

Special Educational Needs & Disability Policy

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Responsible Colleagues

Education Directorate

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners.

How do we ensure this across our trust?

In all we do we are:

Ethical to the core, ensuring that education is always front and centre

Futures focused system leaders - never simply followers

Collaborative in every endeavour

Resolutely learner centred.

What does this look like across our trust?

We are always:



Education

- Ruthlessly ambitious for all who learn and work with us
- Unwaveringly inclusive – determined on eradicating barriers to educational success
- Committed to excellent teaching
- Determined upon academic excellence for all in our communities
- Compassionate, ethical and caring advocates for all in our communities
- Outwardly facing and globally conscious



Operations

- Committed to the very best people development and empowerment
- Determined to shout loudly and share proudly our successes
- The best professional and technical experts (supporting education) in the sector
- Committed to the very best understanding and management of risk



Financial

- Providing the best possible public service for the best possible value
- Determined to supplement our public income with shrewd income generation
- Building financially sustainable models of educational improvement in our communities
- Demonstrably efficient in all we do

Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

We are committed to taking positive action in the light of the *Equality Act* (2010) with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

1 | Legal Framework and Definitions

1.1 This policy is based on the statutory guidance *Special Education Needs and Disability (SEND) Code of Practice* (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils 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 coordinators (SENCOs) and the SEN Policy

1.2 SEND is defined as such:

- 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 child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

1.3 Children must not be regarded as having a learning difficulty solely because their home language is different from English.

- 1.4 Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

2 | Scope of this Policy

- 2.1 This policy outlines our pledge and expectations for the provision of special educational needs and disability in our academies. It is a statutory requirement that each academy outlines their personalised *Special Education Needs and Disability Procedure* in their *Academy Information Report* which accompanies this policy.
- 2.2 Specific responsibilities include:

Responsibility	Responsible person(s)
Policy determination	Board of Trustees
Establishment of appropriate staffing	Principal
Monitoring work on SEND and holding staff to account for the progress of SEND pupils	Trustees and LAC lead for SEN
Day to day management	Principal
Day to day operation	SENCo

3 | Aims

- 3.1 We aim to provide every pupil with the best education possible. We promote a fundamental belief in equality of opportunity in the classroom and throughout The Trust (see our Equalities Policy). All pupils are fully included into the life and curriculum of our academy communities. Reasonable adjustments are made so that this can be achieved.

4 | Objectives

- 4.1 All of our academies have high expectations for all pupils to ensure they have the best possible outcomes.
- 4.2 Each of our academies offer a rich and varied curriculum accessible to all abilities and needs.
- 4.3 Academies work in partnership with parents, carers, and children and young people in developing those abilities and meeting the needs.
- 4.4 We identify pupils with a special educational need or disability as early as possible and ensure their needs are met/supported.
- 4.5 We make sure all teachers and other adults are able to meet the needs of all pupils by providing relevant and up-to-date training.
- 4.6 Reasonable adjustments are made to support any pupil with a protected characteristic, helping them to realise their full potential.

5 | Admissions

- 5.1 We support the guidance as set out in the admissions arrangements for all of our academies.
- 5.2 Our *Accessibility Policy* and individual academy plans define how we consider any issues, which may be a barrier to pupils' participation in academy life.

6 | Roles and Responsibilities

- 6.1 The SENCo:
 - Ensures a consistent whole academy approach to special needs and disability
 - Ensures parents, carers and young people are fully involved in the decision-making process about their child's education
 - Ensures high quality teaching is differentiated and personalised to meet the needs of the majority of children and young people
 - Monitors the quality of teaching, impact of interventions and standards of pupils' achievements

- Supports all staff in the identification, assessment, planning and evaluation process
- Maintains an appropriate special educational needs register and its review when necessary (updated and shared with staff at least termly)
- Reviews (at least annually) the academy's information report which outlines the support and provision available in the academy for pupils identified with special educational needs or disability
- Presents an annual SEND report to the LGB
- Seeks advice and support from other agencies
- Maps out interventions to include their impact on standards and the cost of each intervention
- Ensures SEND pupils participate in a full range of activities, including examinations in school and in addition to the curriculum
- Attends and participate in Trust-wide events to ensure consistent approaches and up-to-date knowledge.

6.2 The LGB, led by a SEND Link Governor:

- Ensure support and challenge provision and impact of provision for SEND pupils, particularly those pupils eligible for pupil premium and on SEND register
- Has regard for the *Code of Practice* in all their work
- Monitor performance regularly of pupils with special educational needs or a disability
- Has in place appropriate arrangements for dealing with complaints from parents with SEND pupils
- Ensure the *Public Sector Equality Duty* is complied with, in particular monitoring progress towards the equality objectives relating directly to pupils with a special educational need or disability.

6.3 Executive Principals and Principals:

- Have regard to the *Special Educational Need and Disabilities (SEND) 2014 Code of Practice* in their planning;
- Determine the use of financial resources, staffing levels and staff deployment
- Support the SENCo in compiling the academy information report (local offer) and ensure it is reviewed and updated at least annually and published on the academy website;
- Ensure development and training for staff and LGB members
- Monitor SEND performance data and report back to LGB members
- Ensure that the SENCo is a trained teacher and is a member of the senior leadership team (or has direct line management to the leadership team and holds the SENCO qualification).

6.4 Teachers:

- Take responsibility for the needs of **all** their pupils.
- Are responsible for initial identification, assessment, planning and evaluation to meet individual needs

- Plan for the needs of all pupils in their care
- Meet half termly with leaders to monitor the progress of pupils with a special educational need or disability and act upon the findings to close the gaps in learning
- Lead reviews of progress including consulting and planning with parents (liaising with the SENCo).

6.5 Parents/Carers:

- Are fully involved in the identification, planning and evaluation process
- Communicate regularly with the child's teacher
- Fulfill their obligations under home-academy agreement which sets out expectations of all parties
- Take heed of an academy's information report, which outlines the support available in the academy.

7 | Identification of SEND

7.1 Our academies currently provide additional and/or different provision for a range of needs, including:

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

7.2 When considering whether a pupil has special educational needs any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme

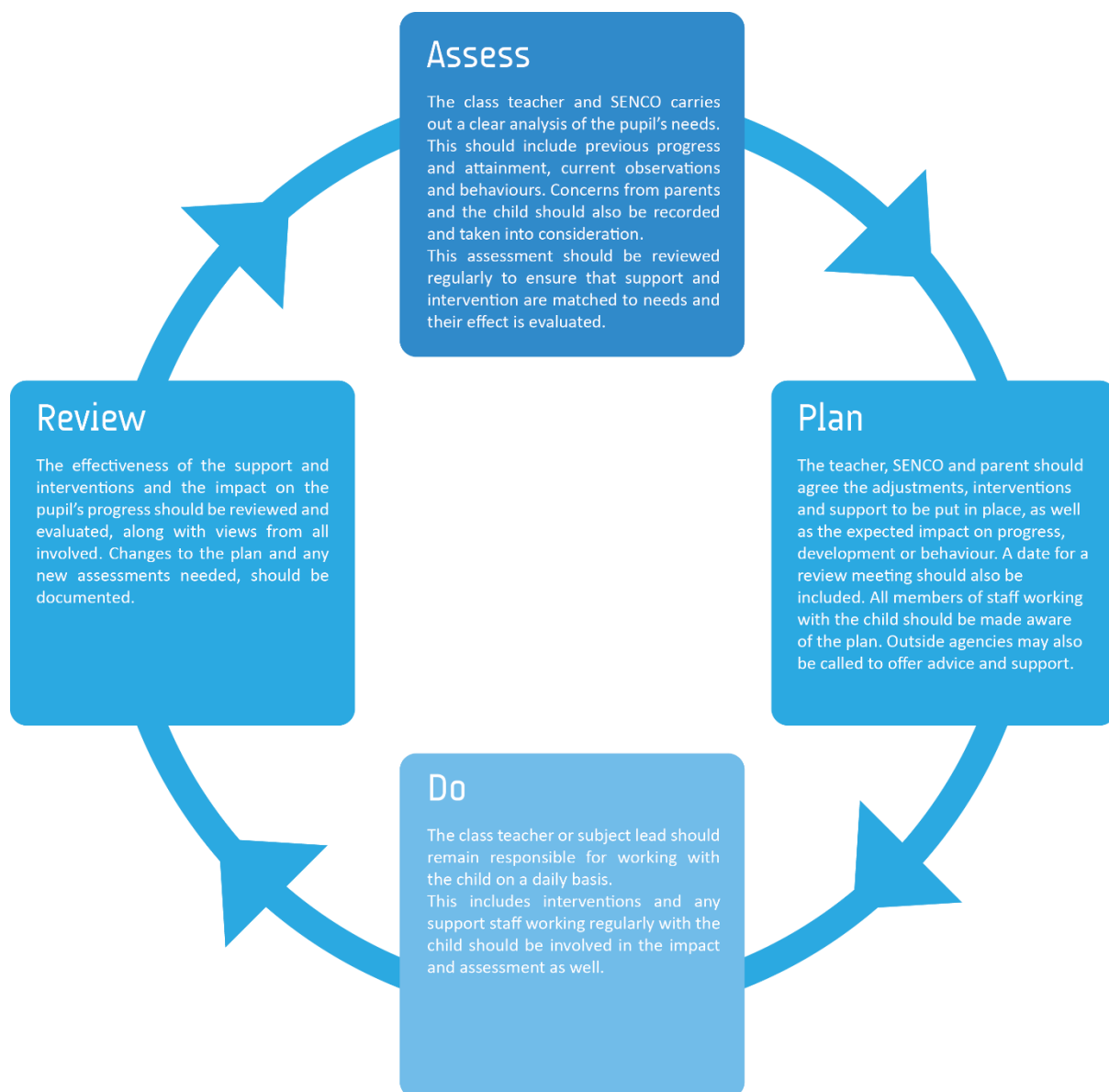
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

7.3 There are four broad areas that should be considered when assessing a pupil with a special educational need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Students may have needs that encompass more than one of these areas and therefore detailed assessments must be undertaken in order to provide the correct support.

7.4 SEN support should take the form of a four-part cycle where actions are revisited, refined and revised as the understanding of the pupil's needs grow and to ensure good outcomes are secured. This is known as the 'graduated approach' and draws on more detailed assessments, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the pupil. The graduated approach has four main parts: **assess, plan, do and review – see overleaf**. This cycle should be completed at least twice, over two terms. If no progress is made then the academy will apply for an Education Health Care Plan (EHCP) assessment, as shown in the table.



SEN support	SEN+ (for data purposes only)	EHCP/ST
<p>Despite high quality teaching targeted at areas of weakness:</p> <p>The pupil is failing to make progress similar to that of their peers starting from the same baseline</p> <p>Progress is lower than made previously</p> <p>The attainment gap is not closing between the child and their peers</p>	<p>When a child continues to make little or no progress despite well-founded support the school should consider involving specialists.</p>	<p>A child continues to make little or no progress despite advice and support from specialists. Taking advice from the local authority and from specialists the decision is made to refer to the local authority for a statutory assessment (anyone can apply to LA for an assessment).</p> <p>This statutory assessment should follow on from planning already undertaken with parents and young people in conjunction with their setting and specialists.</p>

8 | Referral for an Education, Health & Care Plan

- 8.1 The majority of children and young people with SEND will have their needs met within a mainstream setting. A local authority must assess education, health and social care and prepare a plan when it considers it necessary. This is likely where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available. However, the assessment should not be the first step in the process, it should follow on from planning already undertaken with parents and young people during the graduated response in conjunction with an early year's provider, school, post 16 institution or another provider.
- 8.2 Education, Health and Care Plans (EHCPs) must be:
- Focused on the outcomes the child or young person seek to achieve across education, health and care
 - Set out how services will work together to meet the child's or young person's needs
 - Based on a coordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making

9 | Adaptations to the Curriculum and Learning Environment

- 9.1 We make the following adaptations to ensure all pupils' needs are met:
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, small group learning, 1:1 work, teaching style, content of the lesson and using positive role models
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, writing slopes and concentration toys to add focus
 - Differentiating our teaching for individual children, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or providing post teaching support to repeat and embed learning
 - Colleagues will be aware of targeted areas of specific children and will interleave this learning throughout the school day to support progress.
- 9.2 Support staff (LSA, TAs, HLTAs) work as whole class support, mixed ability group support, small group support, intervention support and as a key adult, where required. 1:1 support for children with an identified need will be discussed at Multi Agency Meetings and at a Senior Leadership Team level to ensure strategies are appropriate and will develop independence and progress of children.

10 | Expertise and Training of Staff

- 10.1 The SENCo is an experienced member of teaching staff and has achieved the National Qualification for SEN Co-ordination. The SENCo has allocated time each week dedicated to overseeing the provision of SEN.
- 10.2 Colleagues share the ethos that *all teachers are teachers of children with Special Educational Needs*. Through Initial Teacher Training and through continued professional development all teachers and staff are equipped to deal with a diverse range of needs.
- 10.3 Academies plan staff training, development and support to strengthen individuals and groups when needed.
- 10.4 Academies acknowledge the key role of the Special Educational Needs Coordinator, whose job description includes providing professional guidance to colleagues and contributing to their training.
- 10.5 Both teaching and non-teaching colleagues access training to develop their knowledge of the four areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical and the difficulties which may be linked to these.
- 10.6 Academies audit colleagues and training annually and provides further training to meet identified needs.

11 | Allocation of Resources and Evaluation

- 11.1 The LGB's SEN Link Governor will meet regularly with the SENCO to ensure pupils needs are being met and that reasonable adjustments are made for pupils when necessary.
- 11.2 Each academy will publish their **offer** in the Academy Information Report on the academy website which outlines the support and provision available to help SEND pupils to have full access to the curriculum and academy life. This is reviewed annually and is available on the academy website.
- 11.3 Resources are allocated using the feedback from staff, parents and the pupil. The impact of the resources, whatever they might be, is regularly reviewed and adjusted or changed as necessary.

12 | Complaints about SEN Provision

- 12.1 All complaints and concerns will be dealt with in accordance with our complaints policy, which is available on the academy website. If you have concerns, your first port of call should be the class teacher and/or the SENCO.