

SEND (Special Educational Needs and Disabilities) Policy

Approval confirmed:

Designation	Name	Date	Signature
CEO:	Mrs Lyn Dance		
Chair of Trust Board:	Mrs Kerry Brimfield		

Monitoring and Evaluation	
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Review delegated to:	Trust Board

Document Version control

Version	Changes made	Date
1.0	Initial set up of Trust-wide policy	October 2021
	Reviewed	October 2022

1. Aims

- 1.1. Our SEN policy and information report aims to:
 - 1.1.1. Meet the SEND needs of all pupils as appropriate and in accordance with the SEND Code of Practice.
 - 1.1.2. Implement relevant specialist teaching strategies and interventions to support learning
 - 1.1.3. Create bespoke learning pathways and individualised timetables for pupils with SEND as appropriate
 - 1.1.4. Comply with the SEND Code of Practice for annual reviews of EHCPs

2. Legislation and Guidance

- 2.1. This policy and the information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
 - 2.1.1. Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
 - 2.1.2. 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
 - 2.1.3. This policy also complies with our funding agreement and Articles of Association.

3. Definitions

- 3.1. A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 3.2. They have a learning difficulty or disability if they have:
 - 3.2.1. A significantly greater difficulty in learning than the majority of the others of the same age, or
 - 3.2.2. 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
- 3.3. 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

4.1. The SENCO:

- 4.1.1. Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 4.1.2. 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

- 4.1.3. 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
- 4.1.4. Advise on the graduated approach to providing SEN support
- 4.1.5. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 4.1.6. Be the point of contact for external agencies, especially the local authority and its support services
- 4.1.7. 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
- 4.1.8. Ensure the school keeps the records of all pupils with SEN up to date

4.2. The SEN Trustee/Governor

- 4.2.1. Help to raise awareness of SEN issues at Trust / Local Advisory Board meetings
- 4.2.2. Monitor the quality and effectiveness of SEN and disability provision within the school and update the LAB on this
- 4.2.3. Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3. The headteacher

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

4.4. Class teachers

- 4.4.1. Responsible for the progress and development of every pupil in their class
- 4.4.2. Responsible for 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
- 4.4.3. Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- 4.4.4. Ensuring they follow this SEN policy

5. SEN Information report

5.1. The kinds of SEN that are provided for

- 5.1.1. Each of our schools currently provides additional and/or different provision for a range of needs, including:
 - 5.1.1.1. Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
 - 5.1.1.2. Cognition and learning, for example, dyslexia, dyspraxia
 - 5.1.1.3. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

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- 5.1.1.4. Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- 5.1.2. Please refer to each school's teaching and learning policy for details of how pupils' special education needs are addressed through delivery of the curriculum & assessment, recording and reporting policy to show how progress is assessed and used to inform future planning and also recorded and reported to parents/carers/guardians.
- 5.1.3. Our special schools also provide provision for pupils with:
 - 5.1.3.1. Moderate/severe/profound and multiple learning difficulties and physical disabilities

5.2. Identifying pupils with SEN and assessing their needs

- 5.2.1. In our special schools all pupils have an EHCP in place, or pending, and the LA acts as the admissions authority to gain access to a place at the schools
- 5.2.2. In our mainstream schools:
 - 5.2.2.1. 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:
 - 5.2.2.1.1. Is significantly slower than that of their peers starting from the same baseline
 - 5.2.2.1.2. Fails to match or better the child's previous rate of progress
 - 5.2.2.1.3. Fails to close the attainment gap between the child and their peers
 - 5.2.2.1.4. Widens the attainment gap
 - 5.2.2.1.5. This may include progress in areas other than attainment, for example, social needs
- 5.2.3. Schools will decide 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

- 5.3.1. In our special schools staff work closely with parents and carers through the EHCP process.
- 5.3.2. In our mainstream schools:
 - 5.3.2.1. 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:
 - 5.3.2.2. Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - 5.3.2.3. We take into account the parents' concerns

- 5.3.2.4. Everyone understands the agreed outcomes sought for the child
- 5.3.2.5. Everyone is clear on what the next steps are
- 5.3.2.6. Notes of these early discussions will be added to the pupil's record and given to their parents.
- 5.3.2.7. 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

- 5.4.1. In our special schools progress towards EHCP outcomes is monitored closely termly and via the EHCP process.
- 5.4.2. In our mainstream schools:
 - 5.4.2.1. We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
 - 5.4.2.2. 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:
 - 5.4.2.3. The teacher's assessment and experience of the pupil
 - 5.4.2.4. Their previous progress and attainment or behaviour
 - 5.4.2.5. Other teachers' assessments, where relevant
 - 5.4.2.6. The individual's development in comparison to their peers and national data
 - 5.4.2.7. The views and experience of parents
 - 5.4.2.8. The pupil's own views
 - 5.4.2.9. Advice from external support services, if relevant
 - 5.4.2.10. The assessment will be reviewed regularly.
 - 5.4.2.11. 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

- 5.5.1. 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.

5.6. Our approach to teaching pupils with SEN

- 5.6.1. Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- 5.6.2. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- 5.6.3. We will also provide a range of interventions. Please see each schools SEND policy for further details.

5.7. Adaptations to the curriculum and learning environment

- 5.7.1. 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.
- 5.7.2. Adapting our resources and staffing
- 5.7.3. Using recommended specialist aids, resources and teaching strategies – please see the school SEND Information report for further details.
- 5.7.4. Differentiating our teaching and incorporating specialist teaching and learning strategies and interventions

5.8. Additional support for learning

- 5.8.1. Please see the school SEND Information report for further details.
- 5.8.2. We have teaching assistants who are trained to deliver specialist teaching and learning interventions as appropriate to the SEND needs of our identified pupils.
- 5.8.3. At times Learning Partners will support pupils on a 1:1 basis as appropriate
- 5.8.4. Learning Partners work closely with the class staff team to will support pupils in small groups and support their learning and access to specialist teaching and learning resources and interventions as appropriate.
- 5.8.5. All schools work with GCC Advisory Teacher Service and NHS therapists in accordance with EHCPs

5.9. Expertise and training of staff

- 5.9.1. Our SENCO are experienced in this role and can access relevant training as identified
- 5.9.2. Our schools have a team of Learning Partners and higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.
- 5.9.3. All staff can access specialist SEND training as appropriate. Please see the SEND policy of each school.

5.10. Evaluating the effectiveness of SEN provision

- 5.10.1. Reviewing pupils' individual progress towards their individual learning outcomes each term
- 5.10.2. Reviewing the impact of interventions termly
- 5.10.3. Using pupil questionnaires as appropriate
- 5.10.4. Monitoring by the SENCO
- 5.10.5. Holding annual reviews for pupils with EHC plans
- 5.10.6. School Improvement Partner Consultants review our provision and advise on action plans for improvement as appropriate

5.11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- 5.11.1. All of our extra-curricular activities and school visits are available to all our pupils if appropriate to their needs, including any before-and after-school clubs a school may provide
- 5.11.2. All pupils are encouraged to go on our educational visits out of school, unless this is not appropriate to their wellbeing or an individual pupil risk assessment

- 5.11.3. All pupils are encouraged to take part in the full range of curricula and extra curricula activities
- 5.11.4. No pupil is ever excluded from taking part in these activities because of their SEN or disability whenever possible.

5.12. Support for improving emotional and social development

- 5.12.1. We provide support for pupils to improve their emotional and social development in the following ways:
 - 5.12.1.1. Pupils with SEN are encouraged to play a full part in the life of the school
- 5.12.2. We have a zero tolerance approach to bullying.

5.13. Working with other agencies

- 5.13.1. Each school works with the full range of agencies involved with a pupil, as identified in their My Plan, My Plan Plus or EHCP

5.14. Complaints about SEN provision

- 5.14.1. Complaints about SEN provision in our school should be made to the class teacher, SENCO or head teacher in the first instance. They will then be referred to the school's complaints policy.
- 5.14.2. 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:
 - 5.14.2.1. Suspensions or Exclusions
 - 5.14.2.2. Provision of education and associated services
 - 5.14.2.3. Making reasonable adjustments, including the provision of auxiliary aids and services

5.15. Contact details of support services for parents of pupils with SEN

- 5.15.1. Please refer to the school SEND Information report.

5.16. Contact details for raising concerns

- 5.16.1. Please refer to the school SEND Information report.

5.17. The local authority local offer

- 5.17.1. Our local authority's offer is published on the Gloucestershire County Council website

6. Monitoring arrangements

- 6.1. This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.
- 6.2. It will be approved by SAND Academies Trust Board.

7. Links with other policies and documents

- 7.1. This policy links to our policies
 - 7.1.1. Accessibility plan
 - 7.1.2. Behaviour

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- 7.1.3. Equality information and objectives
- 7.1.4. Supporting pupils with medical conditions