



SEND Policy

Source documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 Years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions April 2014.
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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Introduction

COMPLIANCE

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (July 2014) and all applicable clauses of the Children and Families Act 2014.

Guiding Principles

AIM

The key aims within our special needs provisions are:

- that our practice reflects the Learn@ Multi-Academy Trust's vision statement
- that all young people receive the provision set out in their Statement of Educational Need and/or their Education Health and Care Plan (EHCP)
- to identify any changing needs in our young people
- to respond to changing needs with appropriate interventions in a timely manner to ensure that the young people can develop their potential as individuals
- to create a safe, secure learning environment where young people can make progress in a positive and happy atmosphere

OBJECTIVES

The key objectives within our special needs provisions are to:

- ensure we communicate effectively with parents and carers and actively seek ways of helping and involving them in development and education of their child
- work within the guidance provided in the SEND Code of Practice, 2014, and The Children and Families Act, 2014.
- provide a relevant, broad and balanced curriculum that is tailored for all young peoples individual special educational needs and additional needs
- provide a Special Educational Needs Co-ordinator (SENDCo)
- raise the aspirations and expectations for all young people
- provide staff with up to date and relevant information on all the special needs of our young people
- provide staff with opportunities to discuss young people' needs
- advise and support staff, Academy Councillors and Trustees by providing opportunities and time for appropriate training and professional development
- provide a database within which information on young people can be collected, provided and processed, which is compliant with GDPR.
- act promptly when decisions are made about the support needed for an individual's special needs.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There are four broad areas of need and these categories are detailed in the SEND Code of Practice 2014. They are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The needs of young people should be identified by considering all their, which will include not just their special educational needs of the pupil. This then allows us to personalise our educational offer to them.

The following may impact on progress and attainment but are not SEND:

- Disability (the SEND Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour

The needs of a pupil can and will change over time. It is the responsibility of all academy staff and additional agencies working with the pupil to respond to changing needs in order that the pupil may develop and meet their full potential.

MANAGING YOUNG PEOPLE' NEEDS

Each Academy in the Learn@ Multi-Academy Trust has an individualised SEND policy, which sets out their unique provision in line with the Academy Trust's provision map, Learn@ MAT Admissions Policy and our Statement of Purpose.

SUPPORTING YOUNG PEOPLE AND FAMILIES

Learn@ Multi-Academy Trust has links with and access to a range of multi-professional agencies that can provide support to parents, carers and young people. These include: educational psychologists, community paediatrician, Child & Adolescent Mental Health Service (CAMHS), speech and language therapist, Social Services, First Response, Educational Welfare Services, Behaviour Intervention Teams (BIT) and Family Intervention Teams (FIT). In addition to this, each provision

has well trained, skilled staff who work closely with young people, their families and other agencies.

Family finance support and advice is offered to parents experiencing difficulty in managing their money through our specialist finance officer in each Academy.

Our Attendance officer provides families with advice on how to support school attendance and access home to school transport where applicable.

SUPPORTING YOUNG PEOPLE AT SCHOOL WITH MEDICAL CONDITIONS

Each Academy in the MAT has a policy on managing the medical conditions of young people is available on their websites.

The Learn@ Trust recognises that young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. All staff involved in managing young people's medication are fully trained and follow protocols in their Academy policy. The safe administration of medication is monitored monthly by the Learn@ Trust.

MONITORING AND EVALUATION OF SEND

Each Academy Committee of the Learn@ Multi-Academy Trust regularly and carefully monitors and evaluates the quality of provision we offer to our young people. This is set out in each provisions individual SEND policy. The Academy Council monitor this through termly reports by the Head Teacher, Academy progress reports, Academy Development Plan updates and Academy visits. Each Academy must appoint a lead Councillor for SEND who will meet regularly with the Academy SENDCo to review pupil progress and the effective use of Pupil Premium money and to ensure each child is having the needs in their EHCP catered for.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all young people within the Learn@ Academy Trust, all staff undertake continual professional development to ensure they receive regular, relevant and up to date SEND training. Staff training needs are reviewed regularly, and both teaching and support staff are made aware of training opportunities that relate to working with a pupil with SEND. It is expected that all Academies will work towards being "Communication Friendly" and "Trauma Informed" Schools by September, 2021.

ROLES AND RESPONSIBILITIES

The Trust Board, in consultation with the Chief Executive Officer, has a legal responsibility for determining the policy and provision for young people with special educational needs. They maintain a general overview of the Learn@ Academy Trust and have a designated SEND representative.

Each provision has a lead designated safeguarding officer with specific responsibility for safeguarding and SENDCo who are part of the Academy Strategic Leadership Team (SLT).

Class teachers, with the assistance of Learning Support Staff, are responsible for the young people on a day-to-day basis. They plan a differentiated curriculum that meets the needs of the individual young people in order that they can make good progress. Teachers undertake regular assessments and monitor progress. This is reported on at least three times a year and monitored by the SLT. Where young people are not making expected progress the SENDCo will review the potential reasons for this and target additional interventions and support if necessary.

STORING AND MANAGING INFORMATION

With regard to the management of all confidential pupil records and data, whether in paper or electronic format, we adhere to our GDPR policy and procedures.

REVIEWING THE POLICY

The Trust Board on an annual basis reviews this policy.

ACCESSIBILITY: Statutory Responsibilities

The Disability and Discrimination Act (DDA), 1995, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase over time the accessibility of schools for disabled young people and to implement their plans. We produce Accessibility Plans for each individual Academy, which can be viewed on the Academy web site.

DEALING WITH COMPLAINTS

In the first instance, we encourage parents and carers to speak to a member of their child's tutor team, care team, a Head of Department, the SENCO or member of senior management if they have a complaint and require further clarification in relation to a concern around SEND provision. However, we do also have a complaints procedure, which is available if further recourse is required. This is accessible on our Learn@ MAT website. www.learnmat.uk

BULLYING

Each Academy has an Anti-bullying Policy available on their website. Incidents of bullying are recorded on specific forms along with any follow up actions taken. Each Academy is required to copy these forms to the central Executive team for monitoring purposes. It is the CEO's responsibility to report the number of incidents, trends and outcomes to the Trust Board.

Learn@ MAT have established a working partnership with "Stand Against Racism and Inequality" a charity in the South West, which seeks to tackle all forms of Hate Crime. SARI advisors work within our Academies and support young people and adults who have been victims of bullying or phobic behaviours, as well as working with the assailant of such behaviours. It is our belief that we need to educate both the victims and the assailants in all cases of hate crime.

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