EBOR ACADEMY TRUST

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8

SEND Policy

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1. LEGISLATION AND GUIDANCE

This policy document is produced in response to the Special Educational Needs and Disability (SEND) Code of Practice (updated January 2015), which provides statutory guidance on duties, policies and procedures for schools and takes account of the following legislation:

a) Part 3 of the Children's and Families Act 2014 which sets out schools' responsibilities for pupils with SEND and disabilities

b) The Special Educational Needs and Disability (SEND) Regulations (2014), which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), and SEND coordinators (SENCOs)

c) The Equality Act 2010, which sets out schools' duties to protect pupils from discrimination and disadvantage

2. DEFINITIONS

The SEND Code of Practice 2015 states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made; namely provision different from or additional to that normally available to pupils of the same age.

A child or young person has a learning difficulty or disability if he or she:

a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have special educational needs may have a disability under the Equality Act 2010 – that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities' ('long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial').

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have special educational needs but where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

3. AIMS

All schools within Ebor Academy Trust aim to:

a) Ensure that all pupils, irrespective of physical, sensory, emotional, communication or learning needs, reach their full potential and access a broad and balanced curriculum offer, accessible for all learners at all times.
b) Promote the welfare and interests of disabled pupils/students, and to improve the support they receive and promote equity of opportunity for all pupils. Reasonable adjustments should be in place and planned in advance, to ensure that no pupil with a disability is substantially disadvantaged in comparison to their peers.

c) Have a robust monitoring system in place to support the early identification of pupils/students who have SEND, supported by the appropriate use of assessments and alertness to any emerging difficulties.
d) Record the names of all pupils/students with SEND on the School SEND Register at the appropriate stage and inform parents/carers.
e) Provide within the school a staged structure of provision in accordance with the Department of Education Code of Practice regulations on SEND following an assess, plan, do, review cycle. This promotes the importance of learners' receiving the right support in the right place at the right time.
f) Formulate individually tailored programmes to address SEND but at the same time ensure these pupils/students receive a broad, balanced and appropriate curriculum through quality first teaching, modified and enhanced where necessary to ensure all pupils achieve their potential.
g) Foster mutually supportive links with outside support agencies.
h) Equip teaching and non-teaching staff with the necessary skills to cater for pupils/students with SEND to improve outcomes for all pupils.
i) Establish effective links with Pre-school contacts and Secondary Schools to promote the successful transition of pupils/students with SEND.
j) Involve Parents/Carers as fully as possible as partners in the education of their children and in the formation of smart, measurable, agreed, realistic and timed learning goals and outcomes for pupils with SEND which are regularly reviewed.
k) Ensure children with an EHCP benefit from the funding and provision outlined in their plan.
l) Develop a mutually supportive framework of consultation between the Board of Trustees, Executive Headteacher, Head of School and Special Educational Needs and Disabilities Co-ordinator (SENDCO).
m) Offer a tiered approach to support for SEND in schools within the trust, including a core training package to promote inclusive classrooms for all learners and a collaborative approach between specialist and mainstream settings.

4. ROLES AND RESPONSIBILITIES

4.1 Board of Trustees

The Trust's Board of Trustees holds ultimate legal accountability for all outcomes for pupils, including matters concerning SEND. The Board sets overall policy for SEND through this policy document and delegates, through a Scheme of Delegated Authority, operational and procedural SEND responsibilities to the following groups and individuals.

4.2 Local Governing Body

The local governing body of each school, together with the Headteacher/Head of School, have a responsibility for overseeing all aspects of the school's work, including provision for children with special educational needs. They are also required to do their best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability. They should determine the school's general approach to provision for pupils with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from a school's local governing body should be actively involved with the Headteacher and SENCO during self-review, when considering the provision for pupils with special needs and implementation of the SEND policy within the school. SEND should also be an integral part of the School Development Plan (SDP).

4.3 Trust SEND Lead

The Trust SEND lead is the person responsible for developing a clear, strategic overview of SEND provision across the trust and for ensuring a trust-wide focus on improving outcomes for all pupils with SEND. The trust SEND Lead will:

a) maintain the Trust SEND Policy and ensure it is in accordance with current statutory legislation and guidance
b) support SENCO's in our schools to ensure they are compliant and driving improvement for SEND in their individual school settings
c) work closely with the Wellbeing Lead for the trust to ensure a holistic approach to meeting need across our schools
d) offer contact visits to schools to offer support and advice to SENCO's
e) Provide an evidence-based SEND toolkit for all schools to access to uplevel our trust wide, universal offer of provision for SEND
f) provide relevant updates through a termly newsletter to SENCO's and run SENCO networks meeting and virtual drop in clinics with a collaborative, problem-solving approach
g) work in consultation with stakeholders, Board of Trustees, Executive Head, Heads of Schools to ensure that effective SEND provision is promoted at a trust wide level

4.4 Hub SEND Leads

'Hub' SEND Leads are experienced, practicing SENCO's/ SEND leaders and champions, based in schools across the different Local Authorities in the trust. Each Local Authority in the trust has an allocated Hub SEND Lead and their role is to:

a) Meet with the Trust SEND Lead every term to share local policy updates
b) share relevant Local Authority updates with other SENCO's in their locality via network meetings
c) attend Local Area SENCO networks
d) support the sharing of good practice within their own locality

4.5 Headteacher/Head Of School

The Headteacher has overall responsibility for the management of provision for SEND pupils in their school and keeps the governing body fully informed. The Headteacher also works closely with the SENCO/Inclusion Lead to ensure provision and deployment of resources. The Headteacher is responsible for overseeing the:

a) Designated teacher for SEND (SENDCO)
b) Designated teacher for looked after pupils with SEND
c) Designated Member of Staff for Safeguarding pupils
d) Teaching Staff and Teaching Assistants working alongside SEND pupils

4.6 SENCO/Inclusion Lead

Each school setting has a Special Educational Needs Coordinator (SENCO) who works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for pupils with special educational needs. The school SENDco is Lizzy Bamford.
The SENCO is responsible for:

a) overseeing the day-to-day operation of the school's SEND policy
b) coordinating provision for pupils with SEND
c)ensuring the involvement of parents from an early stage and liaising with parents of pupils with SEND

d)advising on a graduated approach to providing SEND support, liaising with and advising other members of staff

e) helping to identify pupils with special educational needs, assessing and planning for progress
f) maintaining the school's special needs register
g) advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
h) liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
i) being a key point of contact with external agencies, especially the local authority and its support agencies
j) liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
k) managing teaching assistants, in liaison with Key Stage staff
l) supporting the professional development and effective deployment of teaching assistants
m) regularly liaising with the governors' representative

4.7 Teaching Staff

Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including differentiation in their planning. Teachers are responsible for the progress of all pupils in their class, including those identified as having SEND. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with pupils on a daily basis and closely monitoring pupils involved in interventions away from the classroom. Teachers work closely with the SENCO and teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

4.8 Support Staff (Pastoral Workers, Teaching Assistants, Learning Mentors, Inclusion Teams)

Support staff should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND. They should support the work of the class teacher and support the inclusion of the SEND pupils where possible. Support staff are also required to support SEND pupils on a 1:1 or small group basis on pre-learning, additional learning and relevant intervention programmes.

5. ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND

The Academy's admissions arrangements ensure that schools do not discriminate or disadvantage pupils with a disability or SEND.

The Code of Practice requires a school to admit pupils who have an Education and Health Care Plan, where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHCP unless:

a) it would be unsuitable for the age, ability, aptitude or SEND of the child; or
b) the attendance/inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

LAs will work closely with Academy schools so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include

guidance on making any reasonable adjustments and signposting to training and guidance available, including support from our Local Authority's Special schools and Hub support system.
The SENDCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school.

6. EVALUATING SUCCESS

The success of each school's SEND Policy and provision should be evaluated through:

a) Monitoring of classroom practice by the Senior Leadership Team e.g. lesson observations, learning walks
b) Analysis of pupil tracking data and test results – for individual pupils and for cohorts
c) Value-added data for pupils on the SEND register
d) Monitoring of procedures and practice by the SEND governor
e) School Self-Evaluation
f) Monitoring the quality of support plans and review meetings
g) The School Improvement Plan
h) SEND focus embedded into Ebor School Reviews and additional SEND audits/reviews in schools as required

If a parent is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting may be arranged, which could include the Headteacher and/or Deputy Head and/or SENCO/Inclusion lead, to discuss the concern.

The Special Educational Needs and Disability Information and Support Service (SENDIASS), formally Parent Partnership Service, is available to support parents in meetings concerning their child's progress and welfare.