1 work.
- Resources are differentiated appropriately and staff adapt as needed.
- All staff have received input from the SENDCo on use of additional aids, such as laptops, computer readers, coloured overlays, visual prompts and other tools.
- Differentiation which includes quality first teaching methods such as additional processing times, pre-teaching of key vocabulary, reading instructions aloud. Differentiation may also include bespoke strategies such as prompting for sensory breaks, seating allocations and individual adaptations.
- Medical needs may or may not be related to SEND and are co-ordinated by the managing medication team under the responsibility of the SENDCo. Care plans are individually designed and agreed with parents, carers and professionals where appropriate. There is a designated medical facility in school with identified key staff. Information about medical needs is passed to appropriate staff through our provision map.

Additional support for learning.

SENDCo:
TBC

Therapeutic Team:
Mrs Roxanne Tones: School Counsellor and KS2/3 DDSL
Miss Danielle Phillips: Therapeutic lead and KS4 DDSL
Mrs Laura Etheridge: Therapeutic Lead and Attendance Lead
Miss Nicole Manship: Therapeutic Lead
Miss Hannah Woodward: Therapeutic Lead

Crew Leads:
KS2: Miss Marie Ewing
KS3: Mr Adam Herbert
Y10: Mr Glen Freeman
Y11: Mr Logan Sanderson-Howes

STEM Pathway Lead:
Mrs Rachel McArdle

Securing equipment and facilities.

The school site is fully accessible, with all areas located on a single level, no steps, and doorways wide enough to accommodate wheelchairs.
The site is reviewed on an ongoing basis to fit need and to improve the environment for students with sensory or physical issues.

Our school is committed to making reasonable adjustments wherever possible. This may include:

- Contacting the local authority to see if adaptations to the building are required
- Ensuring that the right equipment is available to meet every child's needs
- Where specialist equipment is needed, contacting the Local Authority team and relevant health professionals to assess needs and provide advice and/or equipment
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Evaluating the effectiveness of SEN provision.

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term and/or after individual interventions.
- Reviewing the impact of interventions after a maximum of 8 weeks.
- Using student questionnaires.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Participating in the home school's annual reviews for students with EHC plans.
- The SENDCO is a member of the school Senior Leadership Team and as such discussions around effectiveness are held regularly. The SENDCO reports to **Karyn Taylor, Principal** and they meet regularly.
- A full SEN report, Departmental Report and Action Plan, are presented to the governors for discussion annually.
- The Learning Support Department management team meet fortnightly to discuss effectiveness of provision and to review the SEN register.
- The SENDCO and therapeutic staff team meet weekly to discuss effectiveness of provision and the strategic direction of the department.
- Formal and informal meetings between the SENDCO, pastoral and subject staff, are arranged regularly.

Review and evaluation are an ongoing process, which shape the development of the department. The Department's Development Plan summarises developments is regularly updated in the light of new legislation and the effectiveness of provision.

In addition, to the objective and quantifiable measures listed above, an indicator of the effectiveness of the Learning Support Department is the existence of a clear and appropriate school ethos. An ethos in which individual differences are recognised and valued and all concerned with the students, especially parents, feel part of a team, working towards the development of confident, happy students who achieve their potential.

Enabling students with SEN to engage in activities available to those in the school who do not have SEN.

Extra-curricular activities and school visits are available to all students.
All students are encouraged to participate in these.
All students are encouraged to take part in special events and workshops such as community days. No child is ever excluded from taking part in these activities because of their SEN or disability.
Please see the School's Accessibility plan for further details.

Support for improving emotional and social development.

We provide support for students to improve their emotional and social development in the following ways:

- Students are encouraged to be part of the school council.
- Students are included in extra-curricular activities.
- Students take part in student voice regularly throughout the year.

We have a zero-tolerance approach to bullying.

Working with other agencies.

We have a strong working relationship with a number of agencies from across the local area. Where a student needs additional specialist assessment or support then a referral to the relevant agency or the Early Help Process is initiated which fully includes parents and the student in an effort to identify the best service.

Where there are concerns about a child's welfare our school's safeguarding procedures are followed.

We work with the following agencies to provide support for students with SEN:

- Behaviour Support Services
- Educational Psychology
- Learning Support Services
- Speech and Language Therapy
- Child and Adolescent Mental Health service (CAMHS)
- Sensory Support Services
- Occupational Therapy
- Various Medical Services when required

Complaints about SEN provision.

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the SENDCO or other involved staff in the first instance. Concerns that cannot be resolved in this way will follow a line of referral as outlined on the school website.

Parents will be encouraged to engage the support of an Inclusion Advisory Service at all levels of the complaints' procedure. Their contact details are below.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support for parents of students with SEN.

Contact SENDIASS Sunderland for free advice and support: 0191 537 5764
Visit SENDIASS Sunderland at https://sunderlandsendiass.co.uk/

Contact details for raising concerns.

Mrs Karyn Taylor, Principal: **karyn.taylor@consilium-at.com**

LAB Member for SEND: Mrs Sue Hamilton evolveoffice@consilium-at.com

The local authority offer.

Our local authority's local offer is published here:

Sunderland Local Offer - Together for Children

Or search Local Offer:

Together for Children, Sunderland

Monitoring arrangements

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions