



1 INTRODUCTION

- 1.1 The Trust welcomes students with Special Educational Needs and Disabilities (SEND) and values each child as an individual. We are committed to ensuring that the necessary provision is made for every student in the school to ensure that all students are able to access the Curriculum and make the best possible progress. As a Trust we aim to use our best endeavours to provide an encouraging and supportive learning environment, whereby students with SEND feel safe and understood.

The Trust will strive to imbed the SEND Code of Practice (2014) which states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

- 1.2 The Trust believes that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality and provide support for all learners. The Trust's curriculum seeks to:

- Provide suitable learning challenges
- Meet the diverse student learning needs
- Remove the barriers to assessment and learning

2 ROLE OF TRUST BOARD AND COMMITTEES

- 2.1 The Trust Board has overall responsibility for this policy.

3 ROLE OF PRINCIPAL AND SENIOR LEADERSHIP TEAM

- 3.1 The Principal has overall responsibility for the implementation of this policy, supported by the Assistant Principal Inclusion and SENDCO.

3.2 SENDCO Roles and Responsibilities

- 3.2.1 To track, monitor and support SEND students to enable them to make the best possible progress; to monitor and support the progress of Children Looked After (CLA); to support the Principal in the provision evaluation of Pupil Premium students.

3.2.2 Main duties and responsibilities

- To undertake duties which could include the following for as long as they are required:
- To oversee the day-to-day operation of the Trust's SEND policy.
- Co-ordinate provision for children with SEND.
- Advise on the deployment of the Trust's delegated budget and other resources to meet the students' needs effectively.
- Liaise with parents and carers of SEND students.
- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies as necessary.
- Act as a relevant contact for external agencies, especially the Local Authority and relevant support services.



- Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Principal and Trust Board to ensure that the Trust meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- To update and manage the SEND register to ensure relevant information is shared with staff on the needs of students.
- To track and monitor the progress of CLA.
- To undertake and complete the National Award in Special Educational Needs Coordination.

3.2.3 Leadership and Management

- Strategic lead to enable the accurate assessment of SEND needs and identify barriers to achievement.
- Strategic lead to track the progress of SEND and other vulnerable students to secure strong progress.
- Monitor and evaluate the effectiveness of SEND provision.
- Strategic lead of the Trust's designated SEND budget to ensure effective curriculum access for SEND students.
- Involve and coordinate outside agencies in SEND provision and evaluate this provision.
- Strategically lead aspects of the Trust's self-evaluation and improvement planning to ensure the needs of SEND and vulnerable students are met.
- Liaise with Academic Managers, Pastoral Managers, 6th form team and members of the Senior Leadership Team to ensure the needs of students are met and progress is made.
- Ensure assessment and reporting on the progress of SEND students is both regular and robust.
- Ensure support meets the needs of SEND, Pupil Premium and CLA students.

4 OBJECTIVES

4.1 Provision for students with SEND is a whole school matter with all members of the school community.

4.2 In line with the new Code of Practice, the Trust will:

- Identify and address the SEND of the students we support.
- Use our best endeavours to ensure that a child with SEND gets the support they need.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate curriculum.
- Provide a curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure they progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- Designate a teacher responsible for the coordinating of SEND provision, our SENCO.

5 CONTEXT

5.1 A child is defined as having a SEND need if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or,

that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

5.2 The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas:

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

5.3 The purpose of identification is to work out what action the Trust needs to take to support students in mainstream education. It is not to fit students into specific categories.

5.4 The Trust supports students with a wide range of SEND some of which include:

Dyslexia, Dyspraxia, Autism Spectrum Disorder, Attention Deficit Hyperactive Disorder, Physical Disabilities, Visual and/or Hearing Impairments and Social Emotional Mental Health Difficulties.

6 IMPLEMENTATION OF THE POLICY

6.1 The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Enabling identified students with SEND to reach their full potential by tracking and monitoring progress and offering Continuing Professional Development to enhance teaching practice. In addition we follow a comprehensive and structured approach to ASSESS – PLAN – DO – REVIEW and referring to outside agencies if a child without a SEND need presents as not making progress despite ongoing support and intervention.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Enabling successful transition of SEND students from their previous educational establishment, through the support of a full time Year 7 manager, and beyond their life in the school through the support of the SEND team and outside agencies.
- Providing high quality teaching and a curriculum that is differentiated to meet the needs of every individual by completing regular learning walks, delivering SEND specific CPD and working alongside teachers, parents/carers and outside agencies to meet students' needs.
- The quality of teaching of students with SEND and their progress will be closely monitored by the SENCO and support provided by the Leadership Team.
- Removing barriers to achievement and seeking to meet the needs of the individual by working collaboratively with students and their support networks to enable us to know our students. We are able to understand and remove barriers to achievement by regularly reviewing student progress and working alongside many outside agencies from the Specialist Inclusion Support Service and the Specialist Assessment Service as well as other outside agencies and sharing and reviewing this information with teachers and parents/carers.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Making reasonable adjustments to enable all SEND students to join in the activities of the school together with students who do not have SEND, as far as is reasonably practical. We employ a number of Learning Support Assistants to support students across a range of curriculum subjects.
- Where appropriate, we provide equipment and resources to support all students to access their lessons alongside their peers by working alongside outside agencies and the local authority to secure appropriate funding.



- Providing a provision of targeted support for students with SEND e.g. Pastoral Managers, ASD Lead, Learning Support Assistants and SENDCO.
- Access to in school support for Social, Emotional, Mental, Health needs through help and guidance from the pastoral team, wellbeing practitioner and where appropriate through referrals to the Social, Emotional, Mental, Health Team and other outside agencies.
- Parents/carers of students with an Education, Health and Care Plan will take part in a SENCO led annual review, a term review and a parents' evening review. We provide students the opportunity to attend meetings and give their views on their education and its planning.
- For students with a SEND need the SENCO, Pastoral Manager and/or ASD Lead will be available to meet with parents/carers as and when required.
- Ensuring that appropriate staffing and funding is in place for students with SEND.
- Ensuring that all Trust Board members, particularly the member designated for SEND, are up-to-date and knowledgeable about the Trust's SEND provision and Inclusion overall by holding termly meetings between a member of the Leadership Team, the SENCO and the designated SEND member of the Trust Board.
- Involving the full Trust Board in the future development and monitoring of this policy.

6.2 We aim to ensure that the needs of students with SEND are identified early through assessment and appropriate provision made to meet their needs by:

- Identification of the primary area of need from the four broad categories of:
- Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health needs and Sensory and /or Physical needs
- Regular, careful monitoring of students' progress
- Differentiation of learning opportunities according to students' needs to help them make progress
- Making additional and/or different provision for students who have been identified as not making adequate progress
- Recognising students' strengths and areas for development and involving them in activities in school in order to help them develop as individuals
- Involving parents/carers/guardians and students working in partnership with the Trust.

7 OTHER MATTERS

7.1 This policy complies with:

- section 69 of the Children and Families Act 2014
- [regulation 51](#) and [schedule 1 to the Special Educational Needs and Disability Regulations 2014](#),
- section 6 of the [Special educational needs and disability code of practice: 0 to 25 years](#)

7.2 The Leadership Team will take active steps to ensure that staff are both aware of and adhere to the aims and stated outcomes that are contained in this policy.

7.3 Any complaints regarding the progress or treatment of any SEND student should first be addressed to the SENCO (Assistant Principal Inclusion and SENCO, or their deputy as may be required from time to time).

7.4 If a successful resolution is not reached, representations should then be made the Principal.

7.5 For further information, please refer to the Trust's Complaints Policy.

7.6 This policy should be read in conjunction with the Trust's Local SEND Offer.

8 AUTHOR

8.1 The owner of this policy is the Assistant Principal Inclusion and SENCO. They should be contacted for any points of clarification or suggested future amendments.



9 VERSION CONTROL

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