

## SEND Policy

### Summary

This policy document is to detail the approach to teaching pupils with Special Educational Needs and/or Disabilities.



If you are unsure about the validity of the content of this policy please refer to the Policy Owner.

***Please Note: This policy is applicable to All Employees within the Group.***

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Consultation Group	<b>Board</b>
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## **Introduction:**

**Our vision is for truly inclusive schools, where the needs of all children are met, including those with special educational needs and/or disabilities.**

Our approach is inclusive and built on the premise that all learners have an entitlement to an excellent education.

**As a trust, we will ensure that all learners can access the curriculum through high quality professional development and support which includes the provision of reasonable adjustments, adaptations and additional support where needed to meet the needs of all pupils and bring about the best possible outcomes for children and young people.**

The SEND (Special Educational Needs and Disabilities) Code of Practice 2014 [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303671/SEND_Code_of_Practice_2014.pdf) defines SEN as “a young person having a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools/academies within the area.”

This policy applies to all children at the Trust who have SEN and for whom the Trust has a statutory obligation.

The Policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability, sexuality, or social circumstances.

## **Aim:**

### **Our SEND policy will**

- **Set out how our schools will support and make provision for pupils with special educational needs and/or disabilities (SEND)**
- **Explain the roles and responsibilities of everyone involved in providing for pupils with SEND**

## **Legal framework**

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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- The Equality Act 2010

This policy also complies with our funding agreements and articles of association.

## **Definitions**

A pupil has SEND 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 most others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind 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 for other children or young people of the same age by mainstream schools in respect of an

identified learning difficulty or disability.

It is the policy of the Trust to enable students with SEND to have access to a broad and balanced curriculum, suitably adapted where necessary. We will not narrow the curriculum because a child has SEND.

### **Statement of principles and values**

At Eastern Multi Academy Trust, these are the principles that underpin our SEND policy:

- Equal value and respect for all
- Equal opportunity for all
- Recognition of individual differences
- Development through the provision of appropriate learning opportunities
- Constant striving for improvement in the quality of teaching and learning
- Commitment to statutory requirements in legislation for learners with identified SEND

For young people with special educational needs, the key principles underpinning our approach and through which the above aims are to be met are:

Early intervention

Promoting inclusive education

Partnership with parents/carers and carers

Promoting high expectations

Equality of opportunity

Sharing responsibility

Continuum of high-quality provision

High quality trained staff

Procedures, which are clear and effective

Monitoring, review and evaluation of need and provision

Partnership with young people

### **SEND Objectives of the Trust**

To provide students with SEN with a safe and secure environment.

To ensure students' SEN are identified at the earliest possible opportunity.

To implement a whole Trust policy on special educational needs which forms an integral part of the Trust's development plan.

To use Trust resources to identify need, professional development and resource implications where required.

To teach students and pupils with SEN together with their peers for as much time as possible.

To support staff in their work on curriculum development with reference to issues of differentiation, curricular access and entitlement, transition, and work with employers in relation to supporting learners in the workplace.

To implement a coherent and comprehensive assessment procedure for identifying, meeting, recording, and reviewing needs.

To adopt the partnership approach as outlined in the Code of Practice and to liaise and work closely in partnership with parents, carers and employers and involve them fully in all decisions regarding SEN provision.

To provide a variety of support to help all staff to take responsibility for meeting the needs of all students in their classes.

To promote staff development in relation to SEN by ensuring that SEN-related issues permeate all aspects of staff development in the Trust.

To co-ordinate the involvement of outside agencies.

To implement the Trust's aims and objectives and the SEND Code of Practice making maximum use of available resources

To take a wide view of need across the locality and work in partnership to achieve the best outcomes for all young people

## **Implementation of Objectives**

*The SENDCO (Special Educational Needs Coordinators) will:*

- Work with the principal, and the designated member of the school's Academy Council, to determine the strategic development of the SEND strategy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care plans
- Provide professional guidance to colleagues and work with staff, parents and carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality inclusive teaching
- Advise on the graduated approach to providing SEND 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 and its support services
- Liaise with potential next providers of education, and prior settings, to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Work with the principal and academy committee to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Produce a SEN Information Report annually, which will be published on the school website.

*The principal will:*

- Work with the SENDCO and designated SEND Academy Council committee member to determine the strategic development of the SEND strategy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND
- Ensure this policy is followed
- Ensure the SEN Information Report is produced annually and published on the school website.

*Class teachers*

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

High quality, inclusive teaching is our first step in responding to pupils who have SEND: our teachers will plan carefully to ensure all pupils can access the curriculum effectively. All staff receive regular training in working with pupils with special educational needs as part of their continuing professional development and will use a range of strategies as part of their everyday pedagogy which support a wide range of needs.

*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 SENDCO and parents/carers to review each pupil's progress and development and advise on any changes to provision
- Ensuring they follow this SEND policy.

### **Types of, and identification of, SEND**

All our academies provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech, and language difficulties
- Cognition and learning, for example, specific learning difficulties such as dyslexia, dyscalculia, and dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) or attachment disorders
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

One of our academies (Nelson) hosts Specialist Resource Bases (SRBs). These are funded by the Local Authority who also control admissions to the SRBs. Pupils who attend the SRB receive an enhanced level of provision specific to the area of need in which the SRB specialises whilst being fully integrated in the mainstream school environment.

### **Identifying pupils with SEND and assessing their needs**

Accurate identification of need is critical to timely and proportionate SEND provision as part of a graduated response. All schools make use of a range of assessment tools to establish pupils' strengths and barriers to learning, including those which generate standardised baseline scores where appropriate. At transition points we will also liaise with pupils' previous schools, where they are joining us from a different educational provider.

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 or emotional needs or independence skills.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND, but effective steps should be taken to exclude the possibility of SEND as a barrier to more rapid progress.

### **Consulting and involving pupils, parents, and carers**

We recognise that parents and carers know their children best. Effective co-production is crucial to developing successful home-school partnerships. We will seek to involve parents/carers and pupils in discussions about special educational provision, from initial conversations about the identification of need, to review meetings, to discussions about ceasing special educational provision when it is no longer required. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's current areas of strength and difficulty and where progress has been made since the last review (if applicable)
- We consider the parents'/carers' concerns
- We listen to and take account of the voice of the pupil
- Everyone agrees what the desired outcomes are for the child within a specified period
- Everyone agrees on the actions to be taken and by whom to achieve the desired outcomes

We will formally notify parents/carers when it is decided that a pupil will receive SEND support. The discussions between the school and parents/carers and the pupil will form the basis of a learning plan, detailing the targeted special educational provision to be put in place in respect of the identified needs. This information will be shared with all teachers and support staff who work with the pupil so that they are aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

### **Monitoring and review**

Our aim is that all pupils access the right support and at the right time. We will follow the graduated

approach and the four-part cycle of **assess, plan, do, review**, reviewing the effectiveness of the support and interventions and their impact on the pupil's progress on a termly basis. Learning plans will be reviewed with parents/carers and pupils through the system of termly reviews in accordance with the SEND Code of Practice.

Education, Health, and Care Plans (EHCPs) will be subject to annual reviews in line with statutory guidance. At the point of review, the class or subject teacher(s) will work with the SENDCO to carry out a clear analysis of the pupil's current needs.

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

Transitions are important points in a child's educational journey. This can be especially true of pupils who have a special educational need. We will share information with the school, college, or other setting the pupil is moving to in a timely and secure manner. We will agree with parents/carers and pupils which information will be shared as part of this. We will also collect appropriate information from pupils' previous schools or educational settings when they join us.

### **Adaptations to the curriculum and learning environment**

We believe that all pupils have a right to access and enjoy the same activities and will work to identify and overcome actual and perceived barriers to both encourage and enable participation of pupils with SEND. No pupil will be excluded from taking part or be disadvantaged in these activities because of their SEND.

All schools have an Accessibility Plan which is available on their website.

### **Working with other agencies**

Our schools will work with a wide range of agencies, potentially including health and social care, the local authority, and voluntary sector organisations in meeting pupils' SEND and supporting their families. Support from professional services such as, but not limited to, educational psychology, occupational therapy or speech and language services may also be secured as part of a graduated approach for an individual.

### **Links with other policies and documents**

This policy links to our policies/documents:

- Academy Accessibility plans
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions.

Schools will also produce an annual **SEN Information Report** which accompanies this policy. This should be published on the website and updated annually. It should include an evaluation of:

- systems for identifying and assessing students with special educational needs
- The provision made to meet students' special educational needs
- The record keeping for special educational needs
- The allocation of resources to and amongst students with special educational needs

Accountability for the implementation of this policy sits with each academy with associated oversight from the Academy Committee.

In addition, a further layer of assurance is provided by the trust executive in the form of the School Improvement Directors and the Director for Education who are responsible for reporting to the trust board and for review of the policy. Safeguarding reviews, academy audits and notes of visit provide a line of sight from the academies as part of the quality assurance process.

Strategic approval remains the responsibility of the trust Board.

## APPENDIX 1 - SEND Report Checklist

This checklist specifies the information that must be included in a school's special educational needs (SEN) information report.

All state-funded schools, except special schools established in hospitals, must publish an SEN information report on their website.

The checklist is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

Required information	?
The kinds of SEN that are provided for	
Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the special educational needs co-ordinator (SENCO) ( <i>mainstream schools only</i> )	
Arrangements for consulting parents of children with SEN and involving them in their child's education	
Arrangements for consulting young people with SEN and involving them in their education	
Arrangements for assessing and reviewing pupils' progress towards outcomes This should include the opportunities available to work with parents and young people as part of this assessment and review	
Arrangements for supporting pupils moving between phases of education and preparing for adulthood	
The approach to teaching pupils with SEN	
How adaptations are made to the curriculum and the learning environment of pupils with SEN	
Additional support for learning that is available for pupils with SEN	
The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured	
How equipment and facilities to support children and young people with SEN will be secured	

How the effectiveness of the provision made for pupils with SEN is evaluated	
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Required information	?
How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN	
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying	
How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families	
Arrangements for handling complaints from parents of children with SEN about the provision made at the school	
Contact details of support services for parents of pupils with SEN	
Named contacts within the school for when young people or parents have concerns	
The school's contribution to the local offer and where the LA's local offer is published	

Each SEND information report must also include information about:

Required information	?
The arrangements for the admission of disabled pupils	
The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils	
The facilities you provide to help disabled pupils access your school	
How to find your school's accessibility plan	

This is set out in the DfE's requirements for [what maintained schools must publish online](#) and [what academies should publish online](#).