



# **Special Educational Needs and Disabilities (SEND) Policy**

<b>Policy Code</b>	Ed1
<b>Policy start date</b>	July 2021
<b>Policy review date</b>	July 2022

## **1 Policy Statement**

- 1.1 This policy outlines the Trust's Special Educational Needs and Disability (SEND) provision and should be read alongside each of our school's individual working practices document.
- 1.2 References to the Trust within this policy specifically include all primary mainstream schools, special schools and LEARN Teaching Centre
- 1.3 This policy does not form part of any employee's contract of employment and it may be amended at any time.
- 1.4 This policy can be read in conjunction with the policies and other documents listed below:
  - Data Protection Policy
  - Health and Safety Policy
  - Equal Opportunities and Diversity Policy
  - Safeguarding and Child Protection
  - Parental Communications and Complaints Policy
  - Accessibility Plan
  - Admission Policy and Admission arrangements for each school in the Trust
  - Children and Families Act 2014
  - Equality Act 2010
  - SEN Code of Practice 2015
  - Covid Outbreak Management Plan

## **2 Roles, Responsibilities and Implementation**

- 2.1 The Quality of Education Committee have overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Directors' of Education for mainstream and special who are responsible for Teaching and Learning.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all employees are responsible for supporting colleagues and ensuring its success.

## **3 Aims**

- 3.1 The Trust supports and values the abilities of all our pupils. It is our duty to provide equal opportunities for every pupil in our care and a safe and fully equipped learning environment which caters to the needs of every pupil as an individual. We are committed to inclusion in all aspects of academy life.

- 3.2 To ensure all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- 3.3 To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- 3.4 To ensure all pupils make a successful transition at every stage of their education and into adulthood.

#### **4 Objectives**

The Trust's objectives are to:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, pupils, education, including feeder schools, and health and social care services as appropriate. Regular tracking of pupil data will also highlight areas of concern that might lead to a criteria-led identification of SEND.
- **Make appropriate provision to overcome all barriers to learning.** Provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and any gap is closed. Where targets are not met or gaps are not closed, individualised, comprehensive support systems have been developed at each of our Trust schools. Pupils are given the opportunity to develop, learn, participate and achieve the best possible outcomes irrespective of whether it is through reasonable adjustments for a disabled pupil or special educational provision for a pupil with SEND.
- **Create a learning environment where pupils feel confident to voice their opinions in relation to their individual needs.** This necessitates regular dialogue between pupils, their teachers and SENCO. Pupil voice and active participation will be encouraged at every opportunity.
- **Work with parents/carers** in effective partnership to gain a better understanding of their child, and fully involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and sharing information regarding the provision within each of our schools and the effectiveness of the SEND Policy.
- **Work with specialist services** when the pupils' needs cannot be met by the school alone. Each of our schools have strong working relationships with external specialist services. This provision will be carefully monitored and regularly reviewed in order to ensure that individual needs are being met and all pupils' needs are catered for. Specialist services (not a finite list) will be involved where necessary, such as:
  - Education Psychology Service

- Specialist Teaching Team (STT)
- Speech and Language Service
- Working Together Team
- Specialist Outreach Services
- Child and Adolescent Mental Health Services (CAMHS)
- Health Services
- Children's' Services
- Behaviour Outreach Support Services (BOSS)

Further services are listed in the SEN Information Report outlined on each school's website.

## **5 Responsibility for the coordination of SEND provision**

- 5.1 In line with the SEND Code of Practice each of our mainstream schools have a SENDCo responsible for the coordination of the school's support for pupils with SEND. However, there is no legal requirement to have a SENDCo in **special** schools, so throughout this Policy, where SENDCos in mainstream schools are mentioned, the term 'responsible person' will be used synonymously for special schools. Specific details are outlined on each school's website within their SEND Information Report.
- 5.2 Within the Trust the SEND Governance is under the responsibility of the Quality of Education Committee.

## **6 Arrangements for coordinating SEN provision**

- 6.1 The SENDCo within each mainstream school will hold details of all pupils identified as having SEND.
- 6.2 All staff have access to the following information for their own school on the CIT website/School website:
- The SEND Information Report which shows processes and pathways for SEND pupils within each setting.
  - Practical advice, teaching strategies, and information about types of SEND.
  - Updated information on current legislation (policy into practice) and SEND provision.
  - The Trust's SEND policy

## **7 Admission arrangements**

- 7.1 The Trust believes that their admissions criteria should not discriminate against any pupil with SEND. It has due regard for the statutory requirements advocated in the SEND Code of Practice and is in accordance with the national legislation, including the Equality Act 2010.

- 7.2 The Trust recognises the School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:
- **Must** consider applications from parents of children who have SEND but do not have a Statement/EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures;
  - **Must not** refuse to admit a child who has SEND but does not have a Statement/EHC plan because they do not feel able to cater for those needs;
  - **Must not** refuse to admit a child on the grounds that they do not have a Statement/EHC plan.
- 7.3 The Trust also acknowledges The Equality Act 2010 which prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.
- 7.4 Transitional meetings are held, for example, from early years to primary education, primary to secondary, secondary to further education and in preparing for adult life. All relevant paperwork is passed to the SENDCo/responsible person by the previous feeder school and/or the Local Authority. Students transferring to each of our schools have opportunities to visit and experience sample induction days and a variety of classes before they transfer. A transition meeting is held in order to discuss the necessary arrangements to be made as well as any other important information relating to that pupil's needs. Where necessary the SENDCo/responsible person will arrange further meetings with relevant staff to discuss specific pupil needs at each stage of transition. If relevant information is not available through the normal channels, school SENDCos/ responsible person will do all they can to obtain it by other means.

## **8 Facilities for pupils with SEND**

- 8.1 There is a range of specialist provision available across the Trust including:
- Sensory rooms;
  - Swimming pool and fitness suite used for physiotherapy provision;
  - Designated areas for individual and small group work;
  - ICT facilities with relevant hardware and software linked to the intervention provision.
- 8.2 Each school allocates specific staff to oversee pastoral requirements for all pupils including those with SEND.
- 8.3 Each school recognises the importance of ensuring each environment is accessible to all pupils including those with SEND. The information listed below may be considered when making reasonable adjustments:
- Physical environments (lifts, lighting, wheelchair access, dedicated disabled parking places etc);

- Assistive technology e.g. use of specialist IT equipment;
- Increased access to the curriculum and assistance during examinations;
- Transport requirements.

## **9 Allocation of resources for pupils with SEND**

9.1 The SENDCo/responsible person will identify areas of pupil need and make appropriate provision in terms of staffing and resources. The resources within each setting are clearly outlined on each school's Provision map/SEND report. These are reviewed through progress meetings, quality assurance module checks, through external agency support, through meetings with parents/carers and the pupil. The Provision Maps/SEND Reports are monitored and reviewed to ensure that any intervention is effective and ensures value for money.

## **10 Identifying Special Educational Needs**

10.1 A pupil has SEND where their learning difficulty or disability calls for special educational provision matched specifically to the pupil's identified SEN. Pupils' SEND are generally thought of in the following broad areas of need and support:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/or Physical Needs.

10.2 The identification of a pupil's predominant need is built into the overall approach to monitoring their progress and development. The purpose of identification is to work out what action needs to be taken to provide the necessary support and not to fit a pupil into a category. Each school considers the needs of the whole child.

10.3 Other circumstances may also impact on progress and attainment including such issues as health, welfare and attendance. A diagnosis of a need does not necessarily mean that a pupil has SEND and will require SEND provision. Pupils with behavioural needs, English as an Additional Language, slow progress or who have low attainment may not necessarily have SEND. However, additional information and appropriate assessments may be carried out and strategies implemented accordingly.

## **11 High quality teaching**

11.1 Special educational provision is underpinned by high quality teaching. Pupils who do not make the expected progress and fall outside the expected levels of attainment will be carefully monitored. The pupil's teacher will take appropriate steps to provide differentiated and personalised learning opportunities that will aid the pupil's individual academic progress.

- 11.2 Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. This will be monitored closely and may include; progress meetings, learning walks, work sampling, moderation of assessment and discussion with colleagues. The SENDCo/responsible person will be consulted as needed for support and advice and may wish to observe the pupil in class.
- 11.3 Parents/carers will be fully-informed at every stage of their child's development and the circumstances under which they are being monitored. They are actively encouraged to be full partners and share information and knowledge within each school. Pupils recently removed from the SEND Register will be closely monitored so that the expected levels continue to be attained.
- 11.4 Where a pupil is identified as having SEND, the single category of SEND support will be used. Each school will aim to provide high-quality special educational provision for those who need it. A graduated approach involving a four-part cycle of Assess, Plan, Do and Review will be implemented. Information incorporating useful strategies and reasonable adjustments will be recorded on the Individual Profile and parents are informed and consulted at every stage.
- 11.5 Each of our schools will make every effort to ensure that advice from the external specialist services is put into practice as swiftly as possible and will keep in regular contact with specialist services and parents/carers regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. Each school will coordinate this and, with the external professional, will monitor, review and evaluate the effectiveness of interventions.

## **12 Referral for Education, Health and Care (EHC) Needs Assessment**

- 12.1 The majority of pupils with SEND will have their needs met within mainstream provision. However, some pupils require an EHC Needs Assessment. Parents/carers, medical practitioners and educational establishments work together to make such requests. At this point the Local Authority needs to consider that each school has taken every step possible to support the pupil and determine that it is likely that the pupil will need additional resourcing. The SENDCo/responsible person is responsible for any referral agreed at a review meeting.

## **13 Education, Health and Care Plan (EHC)**

- 13.1 In some cases a pupil may require an EHC needs assessment in order for the Local Authority to decide whether it is necessary for them to make provision in accordance with an EHC plan. Parents/carers have the right to appeal against the decision. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

- 13.2 Once an EHC plan is issued, it must be noted that this is a legal document and the school will be required to deliver and review annually the outcomes. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

#### **14 Access to the Curriculum, Information and Specialist Services**

- 14.1 Pupils with SEND will be given access to the curriculum through the specialist SEND provision within each school. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo/responsible person will consult with the child's parents and associated parties so that 'reasonable adjustments' as required by Equality Act 2010 can be made. The curriculum is regularly reviewed by each school together with the SENDCo/responsible person to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of each individual pupil.

- 14.2 Each school aims to ensure that all resources and SEN provisions are being used effectively within each setting in order to support the curriculum and enable pupils to reach their full potential. Each school implements this by:

- Keeping staff fully informed of pupils with SEND including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space available.
- Using in-class provision and support effectively to ensure that the curriculum is differentiated.
- Making sure that individual or group work is available where it is felt that pupils would benefit from this.
- Setting appropriate work which will motivate the pupils to achieve the best of their ability and celebrating achievements at all levels.

#### **15 Medical conditions**

- 15.1 Pupils with medical conditions are supported so that they have full access to education, including school trips and Physical Education, through the Trust's Medical Treatment Policy. Some pupils with medical conditions may be disabled and where this is the case each school will comply with its duties under the Equality Act 2010. Some pupils may also have SEND and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.



- 15.2 Each school will make arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Where pupils also have SEND, their provision is planned and delivered in a co-ordinated way with the healthcare plan and Individual Profile.

## **16 Equality and inclusion of students with SEND**

- 16.1 The relevant SENDCo/responsible person oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout their school.
- 16.2 The Trust adopts a 'whole school approach' to special educational needs. Acknowledging that every teacher is a teacher of every child including those with SEND, staff will recognise the need for 'reasonable adjustments' to ensure inclusion of all pupils including those with a wide range of SEND. We are committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.
- 16.3 We aim to maximise opportunities for participation and achievement within each school by:
- Providing a broad, balanced and ambitious curriculum for all pupils both in and outside of the classroom, including social interaction at break and lunch times.
  - Extending the curriculum to extracurricular activities; trips and residential visits.
  - Practising teaching methods that suit the needs of individual pupils.
  - Promoting an inclusive ethos throughout each school and encouraging social responsibility and understanding amongst all our pupils.

## **17 Evaluating the success of provision**

- 17.1 In order to evaluate progress in relation to SEND provision, each school captures and values feedback from pupils, parents and staff throughout the year. There is an annual formal evaluation of the effectiveness of the SEND provision and policy. The evaluation is carried out by the SENDCo/responsible person and in consultation with the Senior Leadership Team in each school.

## **18 In-Service training**

- 18.1 We recognise the need to train *all* our staff on SEND information. The responsible person for SEND along with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities. Training opportunities are disseminated in line with the Code of Practice recommendations (general awareness, enhanced training and specialist training). The SENDCo/responsible person for SEND attends relevant SEND

courses and facilitates/signposts relevant SEND-focused external training opportunities for all staff.

## **19 Working in partnership with parents/carers**

- 19.1 A respectful and trusting partnership with parents/carers plays a key role in enabling pupils with SEND to achieve their potential. To this end, we recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best way of supporting them.
- 19.2 In line with the Code of Practice, parents/carers are kept up to date with their child's progress through progress reports, module data, parent's evenings, review meetings and written reports issued at specific times relevant to each year group.
- 19.3 In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. Each school SENDCo/ responsible person for SEND can signpost parents/carers to their SEND Information Report for specific information. Impartial advice and guidance is also available from the Local Authorities Family Service Directory which includes their Local Offer and the Information Advice and Support service. If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend any meetings with external specialist services regarding their child.

## **20 COVID Provision**

- 20.1 In line with the Trust's COVID Outbreak Management plan, should schools be required to close, all those pupils with SEND will have a risk assessment undertaken to decide if they should have a place in school during some or all of the closure.
- 20.2 During the pandemic, schools will put in place procedures to ensure gaps in learning are identified and that the curriculum is adapted to best fill these gaps.

## **21 Complaints procedure**

- 21.1 In line with The Trust's procedures, if a parent/carer has concern or complaint that has not been resolved, they should in the first instance contact the SENDCo at the respective school. If this matter is not resolved satisfactorily the headteacher of the relevant school should be notified.
- 21.2 If the concern is not resolved, parents/carers have the right to pursue the issue by following procedures outlined in our Parental Complaints and Communication Policy.

## **22 Policy Change**

- 22.1 This policy may only be amended or withdrawn by the Community Inclusive Trust Board.