



**“All different, all equal, all achieving together”**

# **SEND Policy**

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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's 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.

## 2. Legislation and guidance

### All schools:

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 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 co-ordinators (SENCOs) and the SEN information report

**Academies, including free schools, if applicable, add/amend:** This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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.

#### **4. Roles and responsibilities**

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.

##### **4.1 The SENCO**

Special schools: delete/amend this section as applicable.

The SENCO is [insert name and contact details].

They will:

- Work with the headteacher and SEN governor 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 pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education 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 pupils with SEN up to date

##### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides 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
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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 pupil 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 pupil 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.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or 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 pupil'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 pupil will be made aware of their needs, 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 pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

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

Explain your school's approach here. Insert the ways your school prepares pupils for transition. For example, all pupils have an induction session at their new school.

## 5.6 Our approach to teaching pupils with SEN

Explain your school's approach to teaching pupils with SEN here. Please note, these are suggestions only.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We may also provide the following interventions:

➤ Insert list of interventions provided at your school, please cross reference with your provision maps

## 5.7 Adaptations to the curriculum and learning environment

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, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

We have designated and general teaching assistants who are trained to deliver interventions such as [names of additional interventions].

Teaching assistants will support pupils on a 1:1 basis when [add details here].

Teaching assistants will support pupils in small groups when [add details here].

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

➤ Insert list of agencies

## 5.9 Expertise and training of staff

Our SENCO has [number of years'] experience in this role and has worked as [add relevant experience].

They are allocated [number of days/hours] a week to manage SEN provision.

We have a team of [number of] teaching assistants, including [number of] higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in [names of interventions].



We use specialist staff for [names of interventions].

### **5.10 Securing equipment and facilities**

Where possible equipment and environmental adjustments will be assessed and in place prior to any pupil starting at the school. Where additional equipment is required to meet needs this may be addressed at the annual review to ensure the EHCP (where relevant) stipulates this provision. The trust will always seek to meet any ongoing equipment or premises provision as quickly and effectively as possible where reasonable.

### **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at least termly depending upon the nature of the intervention
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in school events and trips

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Arrangements for the admission of disabled pupils
  - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
- Our admissions process will never unfairly disadvantage a child as a result of their disability
- Our accessibility plan is available on request and published on the school's webpage this explains how we are:
  - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
  - Improving the availability of accessible information to disabled pupils

### **5.13 Support for improving emotional and social development**

Explain your school's approach here. Include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying.

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part
- Pupils are supported with an appropriate curriculum to help understand others disabilities and challenges and promote not only tolerance but support of others
- We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

The school engages with a range of other agencies to improve its support of pupils with disabilities and other needs. For example the NSPCC, CAMHS, NAS and describe any other agency links your school uses here.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils 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:

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

### **5.16 Contact details of support services for parents of pupils with SEN**

Explain your school's approach here. Insert the details of the services available to parents in your area.

### **5.17 Contact details for raising concerns**

Insert named contacts within the school for when pupils or parents have concerns.

### **5.18 The local authority local offer**

Our contribution to the local offer is: [insert here]

Our local authority's local offer is published here: [insert here]

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the trust **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.

## 7. Links with other policies and documents

This policy links to the following documents :

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

Select the groups that this policy needs to be distributed to:

<b>Group</b>	<b>Please select</b>
Academy Council	<input type="checkbox"/>
Administrators	<input type="checkbox"/>
Admissions	<input type="checkbox"/>
All staff - support	<input type="checkbox"/>
All staff - teachers	<input type="checkbox"/>
All staff across academies	<input type="checkbox"/>
Board of Trustees	<input type="checkbox"/>
Budget Holders	<input type="checkbox"/>
Central Executive Team	<input type="checkbox"/>
Central Team	<input type="checkbox"/>
Clerk to Academy Council	<input type="checkbox"/>
Clerk to Board of Trustees	<input type="checkbox"/>
Credit Card Holders	<input type="checkbox"/>
Designated Safeguarding Leads (DSLs)	<input type="checkbox"/>
Finance Team	<input type="checkbox"/>
Headteachers/ Head of Provision	<input type="checkbox"/>
Line Managers	<input type="checkbox"/>
Members	<input type="checkbox"/>
Premises Staff	<input type="checkbox"/>
Recruitment	<input type="checkbox"/>
SENDCos	<input type="checkbox"/>