

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

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1. Aims

Our policy aims to:

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

Our Sapientia Education Trust Mission Statement

“To provide a world class education locally, enabling every pupil to flourish.”

At Sapientia Education Trust ('Trust'), we share a common belief that high quality education is broad ranging and embraces strong extra-curricular provision and have an expectation that all learners can and should achieve.

Our vision is for truly inclusive schools with the highest of aspirations, in which the needs of all children are met exceptionally well, including those with special educational needs and/or disabilities through an inclusive, broad, and balanced curriculum.

At the Trust, we believe that:

- Every Teacher is a Teacher of SEND; and
- Every Leader is a Leader of SEND

with an unwavering focus on all learners receiving the “Right Support, Right Place, Right Time”. (<https://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation/summary-of-the-send-review-right-support-right-place-right-time>)

We ensure that all learners can access the curriculum through excellent staff teacher training and development, combined with the use of evidence-based high-quality teaching approaches.

This includes the provision of reasonable adjustments and additional support where needed to meet the needs of all learners and bring about the best possible outcomes for children and young people from their individual starting points.

We champion equality and diversity, ensuring our schools are places where difference is celebrated.

Our Trust schools prioritise learners' personal development and wellbeing to ensure they can achieve their potential and are fully prepared for their next steps towards adulthood. (<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/inclusion-send/outcomes-across-age-ranges-children-and-young-people>)

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice ('Code of Practice') and the following legislation and guidance:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for learners with SEND and disabilities;
- The Special Educational Needs and Disability Regulations 2015, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report;
- The Equality Act 2010.

3. Definitions

A learner 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 the majority of 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 (available) for other children or young people of the same age by mainstream schools in respect of an identified learning difficulty or disability.

4. Roles and responsibilities

4.1 The SENDCO: Special Educational Needs Coordinator

The contact details for the SENDCO can be obtained from the school office or the school's general enquiries email address. They can also be found on the school website and within their SEND Information Report.

The SENDCO works alongside the Headteacher, Senior Leaders, Teachers, Support Staff and Trust colleagues including the Director of Inclusive Learning to determine the strategic development of the policy.

The SENDCO will:

- Work with the Headteacher, Senior Leaders and stakeholders to ensure the strategic development of the SEND strategy and provision in the school;
- Have day-to-day responsibility for both strategy and operation of this SEND policy and the coordination of specific provision made to support individual learners 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 learners with SEND receive appropriate support and high-quality teaching;
- Advise on the actions from primary/previous school ('Graduated Approach') to provide SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Work in partnership with parents to keep them informed of the provision that has been made for their child;
- Liaise with potential next providers of education, and prior settings, to ensure learners and their parents/carers are informed about options and a smooth transition is planned;
- Work with the Headteacher, Senior Leaders and Stakeholders 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 learners with SEND up to date; and
- Produce a SEND Information Report annually, to be then published on the school website.

4.2 The SEND Trustee Lead

The named SEND Trustee Lead is Roger Margand.

The SEND Trustee Lead will:

- Help to raise awareness of & champion SEND strategy to the Trust Board;
- Monitor the quality and effectiveness of SEND provision across the Trust and ensure that the Trust Board is appropriately updated;
- Ensure that provision of a high standard is made for learners with SEND;
- Be fully involved in developing, monitoring and subsequently reviewing SEND policy;
- Ensure that learners with SEND are fully involved in all school activities; and
- Have regard to the Code of Practice when carrying out these responsibilities.

4.3 The Director of Inclusive Learning

The Director of Inclusive Learning works within the Trust Central Education Team to support our schools to deliver World-Class education locally.

The Director of Inclusive Learning will

- Lead the strategic development of the SEND strategy and provision across the Trust;
- Work with Headteachers, SENDCOs and leaders to deliver the Trust SEND Strategy;
- Work with Headteachers, SENDCOs and leaders to determine the strategic development & implementation of the SEND strategy and provision within each school;
- Support school improvement through quality assurance, including SEND reviews, as part of the Education Team's Trust Improvement strategy;
- Develop and lead the Trust's teaching and learning strategy, with an initial focus on SEND and vulnerable learners;
- Work with school leaders to ensure that schools have research-informed, robust provision in place to support SEND and vulnerable learners;
- Lead SEND Networks across all phases to ensure that best practice is shared and disseminated;
- Plan and deliver staff training, Professional Learning and INSET as part of the Trust and the Sapientia Academy of Learning; and
- Review individual schools' SEND Information Report annually.

4.4 School Leaders

Leaders at all levels will:

- Work with the SENDCO and to determine the strategic development & implementation of the SEND strategy and provision within their school;
- Have overall responsibility for the provision and progress of learners with SEND as appropriate to their post;
- Ensure the SEND policy is fully adhered to by ensuring that there is a culture within the Trust whereby SEND is seen as a golden thread running throughout all school improvement and development activity as appropriate to their post;
- Keep their Line Manager and the Trust Board well informed about SEND within the school as appropriate to their post;
- Work closely with the SENDCO/SEND team and leaders; and
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

4.5 The Headteacher

In addition, **the Headteacher** will have overall responsibility for

- Managing all aspects of the school including the SEND provision;
- Keeping the Trust Board well informed about SEND within the school; and
- Ensuring the SEND Information Report is produced annually and published on the school website.

4.6 Classroom teachers

All Trust Classroom teachers will:

- Ensure the progress and development of every learner in their class through high-quality inclusive teaching strategies and personalised provision;
- Work closely with all support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Work with the SENDCO and parents/carers to review each learner's progress and development and advise on any changes to provision; and
- Ensure the SEND policy is fully adhered to by ensuring that there is a culture within the Trust whereby SEND is seen as a golden thread running throughout all work undertaken.

4.7 Learner-Facing Support Staff

Within our schools, we have a wealth of staff who work on-site alongside teachers to provide support to all learners both academically and in terms of personal development. Every member of staff is a role model to our learners.

All Trust Learner-Facing Support Staff will:

- Ensure the SEND policy is fully adhered to by ensuring that there is a culture within the Trust whereby SEND is seen as a golden thread running throughout all work undertaken;
- Ensure they have an effective knowledge and awareness of all SEND learners within their setting; and
- Work closely with all staff to ensure that the needs of all learners with SEND are effectively met across the school in all contexts.

At the Trust, we support all stakeholders to actively seek support and training to ensure that they have the appropriate knowledge and awareness of the needs of SEND learners.

5. Types of, and identification of, SEND

All of our schools 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; and
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

Accurate identification of need is critical to timely and proportionate SEND provision as part of the graduated response.

The accurate identification of SEND need requires a multi-pronged approach.

All schools make use of a range of information to establish learner strengths and barriers to learning, including but not limited to:

- Whole School Assessment Systems;
- Whole school standardised testing;
- Referrals/feedback from parents, learners or staff;
- The Graduated Approach;
- Observations in school to look at High Quality Teaching Provision;
- Observations of the learner within the wider school community;
- Team Around the Child discussions;
- Specialist agency input;
- In-house educational testing and assessment e.g. BPVS, CTOPP, TOMAL, WIIAT, WRIT; and
- Intervention base-line data where appropriate.

When deciding whether special educational provision is required, the Graduated Approach will be used to outline the desired outcomes, including the expected progress and attainment, and the views and the wishes of both the learner and their parents/carers.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether provision that is different or additional to is needed. A learner is recorded as having SEND only when additional and/or different provision is needed, outside of the whole school offer.

6. Consulting and involving learners, parents and carers

We recognise that parents and carers know their children best.

We also recognise the importance of person-centred planning in a manner which is age-and stage-appropriate.

Effective co-production is the foundation of developing successful home-school partnerships.

We will seek to involve parents/carers and learners in discussions about special educational provision at all stages. Parent and learner voice surveys are completed bi-annually by all schools within the Trust.

The results of these will then inform both the school's SEND action plan and the next steps.

Co-production will make sure that:

- Everyone develops a good understanding of the learner's current areas of strength and difficulty and where progress has been made since the last review (if applicable);
- We take into account the parents'/carers' views;
- We listen to and take into account the voice of the learner;
- Everyone understands what the desired outcomes are for the child within a specified time frame; and
- Everyone understands 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 learner will receive SEND support. This will be annually at the start of the academic year or when the learner is added to the SEND record.

The discussions between the school, parents/carers and the learner will form the basis of a 1-page profile, 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 learner to inform personalised high-quality teaching and provision across the school.

7. Monitoring and review

Our aim is that all learners access the **Right Support, Right Place, Right Time** to fully meet their needs and enable them to make progress and overcome the barriers to learning they may experience. We will follow the graduated approach (the four-part cycle of assess, plan, do, review,) reviewing the effectiveness of the support and interventions and their impact on the learner's progress on at least a termly basis.

Support Plans (or equivalent) will be reviewed with parents/carers and learners through the system of termly reviews in accordance with the SEND Code of Practice (DfE, 2015).

Education, Health and Care Plans (EHCPs) will be subject to formal annual reviews in line with statutory guidance.

At the point of review, school staff will work with the SENDCO to carry out a clear analysis of the learner's current needs. This may draw on:

- The teacher's assessment and experience of the learner;
- Their previous progress and attainment, attendance and behaviour;
- Other assessments, where relevant, such as, but not limited to, those conducted in relation to a specific intervention;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents/carers;
- The learner's own views; and
- Advice from external support services, where required.

Support and interventions will be clearly recorded through provision mapping and will be subject to impact evaluations on a termly basis.

A costed provision map will further include resources and costs so that the cost of interventions can be clearly reviewed and evaluated.

Costs should include staffing costs where appropriate.

Costed provision maps will be submitted to the Director of Inclusive Learning on a termly basis by the SENDCO.

8. Teaching and providing effective support for learners

8.1 Supporting learners moving between phases and preparing for adulthood

Transitions are important points in a child's educational journey. This can be especially true of learners who have a special educational need. At transition points we will also liaise in a timely and secure manner with learners' previous schools or future placement settings to ensure continuation of support and to ensure success for our learners. This will include Early Years settings, such as nurseries and pre-schools.

In addition to transition activities for all, SEND transition support may include:

- Visits to learners' schools/settings by staff from the new setting;
- Meetings between SENDCOs of previous/current and new setting;
- Parent/carer information and events;

- Additional induction sessions for learners with SEND;
- Other events appropriate to the school and context; and
- Other activities bespoke to the needs of individual learners with a high level of need.

8.2 Our approach to teaching learners with SEND

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

High quality, inclusive teaching is the primary learning diet for all learners with SEND. Trust teachers will plan carefully to ensure all learners can access the curriculum effectively.

All Trust staff receive regular CPD to ensure they can effectively meet the needs of learners 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.

8.3 Adaptations to the curriculum and learning environment

We believe that all learners have a right to access a high quality, inclusive, broad and balanced curriculum, regardless of SEND. There may be occasions where the nature of the child's SEND necessitates adaptations to the curriculum in order to support their needs.

8.4 Enabling learners with SEND to engage in activities available to those in the school who do not have SEND

As a Trust, we share a common belief that high quality education is broad ranging and embraces strong extra-curricular provision and have an expectation that all learners can and should achieve and have a right to access and enjoy the same activities.

This includes positions of responsibility, extra-curricular clubs, sports day, school concerts and shows, school visits and residential trips. No learner will be excluded from taking part or disadvantaged in these activities because of their SEND.

Monitoring of participation of learners in all personal development opportunities will be undertaken to identify and overcome actual and perceived barriers to both encourage and enable participation of learners with SEND.

All Trust schools have an accessibility plan ('Accessibility Plan') which is available on their website.

The Accessibility Plan will detail how the school is working to improve the physical environment to enable disabled learners to take better advantage of the education, benefits, facilities and services provided by the school as well as how they are improving the availability of accessible information for disabled learners.

8.5 Working with other agencies

Trust schools will work with a wide range of agencies, including those from health and social care, the local authority and voluntary sector organisations in meeting learners' 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.

Trust schools will always work in the best interests of the learner and will facilitate, as far as possible, the work of other agencies, adhering always to standards of data protection when sharing information and record keeping.

9. Monitoring arrangements for this policy

This policy will be reviewed annually and led by the Director of Inclusive Learning. It will also be updated if any changes to the information or statutory requirements/legislations are made during the year.

This policy will be approved by the Board of Trustees.

10. Complaints about SEND provision

Complaints about SEND provision in our schools should be made to the relevant school SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents and carers of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that a school has discriminated against their child. They can make a claim about alleged discrimination regarding:

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

11. Links with other policies and documents

This policy links to Trust policies/documents including but not limited to the following:

- Accessibility plans
- Behaviour policy

- Equality information and objectives
- Safeguarding policy
- Supporting learners with medical conditions.