**POLICY
DOCUMENT**

Special Educational Needs
Needs Policy

Document Owner:	Trust Board
Responsible Trust Committee:	Trust Board
Date Approved:	Lent Term 2021 – subject to approval by Trust Board
Review Date:	Lent Term 2022

APPROVED Signature (Trust Board):	DATE ( )

1.   Other relevant policies and documents

- SEND Information Reports
- Accessibility Plan (SET Beccles School)
- Accessibility Plan (SET Ixworth School)
- Accessibility Plan (SET Saxmundham School)
- Admissions Policy (SET Beccles School)
- Admissions Policy (SET Ixworth School)
- Admissions Policy (SET Saxmundham School)
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Disciplinary Policy
- Educational Trips and Visits Policy
- Equalities Policy (Students)
- Equalities Policy (Employees)
- First Aid Policy
- Harassment Policy
- Managing Violence in Schools Policy
- Recruitment Policy
- Safeguarding Policy
- SMSC Policy
- The SEN Code of Practice, January 2015
- Children's Act 1989
- Children and Families Act 2014
- Equalities Act 2010
- Supporting Pupils at School with Medical Conditions 2014
- Special Educational Needs and Disability Regulations 2014

2.   Explanation of terms used in the policy

'Trust' = Seckford Education Trust
'School(s)' = schools within the Trust
'Inclusion' = ensuring all students participate and are not excluded from the culture, curriculum and community of our Schools
'EHC Plans' = Education, Health and Care Plans. These replace statements from September 2014
 'PEP' = Personal Education Plans
 'CAMHS'= Child and Adolescent Mental Health Services
'DME'= Dual and Multiple Exceptionalities

A comprehensive glossary of SEND terms is available from the government's website: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/343785/sen-Glossary_and_useful_Websites.pdf

3. Purpose of the policy

Our SEND policy and information report aims to:

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

This policy covers the Trust and all its schools and as such there is no need for each School to have its own policy.

The detailed procedures to be followed are set out in the Procedures section of this document.

4. Policy statement

Our vision is for truly inclusive schools, where the needs of all children are met exceptionally well, including vulnerable learners, those from potentially disadvantaged backgrounds, those with special educational needs and/or disabilities and the most able.

Our approach to curriculum is inclusive and built on the premise that all pupils and students have an entitlement to powerful knowledge and an excellent education. This is key to social justice.

Through excellent teacher training and development and the use of evidence based teaching approaches we ensure that all learners can access the curriculum, providing additional support where needed to meet children's needs.

As part of our approach to inclusion we also champion equality and diversity, ensuring our schools are places where difference is celebrated. Our schools also prioritise pastoral support and students' & pupils' personal development and wellbeing to ensure they are able to achieve their potential. We believe that our schools can be truly inclusive whilst also having an academic vision where children achieve highly.

Our ambitions are high for all pupils and students. We believe in a learning environment where every student can participate and achieve irrespective of their barriers. The Trust and its schools are committed to empower students to overcome such barriers and reach their full potential. We promote independence in each and every young person by encouraging them to take ownership of their learning.

Our vision is such that the Seckford Education Trust will provide a range of educational settings to meet the needs of each and every student that would like to attend a school within our Trust. To achieve this we are now working with Suffolk County Council to become a specialist provider at each of our 5 Schools.

5. Responsibilities

5.1 Legislation & Guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The Equality Act 2010
  This policy also complies with our funding agreements and articles of association.

5.2 Definitions

A pupil 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 for other children or young people of the same age by mainstream schools.

5.3 Roles and responsibilities

The SENCO

The contact details for the SENCO can be obtained from the school office or each school's general enquiries email address. They can also be found on school websites and in the SEND Information Reports.

They will:

- Work with the Trust Leadership Team, heads of school, and the designated SEND Trustee to determine the strategic development of the SEND strategy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co- ordination of specific provision made to support individual pupils and students with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils and students with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' and students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education, and also prior settings, to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Trust Leadership Team and the head of school 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 pupils and students with SEND up to date.
- Produce a SEND Information Report annually, which will be published on the school website.

The SEND Trustee

The SEND Trustee will:

- Help to raise awareness of SEND issues at Trust Board and spotlight meetings.
- Monitor the quality and effectiveness of SEND provision across the schools and update the Trust Board on this.
- Work with the heads of school and SENCOs to determine the strategic development of the SEND strategy and provision in each school.
- Review the SEND Information Report annually.

The Head of School

The head of school will:

- Work with the SENCO and SEND Trustee to determine the strategic development of the SEND strategy and provision in the school.
- Have overall responsibility for the provision and progress of pupils and students with SEND.
- Ensure this policy is followed.
- Ensure the SEND Information Report is produced annually and published on the school website.

Class teachers

Each class teacher is responsible for:

- The progress and development of each and every young person in their class.
- 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.
- Working with the SENCO to review each pupil's and student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

6. Types of, and identification of SEND

6.1 The kinds of SEND that are provided for

Our schools currently 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, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

6.2 Identifying pupils and students with SEND and assessing their needs

We will assess each on entry, through a baseline assessment approach, which will build on previous settings and Key Stages, where appropriate. At transition points we will also liaise with pupils' and students' previous schools, where they are joining us from a different educational provider.

Class teachers will make regular assessments of progress for all pupils and students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap;
This may include progress in areas other than attainment, for example, social or emotional needs.

Slow progress and low attainment will not automatically mean a pupil or student is recorded as having SEND, but effective steps should be taken to exclude the possibility of SEND as a barrier to more rapid progress.

When deciding 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. A pupil and student is recorded as having SEND only when additional or different provision is needed, outside our core offer.

7.   Consulting and involving pupils, students and parents

We will offer varied opportunities for effective parent-school communication in order to involve parents in school and develop successful home-school partnerships. These opportunities will take into account the age of pupils and also the needs of the parent community.

We will have an early discussion with the pupil and student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's and student's areas of strength and difficulty.
- We take into account the parents' and carers' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's or student's record and given to their parents. We will formally notify parents when it is decided that a pupil or student will receive SEND support.

8.   Monitoring and Assessment

Assessing and reviewing pupils' and students' progress towards outcomes.

Our aim is that each and every young person access the right support and at the right time, to fully meet their needs.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's and student's needs. This will draw on:

- The teacher's assessment and experience of the pupil and student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents and carers.
- The pupil's and student's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly and should be updated at regular strategic intervals to allow for timely review of the provision and further planning.

All teachers and support staff who work with the pupil or student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Pupils and students are individuals and as such will have different needs. The appropriate support will vary pupil by pupil and student by student. This is why it is essential to monitor impact and effectiveness. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's and student's progress.

Support and interventions will be clearly recorded through provision mapping. Regular review of the impact of interventions and support will be captured on each school's provision map. Provision maps will also include resources and costs so that the cost of interventions can be clearly reviewed and evaluated. Costs should include staffing costs where appropriate.

9. Teaching and providing effective support for pupils

9.1 Supporting pupils and students moving between phases and preparing for adulthood

Transitions are important points in a child's educational journey. This can be especially true of pupils and students who have a special educational need. We will share information with the school, college, or other setting the pupil and student is moving to.

We will agree with parents/carers & pupils/students which information will be shared as part of this. We will also collect appropriate information from pupils' and students' previous schools or educational settings when they join us. This will include Early Years settings.

Transition support may include:

- Visits to pupils' and students' schools/settings.
- Meetings with SENCOs.
- Parent and carer information and engagement events.
- Induction/taster sessions.
- Additional induction sessions for pupils and students with SEND.
- Welcome packs for parents and carers.
- Information shared through websites.
- Open evenings/events.
- Other events appropriate to the school and context.

9.2 Our approach to teaching pupils and students with SEND

Teachers are responsible and accountable for the progress and development of all the pupils and students in their class.

High quality teaching is our first step in responding to pupils who have SEND. Our teachers will plan carefully to ensure each and every young person can access the curriculum effectively.

Additional support will be provided, based on individual pupils' and students' needs.

We may provide the following interventions (this is not an exhaustive list and pupils and students would be offered interventions on an individual need basis):

- Support from a classroom assistant.
- 1:1 support.
- Small group support.
- Assistive technology e.g. reader pens, voice to text software.
- Provision of specific support programmes (that have a good evidence base) e.g. RWInc, Lexia, Zones of Regulation.

9.3 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' and students' needs are met:

- Adapting teaching to ensure all pupils and students are able to access it, for example, giving longer processing times, pre-teaching key vocabulary, reading instructions aloud, adapting activities etc.
- Adapting our teaching resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc as appropriate based on individual needs and an evidence base.
  We believe that all pupils have a right to access a high quality, knowledge rich curriculum, regardless of SEND.

9.4 Working with other agencies

Our schools will work with a wide range of agencies, potentially including health and social care, the local authority and voluntary sector organisations in meeting pupils' and students' SEND and supporting their families.

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

10. Monitoring arrangements for this policy and Complaints

This policy will be reviewed every year, with input from the Trust Leadership Team. It will also be updated if any changes to the information or statutory requirements/legislations are made during the year.

It will be approved by the board of trustees.

Complaints about SEND provision

Complaints about SEND provision in our schools should be made to the SEN<mark>Co</mark> in the first instance. They will then be referred to the Trust's complaints policy.

The parents of pupils and students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that one of our schools has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Complaints that are in the public interest and relate to suspected malpractice may be appropriate to raise under the Trust's Whistleblowing Policy.

11.	Compliance and performance monitoring

The Trust Board will review this policy on an annual basis and ensure that practice across all schools is in line with this policy and with current legislation.

The Trust has identified a range of Assurance Methodologies as tools by which compliance with polices can be tested. Those most relevant to this policy include:

- External Audit
- Internal Audit
- Governor visit/report
- Random testing by line managers