

drb Ignite Multi Academy Trust

Special Educational Needs and Disabilities Policy

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1. Vision

'all pupils achieve the highest standard of educational outcomes regardless of circumstances or background'

The Trust has been established through a shared belief that lives can be transformed by what goes on in schools. We believe that the process of teaching and learning shapes futures. To this end our vision is to give every child learning experiences that excite them and give them the power to begin to shape their own lives.

2. Aims

Our support for all pupils within our care extends to those pupils with additional needs that require assistance to help them fulfil their potential.

The school shall ensure that:

- the special educational needs of pupils will be addressed, and pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support pupils with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- it has a Special Educational Needs and Disabilities Co-ordinator (SENDCO). The SENDCO will maintain and regularly review the SEND record held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

3. Definitions

Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person will 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 that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

Definition of Disability

Many children and young people with SEND may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires early years' providers, schools, colleges, other educational settings and local authorities to:

- Not directly or indirectly discriminate against, harass or victimise disabled children and young people;
- Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory'.

4. Roles and Responsibilities

The implementation of this policy will be monitored by the Trust Board and remain under constant review by the Trust Inclusion Lead and SENDCOs.

- There is a Trustee with responsibility for SEND. The SEND Trustee will raise SEND issues at Trust Board meetings, monitor the quality and effectiveness of SEND provision within the school and work with designated SEND leaders to develop the SEND policy and provision.
- The Trust Inclusion Lead has the responsibility to work with the Headteacher and SENDCO to develop the policy and provision and reports to the Trust Board.
- The Headteacher will work with the SENDCO and SEND Trustee to develop the SEND policy and provision within the school. The Headteacher has overall responsibility for the provision and progress of learners with SEND.
- The SENDCO will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015 and the Equality Act 2010.
- Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENDCO and teaching assistants to ensure the "assess plan do review" cycle is appropriately implemented to support any pupil student with SEND.

The school will work in partnership with pupils, teachers, parents/carers and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum and reasonable adjustments are implemented so that disabled pupils are not disadvantaged.

Parents/carers of SEND pupils will be able to discuss the needs of their child with their child's class teacher or the SENDCO.

5. Identification and Assessment of SEND

Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENDCO to make sure appropriate provision is continued.

This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before pupils start at the school. If necessary, additional transition visits and supporting strategies will be arranged.

On entry to the school, pupils are assessed and the information from this assessment is then analysed and the SENDCO will identify any potential areas of need. Pupils may then be added to the SEND record in line with the Code of Practice guidance for SEND.

Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas. If a pupil has not made expected progress, then interventions will be put in place regardless of need. If a member of staff identifies a pupil whose special educational needs are not met through the curriculum offer, then the class teacher will work with the pupil setting clear targets and providing greater adaptation. If the situation improves, then no further action is needed. If there is no improvement the SENDCO will be informed.

At this point information will be gathered. The class teacher will inform the parents/carers about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parents/carers, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. A provision plan will be drawn up by the SEND team and shared with all staff concerned with the pupil's progress as well as parents/carers.

If a parent/carer believes their child has special educational needs, they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.

Where internal support is not effective in supporting the pupil, a referral to an external agency will be completed with the parents' knowledge and information and strategies for support shared with relevant staff.

All staff will be made aware of the pupils with SEND needs and the provision they require. SENDCOs will help teachers when required to develop techniques to support adaptations and ensure that appropriate resources are available.

When a pupil has been identified with Physical or Sensory Difficulties the appropriate external agency will be consulted.

6. Reviewing

All pupils, regardless of needs, are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support those that are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded, monitored and are reviewed in line with the SEND Code of Practice. If expected progress is not made, then the SENDCO may refer to an external agency.

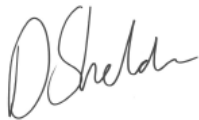
If a pupil has an Educational Health Care Plan (EHCP) an annual review is held in accordance with legal requirements.

If as a result of appropriate progress, a pupil is removed from the SEND record, the parent/carer will be informed. The pupil will continue to be monitored.

7. Monitoring and Review

This policy will be reviewed by the Director of School Improvement, Trust Inclusion Lead and Headteachers on an annual basis.

The Trust will review this Policy annually and update, modify, or amend it as it considers necessary. Should there be any changes/further national guidance issued relevant to this Policy, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

Monitoring and review:	Director of School Improvement Trust Inclusion Lead Headteachers
Staff responsible:	Trust Inclusion Lead Headteachers
Committees responsible:	Achievement, Support and Scrutiny Committee
Next review:	December 2024
Sign off by Chair of Trustees:	 Date: December 2023

8. Change Management

Issue	Change date	Change description
1.0	September 2017	Initial release
2.0	November 2018	Rebranded, updated and signed off for release
3.0	November 2019	Checked, no content changes, signed off and published
4.0	November 2020	Review and update
5.0	October 2022	Review and update
6.0	December 2023	Browne Jacobson policy adopted