



Special Educational Needs and Disability (SEND) Policy

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**** This policy is being reviewed. This version will remain current until the review is complete ****

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1. Introduction

This document is a statement of the aims, principles and strategies for supporting children with SEND who attend QEGSMAT schools.

This policy has been reviewed and has been impact assessed in the light of all other Trust policies and the Equality Act 2010.

This policy meets the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Disability and Equality Act 2010
- SEND Code of Practice 0-25 (2015)
- Academies SEND Information Report Regulations
- Child Protection and Safeguarding Policy
- Statutory guidance on supporting pupils at academies with medical conditions December 2015
- Accessibility plan
- Teachers' Standards

SEND is 'when a child or young person has a learning difficulty or disability which calls for special educational provision to be made for them'.

'Where a child or young person is covered by SEN and disability (SEND) legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' *SEND Code of Practice 0-25 (2015)*.

2. Aims and Ethos

This policy outlines the framework for each school within the Trust to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils and students including those with SEND.

Through successful implementation of this policy, the Trust aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between pupils/students with SEND and pupils/students without SEND

QEGSMAT delivers a whole Trust approach to supporting the needs of all children, including those with SEND. Good quality teaching is the first response and a clear focus on outcomes ensures attainment is tracked and reviewed regularly, ensuring any support is identified at the earliest opportunity.

In making provision for children and young people with SEND this policy and the school information report aim to:

- Ensure that all stakeholders, including staff, pupils, students and parents and carers have a clear understanding of the school approach to SEND support and provision.
- Ensure the duties set out in the SEND Code of Practice (2015) and the Equality Act (2010) objectives are fully met, enabling those with SEND full access to the normal activities of the school and those within the local offer.
- Develop a culture of high aspiration supported by high quality provision to meet individual needs.
- Promote early identification of need and appropriate intervention.
- Focus on outcomes that ensure successful preparation for adulthood.
- Involve children and young people and their parents/carers in the decision-making processes.
- Ensure that staff training aligns with the specific expertise and knowledge needed within the school to support the children and young adults with SEND.
- Facilitate collaboration between education, health and social services.
- Establishing effective and early systems in the identification and communication for SEND.
- Taking into account the wishes of the child concerned, in light of their age and understanding.

3. Definitions

Special Educational Needs Definition:

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of children of a similar age or;
 - Has a disability that prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions.

Disability Definition:

A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities. This definition includes sensory impairments. Progressive conditions, children with HIV, cancer or multiple sclerosis are protected by the Equality Act from the point of diagnosis. The extension of the disability definition to include issues of mental health and facial disfigurements which highlights the importance of recognising the 'impairment' can only be viewed within the context of its impact. *SEN Code of Practice January 2015.*

4. Special Educational Provision

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.

The SEND Code of Practice (2015) identifies four broad areas of need:

- Communication and interaction
 - For example, Autistic spectrum disorder, Asperger's syndrome, speech and language difficulties
- Cognition and learning
 - For example Dyslexia, Dyscalculia, Dyspraxia
- Social, emotional and mental health
 - For example, attention deficit hyperactivity disorder (ADHD), anxiety, depression
- Sensory or physical
 - For example, visual impairment, hearing impairment, processing difficulties, epilepsy

In deciding whether to make special educational provision the class teacher and SENCO will meet to gather evidence from a range of sources and views to agree outcomes and next steps. For children with 'higher needs' outside agency support and evidence from professionals will be gathered to inform any further actions and improve outcomes. SEND children are supported by a graduated approach in order to help all children who have SEND and their school adopt a graduated response that encompasses an array of strategies, recognising a continuum of SEND.

The following principles, shall be regarded:

- Provision for a child with SEND should match the nature of their needs
- There should be careful, regular recording of a child's SEND, the action taken and the outcomes

To ensure that parents, carers, pupils, students and teaching staff are clear about how they will meet the child's needs to reach expected outcomes the school implements the **graduated response** as outlined in the SEND Code of Practice (2015).

Assess the child's needs

Plan with parents/carers the interventions and support to be put in place, as well as the expected impact on progress, development, behaviour, along with a clear date for review

Do implement interventions with the support of the SENCO

Review the effectiveness of the interventions and make any necessary revisions

Where it is decided that a child does have SEND the information is included in the school records and parents/carers are informed.

Where a child continues not to make expected progress, despite appropriate interventions having been put in place the school will consider requesting specialist support from external agencies and/or make a referral to the Local Authority (LA) for an education, health and care needs assessment. It is the responsibility of the LA to take decisions relating to the assessment and content of an Education Health and Care Plan (EHCP). The school will contribute to this process in accordance with the SEND Code of Practice (2015) and statutory framework. Information of this process can be found in the local offer, detailed in the information report.

5. Other Agencies

When necessary and following a discussion with parents or carers the SENCO will engage with specialist external agencies to work with individual children. The SENCO will liaise with those specialist external agencies to seek support and guidance to meet an individual's needs.

The following are examples of the specialist external agencies whom the SENCO regularly liaises with:

- Academies Health
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officer (EWO)
- Specialist Teachers and Education Psychology Services (STEPS)
- Community Paediatricians
- Clinical Psychology
- Connexion's advisors
- Appropriate voluntary organisations
- Occupational therapy
- Physiotherapy
- Social Care
- Local offer
- Speech and Language Therapists (SALT)
- Transport

6. Information Report

The school publishes, reviews and updates annually the SEND information report on their website. The information report provides the details of how SEND needs are assessed, provided for and reviewed in consultation with parents, carers and other agencies, and details the local offer.

The report includes the specific school needs, training and expertise.

7. Accessibility

The school website publishes a copy of the Accessibility Plan which shows how they currently provide reasonable adjustments and intend to improve accessibility for children with a disability in the following areas:

- Improving the physical environment
- Making improvements in the provision of written information
- Improving access to the curriculum

8. Medical Needs

Each school recognises that some children with medical conditions need support to access the curriculum including physical education and off-site visits. Children with medical conditions may have special educational needs and a disability. For children with medical needs this policy is applied in conjunction with the Supporting Children with Medical Conditions Policy.

9. Roles and Responsibilities

The Trust will be responsible for:

- Taking necessary steps to ensure that children with disabilities are not discriminated against, harassed or victimised e.g. in line with the Trust's Equal Opportunities Policy.
- Determining the Trusts' general policy.
- Meeting the core aims of this policy by achieving the following strategic and measurable objectives:
 - To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'.
 - To monitor the progress of all children to aid the earliest possible identification of SEND.

The governing board will be responsible for:

- Determining the approach to provision for children with SEND, establish the staffing and funding arrangements and maintain a general oversight of the schools' work.
- Appoint a SEND link Governor to take particular interest in and closely monitor the schools' work on behalf of the SEND children.

The Headteacher will be responsible for:

- Ensuring that those who are teaching or working with children with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review children's progress during the academic year.
- Cooperating with the LA during annual EHCP reviews.

- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for looked after children (LAC), who will work closely with the SENCO to ensure that the needs of the children are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for children at risk of underachievement, as a core part of the schools' performance management arrangements.
- Ensuring that procedures and policies for the day-to-day running of the school does not directly or indirectly discriminate against children with SEND.
- Ensuring that teachers understand the strategies to identify and support vulnerable children and have an established understanding of different types of SEND.
- Ensuring that children with SEND and their parents/carers are actively supported in contributing to needs assessments and developing and reviewing EHCPs.
- Establishing and maintaining a culture of high expectations and including children with SEND in all opportunities available to other pupils/students.
- Ensuring that the approach to the curriculum includes how it is made accessible for children with SEND.
- Consulting health and social care professionals, pupils, students, parents and carers to ensure the needs of children with medical conditions are effectively supported.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on children's mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.

The SENCO will be responsible for:

- Collaborating with the governing board and Headteacher, as part of the SLT, to determine the strategic development of the SEND provision in the school.
- Working with the relevant Governors and Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND Policy.
- Coordinating the specific provision made to support individual children with SEND, including those with EHCPs.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the schools delegated budget and other resources to meet children's needs effectively.
- Liaising with the parents/carers of children with SEND.

- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that children and their parents/carers are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents, carers and other agencies, including SEND charities.
- Being familiar with the provision in the local offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that children with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all children with SEND up to date, in line with the Trust's Data Protection Policy.
- Informing the parents/carers of children with SEND, who do not have an EHCP, that SEND provision is being made.
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant staff.
- Supporting teachers in the further assessment of a child's particular strengths and weaknesses and advising on effective implementation of support.
- Annually updating the information report and ensuring this is available to parents via the school website.

School transfers/transitions:

- Smooth transition between year groups is important for all children. For children with SEND this process will be more disruptive. The SENCO will plan in advance for these transitional points and ensure transition meets the needs of the child.
- For children with SEND joining the school the SENCO will attend meetings at the current education setting to gather information such as assessments from external agencies, copies of EHCPs and medical needs etc., plan provision with parents/carers and arrange any necessary transition activities/opportunities. The SENCO may assess the child to supplement transfer information. The SENCO will ensure that all necessary information is recorded and shared with parents, carers and staff.
- When a child with SEND is transferring to another school the SENCO will liaise with parents/carers, other agencies and the receiving school SENCO. All relevant information will be sent to the receiving school within fifteen working days of the child enrolling at their new school.

Teachers will be responsible for:

- Planning and reviewing support for children with SEND on a graduated basis, in collaboration with parents, carers, SENCO and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving.
- Ensuring every child with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the children in their class.
- Being aware of the needs, outcomes sought, and support provided to any children with SEND they are working with.

10. Admissions

The Trust aims to meet the needs of children whose parents/carers wish to register them at the school if there is a place available and the admissions criteria are fulfilled. No child will be refused admission solely on the grounds that they have SEND. If a child or young person has an EHCP and it is proposed that the school is named in it, the school may make representations to the LA that a placement is incompatible with the efficient education of others, or the efficient use of resources and no reasonable steps may be made to secure compatibility.

11. Funding

The Trust is committed to ensuring that children with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible. It will work closely with its schools, health and social care services and pupils/students to get the right support.

12. Data Protection

All documents are stored in line with the Trusts policies on Data Protection and Acceptable Use of IT.

13. Complaints

If a parent/carers has a concern regarding their child's SEND they may wish to discuss this with the SENCO in the first instance. If the matter is not resolved, they may wish to discuss this with the Headteacher. Parents/carers may wish to refer to the formal Complaints Policy published on the Trust's website for full details of the procedure.