

SEND Policy



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Responsible Officer: Trust SEND Lead

Trust Ethos, Mission, Vision and Values



The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working together, transforming lives

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Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where the word 'Advisory Board' is used it refers to the Academy Advisory Board (AAB) of an individual academy within the Trust.

The term 'Trust Executive Leadership Team' (ELT) is comprised of the Chief Executive Officer, Director of Education, Regional Directors, Chief Finance Officer, Corporate Services Director, Operations Director and People Strategy Director.

Where the word 'users' is used it refers to staff, future staff issued with ICT access and/or hardware, AAB members, volunteers and regular visitors.

Where the phrase 'Senior Leader' is used, this refers to Principals, Headteachers and local Academy Senior Leadership Team (SLT).

Where the phrase 'Principal' is used, this also refers to Headteachers.

Where the term SENCo is used, this refers to Special Educational Needs and Disabilities Co-ordinator.

Related Policies and Procedures

- Archway Learning Trust SEND Information Report (can be found on each Academy website)
- Archway Learning Trusts Equality and Diversity Policy
- Archway Learning Trusts Equality Objectives (Academy specific)
- Archway Learning Trusts Accessibility Policy
- Archway Learning Trusts Supporting Students with Medical Needs Policy

1. Introduction and Purpose

- 1.1. This policy sets out our vision and principles for children and young people with SEND and our expectations for all of our academies across the Trust. The offer in our curriculum and wider activities within each of our Academies can be found in the SEND Information Reports which are published on our academy websites.

2. Scope

- 2.1. This policy applies to all education staff, as well as professional services staff when considering reasonable adjustments, funding and provision for learners with SEND.

3. Legislation and Regulation

3.1. This policy is compliant with the following legislation and regulation:

- The Special Educational Needs and Disability Code of Practice 2015
- The Equality Act 2010
- The Children and Families Act 2014, Part 33
- The Special Educational Needs and Disability Act 2001

4. Definitions within this Policy

4.1. Definition of SEND (Special Educational Needs and Disabilities)

- 4.1.1. A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for her or him.
- 4.1.2. A child of compulsory school age or a young person has a learning difficulty if they:
- Have a significantly greater difficulty in learning than the majority of others of the same age; or
 - Have 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.
- 4.1.3. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children and young people of the same age by mainstream schools and early years' settings.

4.2. Definition of Disability

- 4.2.1. 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.

4.2.2. 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’.

5. Policy Statement

5.1. We will ensure that:

All academies have regard for the voice of the child or young person with SEND as well as those of the parent or carer, and take into account their feelings, wishes and views;

- Academies will work closely with local authorities including the local authority in which the academy is located, and the home local authority of children with SEND to assist them in fulfilling the obligations under Part 3 of the Children and Families Act 2014 and its associated guidance;
- All academies have procedures and professionals in place to enable them to fulfil their statutory duties and to drive the ethos and vision that runs through the SEND Code of Practice.

5.2. Support for our Academies

5.2.1. Archway Learning Trust supports each of its academies through a Trust lead model. Regional Educational Directors and Lead specific professionals work with Headteachers and SENCOs to ensure support and training are of the same high standard across the trust and to share expertise across all of Archway Learning Trust academies.

5.3. Education and Health

- 5.3.1. All academies must work jointly with education and health care professionals and agencies to secure the best possible outcomes for the children and young people in their setting. Academies will work with local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services might include: speech and language therapy, physiotherapy, occupational therapy, educational psychology assessment, mental health services, and other health and social care professionals.
- 5.3.2. All academies will make reasonable adjustments for disabled children and young people and will make arrangements to support those with medical conditions.

5.4. Our academies will:

- 5.4.1. designate a qualified teacher to be responsible for coordinating SEND provision (the designated SENCO) who will have completed the National Award in Special Educational Needs Coordination within three years of taking up the position.
- 5.4.2. designate a SEND Administrative Assistant to support the SENCO
- 5.4.3. prepare a SEND Information Report in accordance with paragraphs 6.79 onwards of the DfE SEND Code of Practice and publish their Information Reports on their website.
- 5.4.4. ensure that all teachers accept that SEND is their responsibility and in particular that class and subject teachers take full responsibility for the progress of the children and young people with SEND whom they teach.
- 5.4.5. ensure that the quality of teaching, and learning opportunities for pupils with SEND, and the progress made by those pupils are a core part of performance management arrangements and are held as a high priority within their setting.
- 5.4.6. ensure that pupils with SEND acquire the knowledge and skills (cultural capital) they need to succeed in life through a quality curriculum and a range of extra-curricular activities.
- 5.4.7. ensure there is high ambition for pupils with SEND and ensure pupils are provided with a challenging, highly ambitious curriculum that covers a wide spectrum.
- 5.4.8. employ a variety of assessment and screening tools to assess a child or young person's skills and attainment to identify and build on information received from previous settings in consultation with their parents and carers. This could lead to pupils being placed on 'SEND support' (see Appendix 1)
- 5.4.9. as part of the screening process, academies will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.
- 5.4.10. ensure that in their settings, children and young people with SEND engage in all activities alongside those who do not have SEND unless a particular provision or arrangement is agreed with the parents or carers, and the child or young person.
- 5.4.11. ensure class and subject teachers, supported by the SENCO, Deputy SENCO and Senior Leadership Team, make regular assessments of the progress for all pupils and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment.
- 5.4.12. inform parents and carers when they are making special provision for their child and shall then work in partnership with them to establish support needed and specialist input, to secure best outcomes, taking full account of their views and wishes. For all children and young people on 'SEND Support', academies will make arrangements for an appropriate member of staff, with input from the SENCO and Deputy SENCO as appropriate, to meet with the parents or carers at least three times a year to review progress and support.
- 5.4.13. ensure that a graduated approach using the 'Assess, Plan, Do, Review' cycle (as set out in paragraphs 6.44-6.56 of the SEND Code of Practice, see Appendix 1) is in place for all young people on 'SEND Support'.

- 5.4.14. ensure that after consultation with the parent or carer and the child or young person, an academy will request the local authority to undertake an Education, Health, Care needs assessment for any child or young person for whom we believe this is necessary.
- 5.4.15. do everything they can to meet the needs of young people with SEND including delivering the elements of an EHCP (Education, Health and Care Plan).
- 5.4.16. work with relevant local authorities in a timely manner to undertake annual reviews of EHCPs, so that they are conducted within the statutory timeframes and so that they take into account the views of the child or young person and those of the parent or carer.

6. Training

- 6.1. Academies will ensure training is provided to all staff on identifying special educational needs and the importance of early identification. They will learn about best practice in supporting pupils with SEND both inside and outside of the classroom. The collaboration of our academies will support the sharing of best practice for SEND.

7. Responsibilities

7.1. The following responsibilities apply in relation to this policy:

- 7.1.1. Headteachers are responsible for ensuring an appropriately qualified member of staff is the designated SENCO within their academy, and that each SENCO is supported appropriately to carry out the role. Headteachers are responsible for enabling the SENCO to work strategically within their academy to ensure the best possible education for learners with SEND.
- 7.1.2. SENCOs are responsible for ensuring the education within the academy is compliant with the SEND Policy, as well as supporting parents and carers and the pupils in meeting their responsibilities.
- 7.1.3. Teachers are responsible for working in line with the DfE Teachers' Standards 5 and providing appropriate education for all the learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2015.
- 7.1.4. Trustees, SEND Link AAB Members, Executive Leadership Team and SEND Trust Lead will work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the academy.

8. Monitoring and Compliance

- 8.1. Headteachers will monitor compliance with this policy within their academies throughout the academic year, with Archway Learning Trust quality assuring the impact of this policy in supporting SEND pupils and in meeting the SEND Code of Practice.

Appendix 1

The Graduated Approach

Academies will adopt a 'Waves model' to outline, audit and develop support and provision available within their setting. This is known as the Graduated Approach or Response.

Wave 1: Teaching pupils with differing needs requires a whole academy approach and teachers will plan, teach, assess and evaluate in ways that will meet the range of abilities, aptitudes and interests of the pupils. A whole academy sanctions and rewards system that provides structure, boundaries and opportunities for success is an example of a whole academy provision that is carefully designed to support the range of pupils within an academy. Wave 1 provision may also be in the form of training such as sessions on supporting children and young people with a diagnosis of ADHD (Attention Deficit and Hyperactivity Disorder.)

Wave 2: Targeted support within class from a learning support assistant, slightly adapted timetables (for example being allowed to leave a lesson 5 minutes early in order to have more time to get changed) or small group teaching and intervention are examples of Wave 2 provision. A student on 'SEND support' whose needs have been identified will often have a pupil profile sheet or support plan document that outlines some of the Wave 2 provision that is in place to enable them to access learning and achieve success.

Wave 3: Despite receiving Wave 2 support and provision, a student might still struggle to make progress and access learning. Specialist support, guidance, training and one to one provision may then be applied for or put in place. This is known as Wave 3 provision.

SEND Support and Assess Plan Do Review

The Code of Practice 2015 outlines the 'Assess, Plan, Do, Review' cycle. The SENCO and other appropriate teachers within the academy will use a range of assessment tools, which can include summative assessments (conventional tests), screenings such as a dyslexia portfolio screening, pupil and parent voice, observations and Learning Support Assistant input, to decide on the level of support a child or young person might need ['Assess'].

Appropriate provision is then planned (for example a phonics intervention, adapted resources or additional 1:1 support at key transition points of the day) ['Plan'].

This support plan is then delivered over a set period of time ['Do'], with a review date at the end of a delivery cycle (for example after an 8-week period) ['Review'].

At the Review meeting, there will be reassessment information to inform those supporting the child or young person regarding whether the support plan is effective. Provision will either be continued, changed or increased (see the Waves model) depending on progress made. Additional assessment may also be sought such as input from a specialist assessor or a specialist advisory team.

If a pupil is unable to make progress or access learning, despite being supported via SEND Support, then it might be appropriate for a request for an EHC assessment to be submitted to the local authority.