



## **Carlton Academy Trust**

# **SEND Policy and Information Report**

**Ratified by Trust Board:**

**Oct 2020**

**Signed on behalf of Trust Board:**

**R Butterfield**

**Signed by Chief Executive Officer:**

**A Kneeshaw**

**Next Review Date:**

**Oct 2021**

## **Definitions**

A SEND student is one with a learning difficulty or disability which requires special educational provision to be made for them. 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 in mainstream schools.

Students 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

## **Policy Aims**

This policy outlines how Trust schools will support the needs of SEND students, and the responsibilities of staff in providing this support.

## **Guiding Principles**

The Trust is committed to providing SEND students with the fullest possible entitlement to a broad and balanced education provision. This should be done without stigma, prejudice or discrimination, and cater for the differing individual needs of these students. In doing this Trust schools will follow the SEND code of practice, and work in effective partnership with the student, parents/carers, and external agencies.

Through this policy, we wish to ensure that SEND students:

- Make progress in line with expectations and the cohort in general, based on Quality-First teaching with appropriately differentiated provision according to specific needs. This is supplemented by effectively targeted interventions.
- Are provided with a positive learning environment, appropriate resources and equipment.
- Afforded an enhanced level of support where needed, with support from specialist teachers and agencies.
- Are regularly monitored to assess progress and effectiveness of interventions.

## **Legislation and Guidance**

This policy 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 coordinator's (SENCOs) and the SEN information report

## **Roles and Responsibilities**

### **Special Educational Needs Coordinator (SENCO)**

Each school has a SENCO, who is responsible for:

- Working under the delegated authority of the Head of School to determine the strategic development of SEN provision within that school
- Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care (EHC) plans
- Provide guidance to colleagues and support to staff, parents/carers and other agencies to ensure that SEND students receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Effectively deploy the SEND budget and resources to effectively support students.
- Act as the point of contact for external agencies
- Liaise where appropriate with further education providers to ensure students and parents/carers can make informed decisions about potential options, and ensure a smooth transition is achieved.
- Work with the Head of School, Trustees and governors to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps up to date records of all SEND students.

### **SEND Trustee/SEND Governors**

The SEND Trustee and SEND governors will:

- Help to raise awareness of SEN issues at Trustee or Local Governing Body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Trust or Local Governors, as appropriate
- Work with the Head of School and SENCO to determine the strategic development of the SEN policy and provision within the school

### **Head of School**

The Head of School will:

- Work with the SENCO, SEN Trustee and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **Teachers**

Teachers are responsible for:

- The progress and development of all SEND students 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
- Liaising with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they adhere to SEN policy and procedures

## **Identifying Students with SEND and Assessing their Needs**

There are four main areas of Special Educational need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

Schools will assess each student's skills and levels of attainment on entry, and will be alert to the identification of Special Needs. Common signs of a need include:

- Student progress that is significantly slower than that of their peers starting from the same baseline
- Failure to match previous rate of progress
- Failure to close the attainment gap between the child and their peers
- Widening gap in attainment when compared to their peers
- Poor social skills or other behaviours relative to their age

## **Consulting and Involving Students and Parents/Carers**

We will effectively and fully liaise with parents/carers when considering special needs or disability requirements. These discussions ensure:

- Everyone develops a good understanding of the students' areas of strength and difficulty
- The school appreciates the needs and desires of parents/carers
- Everyone understands the agreed outcomes sought for the student
- Everyone understands the agreed strategy and provision

## **Nature of Support**

There is a gradation in the degree of support offered to SEND students, which is reflective of their individual needs. The least intensive of these are changes made to Quality First Teaching within normal timetabled lessons. Here changes commonly comprise differentiated teaching resources, smaller teaching group size and students being

supported by teaching assistants or other specialist teaching staff. More intensive support commonly incorporates the formation of specialist SEND classes or the use of outside agencies or professionals.

### **Assessing and Reviewing Progress**

Schools follow the four-part process of **assess, plan, do, review**.

The SENCO will seek information from class teachers with is used to carry out a clear analysis of a student's needs, which will take in to account:

- Teachers' assessment and experience of the student
- Historic data relating to progress, attainment and behaviour
- The students' development in comparison to peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, where relevant

SENCO's will make classroom staff aware of any students with SEND, providing details of their individual need/s and how these should be supported. Class teachers, SENCO's, pastoral staff and relevant senior leaders will monitor and oversee the progress of SEND students through regular data collections that assess progress, as well as through formal and informal reviews.

### **Educational Health Care Plans (EHCP's)**

For those students with high levels of need, it may be appropriate for the SENCO to request an EHCP assessment. An EHCP formally sets out the support that the student will receive to support their significant needs. Students and their parents are strongly encouraged and supported to be active participants in this process, where we outline the nature of support available to their child.

### **Outside Agencies**

Schools utilize the services of outside agencies where needed and appropriate. These services include:

- Educational Psychologist
- Child Health Services – such as GP's or School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Local Authority Social Care Team
- Special Schools, PRU's and Alternative Provision providers

### **The Local Offer**

The Local Offer provides SEND students and parents with information relating to support services and advice they can access locally. Within Bradford Local Authority the Local Offer comprises the following areas:

- EHCP's, Personal Budgets, Appeals

- Health
- Education
- Social Care
- Information and Advice
- Things to Do
- Getting Around
- Preparing for Adulthood, Developing Independence, Employment and Training
- Children and Young People – Information Videos

The Local Offer can be accessed through the following web address:

<https://localoffer.bradford.gov.uk/>

### **Supporting Students Moving Between Phases and Preparing for Adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students' which information will be shared as part of this.

We also arrange transition days or events for students going from primary to secondary, and secondary in to tertiary or other education settings. These typically comprise a visit to the new setting, and if necessary a series of visits so that they feel entirely familiar and comfortable with their new setting.

### **Adaptations to the Curriculum and Learning Environment**

There are many adaptations that can be made to meet the SEND needs of students. As these are individual to the needs of each student, there are no uniform measures which are applied. However, common adaptations include:

- Differentiating teaching and learning pedagogy or curriculum content
- Applying appropriate staffing. This typically involves classroom support working with students on a 1-1 or small group basis, or timetabling specialist teaching staff to work with specific students or groups.
- Using specialist aids or resources such as laptops, coloured overlays, visual timetables, larger fonts. etc.

### **Expertise and Staff Training**

Each SENCO has obtained or is undertaking a professional qualification in this role. They will also be allocated an appropriate number of non-contact hours each week to effectively fulfill their duties.

SENCO's manage a team of Teaching Assistants and Higher-Level Teaching Assistants, who have all received training in how to effectively support SEND students.

The SENCO will also provide regular training for teachers to improve their support of SEND students.

## **Evaluating the Effectiveness of SEND Provision**

We evaluate the effectiveness of provision for SEND students by:

- Reviewing pupils' individual progress data at specified data collection points
- Reviewing the impact of interventions
- Feedback from students
- Informal monitoring by the SENCO and other staff
- Using provision maps to measure progress
- Holding annual reviews for students with EHCP's

## **Inclusion and Support for Improving Social and Emotional Development**

We strive to ensure that all SEND students play as full a role as possible in the extended provision of schools and that no student is excluded from taking part in these activities because of their needs. This includes extra-curricular activities, trips, visits, residential stays or before/after school clubs.

We actively encourage strategies to improve the emotional and social development of SEND students. These methods change depending on the type of school and individual requirements of the student, but in general comprise actively encouraging them to play a full role in school life.

## **Complaints**

Complaints should initially be addressed to the SENCO. If these can't be dealt with informally, a formal complaint should be made to the Head of School following the provisions set out in the Complaints policy.

Parents/carers have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their child. The claim may comprise alleged discrimination regarding exclusions, education provision, or reasonable adjustments including the provision of auxiliary aids or services

**Appendix 1: Overview of Links between the SEN Policy, SEN Report, Academy Offer and Local Offer**

Note: The information Report is contained as part of this SEN policy.

