



Special Educational Needs and Disabilities (SEND) policy

Member of Staff Responsible	Chief Executive Officer and SENDCo Trust Lead.
Relevant guidance/advice/legal reference	Pays due regard to: The SEND Code of practice:0-25 Years, Jan 2015 The Equalities Duties Act 2010 Part 3 of the Children and Families Act 2014 and associated regulations
Approved by	Trust Board
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Date of Next Review	August 2024
Website	Yes (published annually)

This policy applies to all schools in The 3-18 Education Trust. It sets out the vision and aims of our work with our children and young people (CYP) with SEND. It is a standalone document, but it may be read in conjunction with other documentation – specifically the individual school’s SEND information report and the local offer by the local authority.

The local authority is responsible for the [local offer](#); this sets out the provision that the local authority expects to be available for CYP in Shropshire with SEND. It is published on the local authority’s website.

The SEND information report from each school outlines the school’s provision for CYP with SEND and how the school implements this policy. This is updated annually and published on each school’s website. For greater detail on the individual school, please refer to the SEND information report,

Section 1.3 provides further information on the respective roles of the trust, the local authority, the school and key staff.

Statements of intent and principles

Our trust mission: To celebrate the diverse nature, culture and identity of our individual schools, whilst enjoying the benefit of the team, so that each school is reciprocal in their support for one another and achieves together.

Our trust vision for SEND: Through fostering collaboration and shared principles, our goal is to cultivate a collective sense of responsibility amongst all members of our school communities for meeting the needs and aspirations of all our children and young people (CYP), in particular, those with SEND.

Our aspiration is to forge an inclusive and nurturing educational environment that enables every CYP, including those with SEND, to excel academically, socially, and emotionally. Together, we are committed to empowering each individual with a spectrum of choices and opportunities as they progress through their education and into adulthood, all the while celebrating their unique abilities.

This SEND Policy should be read in conjunction with the individual schools' SEND Information Report

Statutory Guidance

This policy was developed in consultation with staff and CYP of the trust's school community and pays due regard to the relevant guidance stated on the front page.

Underlying principle: All teachers are teachers of Special Educational Needs:

Every teacher is responsible and accountable for the progress and development of all CYP in their class including those CYP who access support from teaching assistants or specialist staff. Whilst the SENDCo at each school is responsible for overseeing the strategy and provision for SEND, the responsibility of support and monitoring individual CYP remains with their teacher.

We believe in being inclusive through providing support to those that need it and simultaneously being ambitious for our CYP. This ethos is the golden thread which defines our work and is woven into the leadership and management of our school's approach to SEND.

High Quality Teaching

High quality teaching is that which is adapted to meet the needs of the majority of CYP. Some CYP will need something additional to and different from what is provided for the majority of CYP; this may include provision outside of the mainstream classroom. This is special educational provision and we will use our best endeavors to ensure that provision is made for those who need it.

Provision for CYP with special educational needs or disability

We aim to ensure that the necessary provision is made for any CYP who has a special educational need or disability. The staff and governors of our schools aim to secure choices and opportunities for all CYP with SEND to enable them to reach their full potential. These young people are fully included within the school community and are provided with the same opportunities as all other young people through our inclusive ethos. Reference in our trust name to the age range (3-18) demonstrates that inclusive ethos i.e. the only dimension which defines the intake is an age range. Our purpose is

therefore to enable our CYP to make successful transitions between educational establishments (as they transition through phases) and ultimately into adult life. Meeting the needs of CYP with SEND requires partnerships between all those involved – the child or young person themselves, parents/carers, Local Authority (LA), school, children’s services and other relevant agencies.

In addition to the Board of Trustees, Local Governing Body, Head Teacher, SLT and SENDCo, all members of staff have important responsibilities.

1 Aims and Objectives

1.1 Aims

To provide the structure for a person-centred process that engages CYP, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the individual school and where appropriate, consistent across all schools in the trust. This is to ensure all our CYP are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

1.2 Objectives

This policy reflects the principles of the 0-25 SEND Code of Practice (2015). These are to:

- ensure that we meet the Equality Act 2010 duties for CYP with disabilities.
- enable us to meet the needs of CYP with special educational needs.
- consider the views of the CYP with special educational needs and to consult individual parents/carers.
- encourage excellent communication and partnerships with parents/carers of CYP with special educational needs.
- facilitate full access to a broad, balanced, relevant and appropriate curriculum for CYP with special educational needs.
- make arrangements to support CYP with medical conditions and to have regard to statutory guidance supporting CYP at school with medical conditions (in conjunction with the ‘Supporting CYP with Medical Needs’ policy).
- implement a graduated approach to meeting the needs of CYP using the Assess, Plan, Do, Review process.
- develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- employ a collaborative approach with learners with SEND, their families, staff within school, other external agencies including those from Health and Social Care.
- set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- share expertise and good practice across the schools and learning communities.
- make efficient and effective use of school resources.
- have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs.

1.3 Roles and Responsibilities

The Board of Trustees:

The Board of Trustees has ultimate responsibility for the following legal duties under the Children and Families Act 2014. The Trustee responsible for overseeing SEND is **Ann O'Brien**. The board then collaborates with the Local Governing Body of each school to:

- use best endeavors in exercising their functions to ensure that the necessary special education provision is made for any CYP with SEND.
- ensure that parents/carers are notified by the school when special educational provision is being made for their child.
- ensure that the person responsible makes all staff that are likely to teach the CYP aware of the CYP's SEND.
- ensure that the teachers in the school are aware of the importance of identifying CYP who have SEND and of providing appropriate teaching.
- ensure that there is a qualified teacher designated as Special Educational Needs and Disability Coordinator (SENDCo) for the school. The SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- ensure that CYP with a SEND join in the everyday activities of the school together with CYP without a SEND, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other CYP and the efficient use of resources.
- take account of the 'SEND Code of Practice' (2015) when carrying out their duties towards all CYP with a SEND.
- ensure the school produces and publishes online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014 and ensure the school has arrangements in place to support CYP with medical conditions (section 100 Children and Families Act 2014).

NB Before naming the school on an EHCP, the local authority must consult the governing body of the school (the authority for which is delegated through the headteacher to the SENDCo) and the school will cooperate with the local authority in developing the local offer.

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for CYP with special educational needs.

SENDCo:

In collaboration with the governing body, the SENDCo determines the strategic development of the SEND policy and provision for their individual school with the ultimate aim of working towards our vision.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual CYP, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for CYP with special educational needs.

Through analysis and assessment of CYP's needs, and by monitoring the quality of teaching and standards of CYP' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all CYP is given equal priority. The principal responsibilities for the SENDCo include:

- overseeing the day-to-day operation of the SEND policy.
- coordinating provision for SEND CYP and reporting on progress.
- advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review;
- advising on the deployment of the school's delegated budget and other resources to meet CYP' needs effectively.
- monitoring relevant SEND CPD for all staff.
- managing staff who are responsible for supporting young people with special educational needs; this may include reference in performance management to their support and management of pupils with SEND.
- overseeing the records of all CYP with SEND and ensuring they are up to date.
- liaising with parents/carers of CYP with special educational needs.
- contributing to the in-service training of staff.
- being a point of contact with external agencies, especially the local authority and its support services.
- liaising with primary schools and other secondary schools.
- liaising with potential next providers of education to ensure a CYP and their parents/carers are informed about options and a smooth transition is planned.
- monitoring the impact of interventions provided for CYP with SEND.
- leading on the development of high quality SEND provision as an integral part of the school improvement plan.
- working with relevant members of the SLT and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Support Staff:

- All staff are aware of the individual school's SEND policy and the procedures for identifying, assessing and making provision for CYP with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual CYP. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable CYP and their knowledge of the most frequently encountered SEND.
- Class teachers are responsible for measuring the progress of all CYP, including those with SEND. Where progress is not being made at the expected level, class teachers are responsible for implementing the graduated cycle of ASSESS, PLAN, DO, REVIEW with the

support of the SENDCo.

- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to CYP' diverse needs to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the CYP's needs, drawing on the teacher's assessment and experience of the CYP as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, CYP response and progress in order to contribute effectively to the graduated response of Assess, Plan, Do, Review.

2 Identifying and supporting Special Educational Needs and Disabilities

CYP have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him/her/them, namely provision which is additional to or different from that normally available in a differentiated curriculum. In line with the SEND Code of Practice 2015, Our schools regard CYP as having SEND if they:

- a) have a significantly greater difficulty in learning than the majority of CYP of the same age, or;
- b) have 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 or mainstream post-16 institutions;

The school will consider the SEND Code of Practice 2015 when carrying out its duties towards all CYP with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a CYP's school career when they are identified as having SEND. CYP must not be regarded as having a learning difficulty solely because the language or form of language spoken in their home is different from the language in which they will be taught. CYP identified with a SEND will be provided with intervention and/or support that is *additional to or different from* the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many CYP with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

3 Areas of Special Educational Need

Under the SEND Code of Practice 2015 CYP identified as having a special educational need will be considered within one or more of the categories – see **Appendix 1**

4 A Graduated Response to SEND

4.1 Early Concerns

The progress made by all CYP is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used and outcomes where appropriate. This can then be used in later discussions if concerns persist.

4.2 How we identify and support CYP with SEND

All CYP' attainment and achievements are monitored by their teacher who must provide high-quality teaching and learning opportunities, differentiated for individual CYP. Where a CYP is making inadequate progress or falls behind their peers, additional support is provided under the guidance of the class teacher. Adequate progress could:

- be similar to that of peers
- match or improve on the CYP's previous rate of progress
- close the attainment gap between the CYP and their peers
- prevent the attainment gap growing wider

Where CYP continues to make inadequate progress despite support and high-quality teaching, the class teacher will work with the SENDCo to assess if a CYP has a significant learning difficulty and agree appropriate support. This would be classed as SEND support and these children are included in the school's Additional Needs Register.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the CYP's parents/carers.

4.3 The Assess, Plan, Do, Review Cycle



Where a CYP is identified as having SEND, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP's needs and of what supports the CYP in making good progress and securing strong outcomes. This is known as the graduated approach – Assess, Plan, Do, Review.

See **Appendix 2** for more information

4.4 Exit Criteria

When a CYP has made sufficient progress in their area of need that they no longer require any

provision that is *different from* or *additional to* that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement the CYP will be removed from the school's 'Additional Needs' register.

5 Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the CYP, the child has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment.

Where a CYP has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools hold annual review meetings on behalf of the LA and complete the appropriate paperwork for this process. These are held in collaboration with parents/carers and, where appropriate, the individual CYP.

6 Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all CYP including those with a SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that CYP with a SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate CYP progress and to meet CYP needs.

7 Supporting CYP and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At our schools, we endeavour to support parents/carers so that they can:

- feel fully supported and taken seriously should they raise a concern about their child.;
- recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- understand procedures and documentation.
- make their views known about how their child is educated.
- access information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo at least once a year formally and also informally when needed.

Parents/carers are also encouraged to visit the Shropshire Council Local Offer website <https://www.shropshire.gov.uk/the-send-local-offer/>. This website provides valuable information about support, services and activities available for CYP with SEND and their families.

8 Children in Care

When a child is in care, the carers are afforded the same rights and responsibilities as parents. All Trust schools have both a designated teacher for Looked after Children and a Governor for Special Groups which includes children looked after and SEND children.

9 Children and Young Person's Voice

We hold the views of CYP in high regard and recognise the importance of understanding CYP views in promoting the best CYP outcomes. CYP are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, and at the end of a targeted intervention.

10 Partnership with External Agencies

Schools are supported by a wide range of different agencies and teams. The SEND Information Report details which agencies the school has worked with in the last 12 months. Each report can be found on the individual school's website and is updated annually.

11 Transition

A change of school, class and staff can be an exciting, yet anxious time for all CYP. We recognise that this can be incredibly challenging for some CYP with a SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to CYP and families. We liaise closely with previous settings, parents/carers and CYP during these transitions. We will do the same when a CYP with SEND leaves our schools and all information is transferred to the new setting. This will be overseen by the SENDCo and any other member of staff overseeing transition.

12 Training and Resources

12.1 Resources

Resources are allocated to support CYP with identified needs. Support may take the form of differentiated work in class, support from a member of staff in focused intervention in groups, or for individuals within a classroom setting. Specialist equipment, books or other resources that may help the CYP are purchased as required.

12.2 Training

- All staff at the school engage in staff meetings where Quality First Teaching is addressed.
- The SENDCo, SLT and teachers provide regular CPD to other staff in school in specific aspects of meeting the needs of CYP with SEND.
- All staff have regular CPD meetings. The progress of all CYP, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual CYP needs as necessary.
- Teaching assistants are engaged in ongoing training.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a CYP.

13 Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support CYP with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such CYP.

Where CYP also have a SEND, their provision should be planned and delivered in a coordinated way. For those CYP with an EHCP, this will be used as it brings together health and social care needs and their special educational provision.

Our schools recognise that CYP at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some CYP with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Please see the school's 'Supporting CYP with Medical Needs' policy for further details.

14 SEND Information Report

The school will ensure that the SEND Information Report is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for CYP with a SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

15 Monitoring and Accountability

15.1 Accessibility

Our Trust Schools are compliant with the Equality Act 2010 and Accessibility legislation. Each school has an accessibility plan which can be accessed on the school's website.

15.2 Storing and Managing Information

CYP SEND records will be kept in accordance with the Data Protection policy which is available on the trust website (as well as on each school's website).

15.3 Responding to Complaints

In the first instance, complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before a tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Appendix 1

Areas of Special Educational Need

Under the SEND Code of Practice 2015 CYP identified as having a special educational need will be considered within one or more of the categories of need:

Cognition and Learning:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder

Communication and Interaction needs:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

Appendix 2

Assess and Plan:

- In identifying a CYP as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the CYP's needs. This should draw on the teacher's assessment and experience of the CYP, their previous progress and attainment, as well as information gathered from other areas of the school.
- Parents' views and experience, the CYP's views and, if relevant, advice from external support services will be recorded. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create a graduated support plan.
- The graduated support plan will be reviewed regularly to ensure support and intervention are matched to need and barriers to learning are identified and overcome, so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the CYP responds to an intervention.

Do and Review:

- The class teacher remains responsible for working with the CYP on a daily basis and will work closely with staff who support specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the class teacher in the further assessment of the CYP's needs in problem solving and advising on the effective implementation of support.
- The review will evaluate the impact and quality of the support and interventions.
- This review will feed back into the analysis of the CYP's needs, then the class teacher, working with the SENDCo, will revise the support considering the CYP's progress and development.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.