Tudor Grange Academies Trust

Special Educational Needs and Disabilities (SEND) Policy

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This policy should be read in conjunction with the SEN Information Report, which contains more detailed information on the implementation of the SEND policy at each individual Academy within the Trust. This can be found on the Academy's website.

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1 Introduction

1.1 This policy refers to children and young people with special educational needs and disabilities (SEND), including why and how Trust Academies work with them. The guiding principle informing this policy is to ensure that children and young people with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the Academy community. This policy is also reflective of safeguarding as per Keeping Children Safe in Education.

1.2 The Children and Families Act 2014 states that a child has special educational needs (SEN) if he/she has 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 children in the same age group, or a disability which either prevents or hinders him/her from making use of facilities of a kind generally provided for children of the same

age group in mainstream schools. Special educational provision includes that which is additional to, or different from, the provision generally made for pupils of the same age.

1.3 The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

1.4 It is therefore possible to be disabled under the Equality Act 2010 and not have SEN, and vice versa. It is also possible to be both disabled under the Equality Act 2010 and have SEN. The Trust accepts that a medical diagnosis may mean that a child is disabled but does not necessarily have SEN. Academies will always consider the child's educational needs as well as a medical diagnosis or disability.

1.5 Pupils with SEND could have difficulties with one or more of the following four areas of need:

- cognition and learning;
- communication and interaction;
- social, emotional or mental health;
- sensory and/or physical.

2 Aims

The aims of this policy and our SEN Information Report are:

- to ensure that the Trust complies with and implements effectively the requirements of the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice 2015 and any other statutory guidance;
- to ensure that every pupil with SEND has the maximum opportunity to make progress so that they:
  - achieve their best;
  - become confident individuals and live fulfilling lives;
  - make a successful transition into becoming an adult – whether that is into further and higher education, training or work.
- to set out how the Academy will support and make provision for pupils with SEND.

3 The objectives of the Board of Trustees in making provision for pupils with SEND are to:

- do its best to ensure that the necessary provision is made for any pupil who has SEND;
- ensure that arrangements are in place to carry out functions in respect of meeting the needs of SEND pupils and have regard to statutory guidance;
- ensure all Academies in the Tudor Grange Academies Trust meet their duties with regard to meeting the needs of SEND pupils;
- ensure that policies and procedures are in place to meet the needs of all SEND pupils;
- ensure that all Academies have a SENCo who has or is working towards the National Award for SEN Co-ordination;
- ensure that SEND pupils' wishes and feelings are considered in relation to their provision;
- monitor the work of the Executive Trust Lead SENCo and support and challenge on matters relating to SEND;
- ensure that any weaknesses brought to its attention relating to SEND are addressed;

- have regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEND.

4 Co-ordination and implementation of the Trust's special educational provision

4.1 All Tudor Grange Academies will have a named Special Educational Needs Co-ordinator (SENCo).

4.2 The Executive Trust Lead SENCo and Trust Primary Lead SEND provide ongoing support and advice for Academies within the Trust.

4.3 Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching (QFT) is the first step in responding to pupils with SEND. This will be differentiated for individual pupils where necessary. Information regarding SEND and interventions will be recorded and updated on the SEND register. Staff are required to consult this register to support their teaching and further interventions.

4.4 The Trust has regard to all the requirements of the SEND Code of Practice (2015). The SEND Code of Practice promotes a cyclical and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help children who have SEND:

- achieve the outcomes that have been set for them;
- make progress against the planned milestones, in line with the outcomes set;
- successfully access an appropriate and broad curriculum.

4.5 The graduated response to meeting individual needs begins once it is decided that a pupil may have SEND, and SEND provision is made for that pupil. The key objective is to establish if the pupil is not achieving the agreed outcomes, making at least adequate progress, or is unable to access the curriculum. The approach follows an 'Assess – Plan – Do – Review' cycle. The Academy will inform the pupil's parents/carers as the Academy starts making provision, and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

4.6 The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each pupil and the way they teach. All teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn and to personalise teaching and learning.

4.7 Strategies and interventions used are recorded and shared with staff as a teaching and planning tool. Intervention packages will vary according to the level and type of need and interventions can be employed across the four areas of need.

5 Identification of special educational needs

5.1 All teachers at Tudor Grange Academies are teachers of pupils with SEND. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils. The SENCo will be alerted to newly arising concerns.

5.2 The Trust's system for regularly assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. This may include pupils whose progress is significantly slower than their peers starting from the same

baseline, those who are not matching their previous rate of progress and those who have an attainment gap between them and their peers that is widening or failing to close. Information considered may include:

- assessment results;
- standardised screening and assessment tools;
- observations of social and emotional development;
- existing Education, Health and Care Plan (EHCP) and/or external agency reports;
- assessments by a specialist service, identifying additional needs;
- the views and experience of parents/carers and the child themself.

5.3 Slow progress and/or low attainment does not automatically mean a child has SEND. In order to make progress a child may only require the teacher to adjust their teaching and offer different levels of support in the classroom. Under these circumstances, a child's needs should be provided for by the class teacher within the whole class planning. (Please see the SEN Information Report for more information).

5.4 Where progress remains unsatisfactory, further intervention in a small group or individually may be appropriate and this will be provided under the direction of the SENCo.

5.5 Should progress remain poor, or where the need is identified as being severe, additional support will be provided at SEN Support level.

5.6 **SEN Support**

Provision at this level often includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the Academy about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. The SENCo will inform parents/carers of such interventions and of the progress made.

5.7 **Statutory assessment**

For a child who is not making adequate progress, despite a period of support on SEN Support, and in agreement with the parents/carers, the Academy may request the LA to make a statutory assessment in order to determine whether it is necessary for the student to receive an EHCP. The Academy is required to submit evidence to the LA. The LA will then make a judgment about whether the child's need can continue to be met from the resources normally available to the Academy. This judgment will be made using the LA's current criteria for making a statutory assessment.

5.8 **Education, Health and Care Plans (EHCP)**

A child who has an EHCP will continue to have the arrangements as for SEN Support, as well as additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. Interim reviews will also be carried out when necessary. Interim or early reviews are called where the Academy identifies a pupil who is at serious risk of disaffection or exclusion, and it is suspected that the existing provision may no longer be appropriate.

5.9 For pupils who are placed on SEN Support or who have an EHCP, their name and needs will be recorded on the Academy's SEND register and the Academy will contact parents/carers to inform

them of the proposed support and to give them an opportunity to express their opinions and wishes.

5.10 Wherever possible, secondary SENCos will attend Year 6 annual reviews of pupils' EHCPs that name the Academy. SEND staff also liaise with feeder academies/schools/nurseries in the summer term to identify and plan to support children with known SEND.

5.11 Results from the previous Key Stage assessments are used to identify pupils working below national expectations.

5.12 Parents/carers are encouraged to contact the SENCo if they have concerns about the progress of their child.

6 Staffing arrangements

6.1 Different aspects of SEND provision are supported by teachers, support staff, specialist services and health professionals.

6.2 The SENCo is Amie Rhone and is responsible for:

- overseeing the day-to-day operation of the Academy's SEND policy;
- ensuring the Academy's SEN Information Report and Accessibility Plan are regularly reviewed and updated;
- working with the Principal and Executive Trust Lead SENCo to determine the strategic development of SEND provision in the Academy;
- providing professional guidance to colleagues to ensure that pupils with SEND receive appropriate support and QFT;
- managing and supporting support staff in the delivery of interventions and support;
- coordinating provision for pupils with SEND;
- advising on the graduated approach to providing SEND support and the deployment of the Academy's SEND budget and resources in order to meet pupils' needs effectively;
- overseeing the records on all pupils with SEND and ensuring they are kept up to date;
- liaising with parents/carers of pupils with SEND;
- contributing to the in-service training of staff, keeping up to date with new initiatives to support pupils with SEND and sharing good practice with staff;
- liaising with external agencies, including educational psychology services, health and social services and voluntary bodies;
- liaising with previous and future education providers to ensure smooth transitions between establishments;
- working with the Principal and Executive Trust Lead SENCo to ensure the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

6.3 The Executive Trust Lead SENCo is responsible for:

- monitoring the delegated responsibilities for SEND in the scheme of delegation;
- raising awareness of SEND issues with the Principal, the Executive Board Education (EBE) and the Educational Performance Committee (EPC);
- monitoring the quality and effectiveness of SEND provision within the Academy and updating the Principal, the EBE and the EPC on this;

- working with the Principal and SENCo to determine the strategic development of SEND provision in the Academy;
- providing information for the CEO's reports to the EPC;
- regularly reviewing and updating the Trust SEND policy;
- determining the key responsibilities of the SENCo and monitoring the effectiveness of the SENCo in undertaking those responsibilities;
- making sure that all staff are aware of the importance of identifying and making provision for pupils with SEND;
- making sure that parents/carers are notified of a decision by the Academy that SEND provision is being made for their child;
- making sure that pupils with SEND join in the activities of the Academy together with pupils who do not have SEND, so far as is reasonably practical and compatible with the pupil receiving the SEND provision, what their learning needs call for, and the efficient education of the pupils with whom they are educated, and the efficient use of resources;
- making sure that, where the Academy has been informed by the Local Authority (LA) that a pupil has SEND, those needs are made known to all who are likely to teach them.

6.4 The Local Governing Body is responsible for:

- supporting the school with required actions from the CEO's reports to the EPC;
- gathering pupil voice to contribute to the monitoring of priorities for SEND pupils;
- tracking themes in parental complaints in relation to SEND;
- reporting any serious or persistent concerns to the Board of Trustees.

6.5 The Principal is responsible for:

- ensuring that the SEND policy is fully implemented and followed by all staff;
- determining the role of the Special Educational Needs Co-ordinator (SENCo) in relation to the leadership and management of the Academy;
- working with the SENCo and Executive Trust Lead SENCo to determine the strategic development of SEND provision in the Academy;
- responding to any concerns raised by the LGB in relation to the CEO's reports to the EPC;
- overall provision and progress of learners with SEND;
- consulting the LA and Governing Bodies of other local schools when it seems to be necessary or desirable, so as to co-ordinate SEND provision in the local area;
- providing the appropriate information to the LA for inclusion in the Local Offer by ensuring the Academy's SEN Information Report is updated annually and published on the website.

6.6 Class teachers are responsible for:

- the progress and development of every pupil in their class;
- working with the SENCo, support staff and specialist staff where appropriate, 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 pupils' progress and development and decide on any changes to provision.

7 The role of parents/carers of pupils with SEND

7.1 The Academy will ensure that parents/carers and pupils are involved in decisions about what SEND provision should be made. The Trust recognises that parents/carers hold key information, knowledge and experience to contribute to the shared view of the best way to support learning. The views of the pupils and their parents/carers will be heard and incorporated into the planning to meet their needs.

7.2 The overriding aim is to have a productive partnership between school and home by:

- ensuring that parents/carers are kept informed of the work done with their child and copies of any reports are sent home;
- providing regular opportunities to share any concerns that parents/carers may have and to discuss the progress of pupils;
- encouraging parents/carers to contact the SENCo if there are concerns they wish to discuss;
- inviting parents/carers to contribute to review processes;
- discussing ideas and materials for parents/carers to support learning at home.

8 Admission arrangements for pupils with SEND

8.1 Please see the Academy's general admission arrangements for information. Pupils with SEND are considered for admission to each Academy on exactly the same basis as for pupils without SEND.

8.2 All schools, including academies, **must not** discriminate against disabled pupils or prospective pupils on the grounds of disability and **must** admit them. All schools when they have reached their admission limit can admit pupils according to criteria, but such criteria **must not** discriminate on the grounds of disability.

8.3 All academies **must not** discriminate against a disabled child:

- in the arrangements they make for determining pupil admission;
- in the terms on which they offer to admit a disabled child to the Academy;
- by refusing or deliberately omitting to accept an application for admission.

8.4 The Academy **must** make clear:

- arrangements for the admission of pupils with disabilities;
- details of steps being taken to prevent disabled pupils being treated less favourably than other pupils;
- details of existing facilities to assist access to the Academy by pupils with disabilities.

8.5 All schools **must** admit pupils with SEND who do not have an EHCP. They should admit pupils with already identified SEND, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with SEND who do not have an EHCP **must** be treated as fairly as all other applicants for admission.

8.6 All schools **must not** refuse to admit children in or outside the normal admission round on the basis of their poor behaviour, whether or not such behaviour is identified as a SEND. They also **must not** refuse to admit a child thought to be potentially disruptive, or to exhibit challenging behaviour, on the grounds that the pupil should first be assessed for SEND.

8.7 For pupils with an EHCP, once the Academy is named in the EHCP they **must** admit the child. If any school believes that to admit the child would be incompatible with the provision of efficient education for other children, then it should make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However, the LA may disagree with the Academy's arguments.

9 Monitoring, evaluation and review

9.1 The Academy evaluates the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress;
- reviewing the impact of interventions and support;
- ongoing monitoring by the SENCo;
- engaging in Trust governance quality assurance processes, including biannual Disadvantaged Committee Meetings;
- holding Annual Reviews for pupils with EHCPs.

9.2 The success of the education which is provided for pupils with SEND is evaluated through:

- the Academy Improvement Plan;
- the Trust governance quality assurance processes that are in place;
- provision mapping (audit of need and planning for support);
- annual review of SEND policy;
- Academy assessment and examination targets and results.

9.3 In addition the work of the SENCo is monitored through:

- consideration of Principal reports that reflect the activities of the SENCo;
- consideration of reports and updates from the Executive Trust Lead SENCo and Primary Trust Lead SEND via the Education Performance Committee.

10 Complaints

Regular communication between the Academy and home ensures that concerns are promptly acted on. Where this has not happened and a parent/carer wishes to complain about SEND provision or the SEND policy they should, in the first instance, raise it with the SENCo, who will try to resolve the situation. If this fails to resolve the issues, a complaint can be made to the Principal, or finally the Governing Body. Our Complaints Procedure sets out the steps for making a complaint in more detail.

11 References

SEND Code of Practice 2015
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

SEN and Disability Regulations 2014
http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

Children and Families Act 2014
http://www.legislation.gov.uk/ukpga/2014/6/enacted

Equality Act 2010
https://www.legislation.gov.uk/ukpga/2010/15/contents