



# Trust Special Educational Needs and Disabilities (SEND) Policy

June 2021



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## **1.0 PURPOSE OF THE POLICY**

Schools in the Education and Leadership Trust firmly believe that each student should be given equality of opportunity to achieve their full potential – spiritually, academically and socially – by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of ability, is entitled to a broad and balanced curriculum which is relevant to their educational needs and personal development. The curriculum offered should give all students a sense of achievement and thereby help them develop confidence and self-esteem. Every teacher is a teacher of every child or young person including those with special educational needs and disabilities (SEND). All adults in Trust schools will focus on achieving positive outcomes for all young people.

This policy complies with the statutory requirements laid out in the SEND Code of Practice together with the Children and Families Act 2014 and Equalities Act 2010. It will be reviewed every year. In compliance with the Code of Practice, each school produces an SEND Information Report and this is available from each school's website. This is reviewed annually by each school.

## **2.0 PHILOSOPHY**

The core values of the Education and Leadership Trust schools embrace a culture of respect, equity, equality, social and moral responsibility, diversity and inclusion. We seek to create a caring and supportive learning environment in which we recognise and celebrate positive contributions to school life and kindness to others.

In our Trust schools we believe:

- that all children have a right to a broad and balanced curriculum
- that all teachers are responsible for meeting children's individual needs
- that children with SEND deserve an enhanced level of resourcing to meet their needs to ensure that they achieve positive outcomes
- in the inclusion of children with SEND into mainstream where it is practicably possible to do so
- in providing support and advice for families of children attending our school with SEND
- in fostering independence and the development of children's self-esteem
- that each child should feel equally valued within the school community and fully integrated in the life of the school
- that good practice benefits all children whatever their level of development
- those children with a disability have an equal right to a broad and balanced curriculum
- that disability is not a learning difficulty, but some disabled children may have learning difficulties
- that bilingualism is not a learning difficulty but some bilingual children may have learning difficulties

This policy describes the values we hold and the provision we make for children who have a significantly greater difficulty in accessing the curriculum than the majority of children the same age, or who have a disability that prevents or hinders them from taking a full part in the life of the school. These needs may be as a result of; physical, sensory, social, emotional and mental health, communication and interaction or other learning difficulties relating to cognition and learning.

### **3.0 AIMS AND OBJECTIVES**

At schools in our Trust we aim to:

- have regard for the SEND Code of Practice 2015 in all its aspects
- identify and provide for students who have special educational needs and disabilities
- give SEND students the greatest possible access to a broad and balanced curriculum
- ensure that all adults are responsible for meeting children's individual needs
- ensure the early identification of children with SEND
- integrate, as far as possible, all SEND students, including those with an Education and Health Care Plan (EHCP)
- work in partnership with parents/carers and families at all times to seek their views
- encourage parents/carers to support their children at home
- seek the views of students, parents and carers when decision making
- involve external support services and agencies where appropriate
- establish links with other schools and post 16 establishments in order to share good practice and experience
- foster an atmosphere in which SEND students feel valued and can develop a sense of self-worth and achieve the best possible outcomes

By ensuring that:

- all teachers are familiar with the SEND Code of Practice 2015
- there is a clear, agreed understanding of what constitutes a student with Special Educational Needs
- there are clear systems for assessing students with SEND and these systems are maintained

- the SEND team works closely with all stakeholders when identifying needs, making or amending provision for SEND students and monitoring their progress
- records from previous schools are used and further information is sought through transition working
- a register of SEND students is set up using SIMS, maintained, updated and communicated clearly to staff so that staff take responsibility for keeping themselves informed
- the staged approach to assessment and provision, as specified in the Code of Practice 2015, is adopted
- student-centred profiles are drawn up for students with an EHCP in consultation with all those involved in the student's education
- all SEND students are given achievable targets. Targets are reviewed by, Middle Leaders, SENCO and Deputy Headteacher on a termly basis
- all staff receive regular training on SEND and relevant strategies to support students
- all subject teachers are responsible for meeting the needs of the identified students in the classroom
- high quality teaching and appropriate differentiation is the key to ensuring that SEND students achieve positive outcomes and achieve relevant qualifications. This is monitored by Middle Leaders.
- the progress of all SEND students is monitored and provision regularly reviewed and amended where necessary

## 4.0 LEGISLATION AND GUIDANCE

This policy and our individual school's information reports are 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 students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEN information report

## 5.0 DEFINITIONS

A student has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Whilst it is recognised that children with SEND are not a readily defined and discrete group, for the purposes of policy the Trust adopts the legal definition provided by the Children and Families Act 2014:

- “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 him or her.”
- “A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he is, or will be, taught is different from a language (or form of a language) which has at any time been spoken in his home.”
- “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.”(Special Educational Needs and Disabilities Code of Practice 2015)

## **6.0 ROLES AND RESPONSIBILITIES**

### Levenshulme High School

SENCO: Ms L Dooley

Academy Co-Headteachers: Miss D Johnson and Mr N Johnson

Deputy Headteacher Student Wellbeing: Miss D Johnson

SEND Governor: Ms B Sara

### The East Manchester Academy

SENCO: Miss R Moules

Academy Headteacher: Miss J Bowen

Deputy Headteacher Student Wellbeing: Mr D Goddard

IMB Responsible Member: Mr A Braven

### Whalley Range 11-18 High School

SENCO: Mrs S Zarar

Academy Headteacher: Mrs J Fahey

Deputy Headteacher Student Wellbeing: Mrs M Connolly

SEND Governor: Dr K Ross

## **6.1 The SENCO**

In each of our Trust schools the SENCO will:

- work with the headteacher/s and SEND governor to determine the strategic development of the SEND policy 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 students with SEND, including those who have EHCPs
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that 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 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 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 students with SEND up to date

## **6.2 The SEND governor**

The SEND governor will:

- help to raise awareness of SEND issues at Academy Committee meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the Academy Committee on this
- work with the headteacher/s and SENCO to determine the strategic development of the SEND policy and provision in the school

## **6.3 The Academy headteacher/s**

The academy headteacher/s will:

- work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- have overall responsibility for the provision and progress of learners with SEND

## 6.4 Middle Leaders

The academy middle leaders will

- design, develop and deliver an appropriate, accessible curriculum
- establish appropriate assessment frameworks
- set high expectations for the achievement of all students
- regularly analyse and evaluate student progress and engagement with the curriculum
- ensure members of their faculty have the knowledge and expertise to ensure all students, whatever their starting point or SEND, make good progress.

## 6.5 Class teachers

Each class teacher is responsible for:

- the progress and development of every student in their class by providing high quality teaching to all students
- 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 student's progress and development and decide on any changes to provision
- ensuring they follow this SEND policy

## 7.0 CATEGORISING SPECIAL EDUCATIONAL NEEDS

Students with SEND are categorised under one of the four following areas of need as set out in the SEND code of practice (2015);

- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health
- Communication and Interaction

The level of the support that students with SEND require is denoted by the following categories;

**EHCP (Education and Health Care Plans)** – Students with an EHCP have complex special educational needs and/or disability. Their provision is bespoke to the child and is classified as an 'individualised' model of support. These students receive a designated funding allocation to support them in school and to provide additional educational provision which goes above and beyond mainstream provision.

**SEND Support** – These are students who are classified as having special educational needs and/or disability. These students receive provision which goes above and beyond the mainstream provision and is classified a 'targeted approach'. Students on SEND Support do not have a specific funding stream designated specifically to support their needs, but a proportion of the school's SEND budget is allocated to support these students to make progress.

**Monitor** – These students do not have a special educational need and/or disability. These student/pupils have an additional need that requires a level of understanding from staff so that their needs are met through effective quality first differentiated teaching strategies. This is a universal offer, available to all students. Should a student in this category fail to make adequate progress, the decision might be made to escalate their level of support up to SEND support.

## **8.0 IDENTIFICATION, ASSESSMENT AND PROVISION**

The Code of Practice states that students should only be identified as SEND if they do not make adequate progress once they have had intervention, adjustments and good quality personalised teaching.

Teachers are fully accountable and responsible for the progress and development of the students in their class including students accessing support from Teaching Assistants or specialist staff.

High quality teaching and differentiation for individual students are the first steps in responding to students who have or may have SEND.

Any teacher who has a concern about a student's learning needs can refer the student through the Inclusion/SEND referral system. All students with SEND are monitored and their progress reviewed half termly. The ethos of the Code of Practice emphasises the importance of parental/carer rights and involvement, underpinning our Trust approach to parental/carer partnership. The following must be taken into account when initial concerns are raised and basic information gathering begins to take place.

All children are entitled to a suitably differentiated curriculum and children's learning needs will be met by their class teachers who will use a range of differentiation strategies that are sometimes supported by Teaching Assistants. The preparation of this work is reflected in the weekly planning.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. The schools in our Trust will look carefully at all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. Difficulties related solely to limitations in English as an Additional Language are not SEND.

## 9.0 A GRADUATED APPROACH

The first response to students who are not making expected levels of progress, should be the teacher adapting their approach to target the student's specific weakness. This is known as 'Quality First Teaching'. If students continue to struggle to make expected progress, the SENCO within each school should assess whether the student meets the definition of Special Educational Needs or Disability.

We then follow a cycle of Assess, Plan, Do and Review:

- Assess - In line with school procedures, school staff will carry out or request additional assessments of a student to identify an area of need.
- Plan - Once the assessment part of the process has been completed, the student's needs are determined in a consultation meeting with staff and parents. Actions will be agreed and, if appropriate, a plan will be created and the student will be placed on the school's SEND register.
- Do – The plan is followed for an agreed period of time. This is shared with all members of staff, with teaching staff taking responsibility for its implementation.
- Review – The effectiveness of support and intervention is reviewed regularly with staff and parents. This is an opportunity to assess the impact of any intervention/s and this the cycle begins again. Following a review, a new plan is implemented if one is needed and the SEND register is updated appropriately.

The schools in our Trust will identify and meet needs as early as possible through:

- the analysis of data including entry profiles, reading ages, CATs, SAS scores other whole-school student progress data
- classroom-based assessment and monitoring arrangements
- following up parent/carer concerns
- tracking individual children's progress over time
- liaison with primary schools on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies students receiving additional SEND support from the school's devolved budget or in receipt of High Needs funding
- undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language
- Involving an external agency where it is suspected that a special educational need is significant

## 10.0 ADDITIONAL SEND SUPPORT

- Students will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all students in the school i.e. they have a Special Educational Need as defined by the SEN Code of Practice 2015
- Intervention for students with SEND will be tracked through Half Term reviews and using the school’s provision map for each area of need
- It may be decided that a very small number, but not all of the students on the SEND register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision
- Where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with Health and Social Care in order to consider the need for an EHCP.
- Underachieving students and students with English as an Additional Language (EAL) who do not have SEN will not be placed on the list of students being offered additional SEN support.

## 11.0 CURRICULUM

All students should have access to a broad and balanced curriculum and are encouraged to participate fully in school life. This includes curriculum and extra-curricular activities. The schools in our Trust expect teachers to set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student progress and achievement. In many cases, such planning will mean that students with SEND will be able to study the full national curriculum. Classroom organisation and management should ensure that children are given opportunities to take part in a range of learning contexts with appropriate support (e.g. whole class work, mixed ability and ability groupings). Support can be from the class teacher, Teaching Assistants and through differentiated and/or modified learning tasks. Wherever possible Teaching Assistants work with children within the classroom.

Any arrangements for withdrawal should be discussed with the SENCO. There should be appropriate pace of work as well as appropriate expectations of outcomes from learning experiences and tasks. Support should be deployed thoughtfully and sensitively to promote independence and to avoid children becoming dependent and passive as learners. Support is used to assist students in achieving the best they can

do and to provide opportunities to promote confidence, raise self-esteem and achieve positive outcomes.

## **12.0 RESOURCES AND TRAINING**

Funding is used to employ a team of Teaching Assistants to support SEND students. Support may also be bought in from advisory specialist teachers. The SENCO is responsible for deploying these resources. The schools in our Trust also have a range of partners with whom good practice and resources can be shared.

The SENCO has a responsibility to keep informed and share across their school developments in the field of SEND.

## **13.0 ADMISSIONS**

Schools in our Trust operate an inclusive policy for admissions within the guidelines of Manchester Local Authority and will give equal priority to all students regardless of SEND. The schools will liaise with relevant primary schools and the Local Authority Statutory Assessment Team during the Year 6, Year 11 and in-year transition phase. Any parent/carer who has a particular concern about their child's access to the school is welcome to discuss this with the Deputy Headteacher and SENCO of their child's school. Where a student has a complex medical condition, the school will carry out a risk assessment to identify the reasonable adjustments that it will need to ensure the student's wellbeing.

## **14.0 SUPPORTING STUDENTS AND THEIR FAMILIES**

Trust schools actively seek to work with parents/carers and values the contribution they make as well as their knowledge and experience. We encourage parents/carers to support their child's learning. Parents/carers are always notified and involved from the outset when their children are felt to have Educational Needs.

All formal meetings with parents/carers must be recorded and the recorded conversation/targets set should be signed by the parent/carer. In the case of parents/carers who do not respond to invitations to discuss their child or to attend a review meeting, a written communication will be sent.

Individual Trust schools' websites hold a copy of the Trust SEND policy, SEND Information Reports and information on Manchester's Local Offer.

Parents/carers are invited to attend our SEND Parent/Carer Forums, which give them the opportunity to discuss current provision in school.

## **15.0 SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS**

The school follows the guidance in 'Supporting students at school with medical conditions' (2014). It recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

See also each school's '[Supporting Students with Medical Conditions](#)' policy.

## **16.0 EVALUATING THE SUCCESS OF OUR SEND PROVISION**

Academy Committees will evaluate the success of the SEND policy against the aim and objectives above and will issue an annual report to Academy Committees. The equality of our SEND provision will be monitored through the school's Quality Assurance cycle.

Heads of Faculty will report on the progress of SEND students through whole school data collection cycles within each school.

Key questions that will be asked are:

- Are all students accessing a curriculum suited to their needs?
- Are students identified as having SEND making expected progress?
- Have students with SEND achieved positive outcomes?
- Are students identified as having a special need as early as possible?
- Has a programme of intervention been drawn up and implemented?
- Are students involved in target setting?
- Are reviews conducted at specified times?
- Are the outcomes of reviews implemented promptly?
- Are parent/carers kept informed of their child's progress?
- Are parent/carers enabled to make contributions to their child's education?
- Is the progress of every student with SEND monitored?
- Do effective student records, reports and tracking documents show evidence of student progress?
- Is information passed on between classes and schools to ensure continuity and progression?

## **17.0 ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT THE SPECIAL EDUCATIONAL NEEDS PROVISION WITHIN THE SCHOOL**

The Trust Complaints Procedure is available from each school's website. Any complaint would be investigated thoroughly as set out in this procedure.