



**TRENT
ACADEMIES
GROUP**

SEND Policy

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Definition of Special Educational Needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DoE. June 2014) as part of Children and Families Act 2014 says children and young people have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

The definition also includes children and young people who have SEN and a disability under the Equality Act 2010. This is where there 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'

Compliance

This policy complies with the statutory requirement laid out by the SEND code of practice 0-25 June 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013.
- SEND Code of Practice July 2014.
- Special Educational Needs Information Regulations Sept 2014.
- Statutory Guidance on Supporting Students with Medical Conditions April 2014.
- Trent Academy Group Policy on Safeguarding and Child Protection.
- Trent Academy Group Accessibility Plan

Special Educational Needs at the Trent Academy Group

The Trent Academy Group is a highly inclusive group of schools where all pupils are given the chance to achieve their potential. This is our top priority. We aim to ensure that the provisions for SEND pupils are consistently outstanding. We value the abilities and talents of all our pupils and are committed to supporting every child as an individual.

In order to do this, SEND resources are distributed efficiently and fairly. This enables teaching staff to have access to additional Learning Support Assistants (LSA) as well as high quality and individualised staff training.

It is important that a pupil's additional needs are identified. We have access to specialist assessors for specific learning difficulties and we follow up this support with regular communication to class

teachers with regards to specific strategies that will benefit each individual pupil. We aim to ensure that all pupils have access to an achievable yet aspirational curriculum pathway that suits their specific needs and strengths. We guide and encourage our pupils to feel they have ownership over their choices and curriculum. It is for this reason that Pupil Voice is essential when considering personalised pathways and specific approaches to differentiation.

High quality communication between parents/carers, pupils and staff at the Trent Academy Group is central to ensuring that all decisions made are in the best interests of ensuring pupils success.

Trent Academy Group SEND Objectives

- Identify when pupils may have special educational needs and offer guidance to teaching staff to inform individualised differentiation.
- Deploy SEND resources fairly and efficiently in order to make appropriate provision for pupils to access the curriculum fully.
- Ensure that there are strong communication links between parent/carers, pupils and staff in all school in the Trent Academy Group.
- Work closely with outside agencies when appropriate.
- Monitor and track the progress of pupils with SEND to ensure that suitable interventions take place when needed.

SEND provision

Schools in the Trent Academy Group recognises a range of special needs including:

- Cognitive and Learning Difficulties.
- General Learning Difficulties.
- Specific Learning Difficulties.
- Behavioural, Emotional and Social Difficulties.
- Communication and Interactive Difficulties.
- Speech and language difficulties.
- Autistic Spectrum disorder.
- Sensory and Physical Difficulties.
- Hearing Impairment.
- Visual Impairment.
- Physical and Medical Difficulties.

The Trent Academy Group has a range of specialist SEND facilities in place, these include;

- Access to ICT and Technology to support pupils with Specific Learning Needs.
- Appropriate curriculum options available to pupils at all key stages.

School Roles and Responsibilities

Role of the Executive Head Teacher:

The Executive Head Teacher has responsibility for ensuring that all policies are applied consistently across each school in the Trent Academy Group.

Role of the Head Teacher:

The Head Teacher of each school has responsibility for overseeing the day-to-day management of SEND. This involves working closely with the SENCO to understand the provision available for pupils with SEND, ensuring that the governing body are kept fully informed and supporting the faculty with resources and staff training.

Role of SENCO:

The SENCO has a responsibility to ensure strategic policy and practice in all schools in the Trent Academy Group reflects SEN issues in order to enable pupils to make progress. The SENCO also manages and leads the day to day running of the SEND faculty. A full list of roles and responsibilities can be found in Appendix A.

Arrangements for coordinating SEN provision

The SENCO will hold details of all pupils with SEN including records, past IEPs and subject targets for individual pupils with SEN.

All staff can access useful documents on each school intranet such as:

- School SEND Policy.
- Dyslexia policy.
- A copy of the full SEN register, SEN monitoring list, dyslexia register and lists of pupil who receive Exams Access Arrangements.
- Information on individual pupils' special educational needs, including action plans set during parent/carers meetings, pupil voice comments and other pupil profiles.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

Staff can also access information on individual pupils, their special needs and requirements through SIMS.

Identifying Special Educational Needs-A Graduated Response.

Pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (SEN Code of Practice 2014)

Each pupil is an individual, therefore there must be a specific pathways for identification of needs. We do not aim to categorise pupils, instead we endeavour to understand the intricacies of each pupil and how their learning needs develop through their secondary education. However there is a basic structure (Assess, Plan, Do, and Review) that we will follow which is identified by the SEN Code of Practice June 2014. Details of our procedure can be found in Appendix B.

Referral for Education Health and Care Plan

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the parent/carers. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken at a progress review. Information about Education Health and Care Plans can be found in Appendix C.

Partnership with Parent/carers

The Trent Academy Group recognises that a pupil's progress will be diminished if their parents/carers are not seen as partners in the educational process. It is recognised that parent/carers have unique knowledge and information to impart about their children. We encourage parent/carers to be fully involved in their child's education and we take their views into account. Parent/carers are invited to all reviews and we aim to offer needs specific workshops for parent/carers in order to further strengthen the support network for the pupils.

Supporting the Transition of Special Educational Needs pupils.

Periods of transition for pupils with SEND can be very stressful and challenging for them. Therefore all schools in the Trent Academy Group ensure that each pupil has an individualised program of support which aims to enable them to reach their academic potential and prepare for their future economic wellbeing and careers.

Exams Access Arrangements (EAA)

If we suspect that a pupil has a need which is impacting on their ability to complete exams at the same speed as their peers or in line with predictions and expectations, we will refer to a specialist assessor in order to see if they qualify for EAA.

The SENCO has a responsibility to ensure that all Joint Council of Qualifications (JCQ) regulations are met in full. This means that those that are entitled to support in examinations must receive it in all assessments. It must be their 'normal way of working'. It is also the SENCO's responsibility to ensure that teaching staff are evidencing this need in regular assessments.

All documentation will be stored securely.

Special Educational Needs Register

Managing Pupils Needs on the SEN register.

- Teachers are regularly informed about pupils with special educational needs and how best to support them.
- The level of provision offered to each pupil will depend on their needs at the time. We aim to deploy our resources and staffing fairly and efficiently.
- Early Help Assessment Form is available if a pupil is a crisis point. The purpose of this form is to access external agencies in order to support a pupil in need. This process can be started and managed by and educational, medical or social professional. It is an inter-agency approach.

Criteria for Exiting the SEN Register.

- A parent/carer can request for a pupil to exit the SEN register.
- If a pupil's needs no-longer impact on their attainment and the pupil is achieving in line with expectation and predictions, the SENCO may suggest to parent/carers that the pupil should exit the SEN register. This is a decision made collaboratively.

Allocation of Resources and Specialist SEN Provision

Each school in the Trent Academy Group aim to distribute resources fairly and efficiently. It is the SENCOs responsibility to oversee this. For further information of the allocation of resources, see Appendix D.

SEND In-House Training for staff.

There is an on-going programme of staff training in special educational needs co-ordinated by the SENCO. Most subject areas have a link LSA who will attend meetings as appropriate and who can offer advice or pass on information regarding SEN issues. They can also pass on details of any SEN training that has been undertaken. All staff are given information and support in dealing with pupils with specific difficulties as and when they come into school.

The training needs of LSAs are identified through their appraisal targets or any other reviews the schools in the Trent Academy Group carries out.

Ensuring Access to a balanced and broad curriculum.

Each school in the Trent Academy Group supports SEND pupils to achieve their potential by generating a bespoke curriculum pathway according to the pupil's needs, aspirations and desires.

Each teacher continually reviews the progress of their pupils. This data, alongside other factors, help determine the most appropriate curriculum for a pupil in order to fulfil their individual needs. Parent/carers, SENCO, teaching staff and pastoral staff will always be consulted if it is believed that a change in the curriculum will be the most appropriate method of support a pupil.

Every effort will be made to educate SEND pupils alongside their peers. If appropriate, this education will be supplemented with small group literacy skills support.

In order to ensure that pupils have access to a broad and balanced curriculum that meets the needs of pupils with SEND, the school utilises a number of strategies. These include:

- Literacy support with the Literacy Intervention Worker.
- A range of vocational subjects.
- Supervised study.
- BTech qualifications.
- Entry level GCSE qualifications.

Each school in the Trent Academy Group will aim for pupils to work towards GCSE qualifications at some level. However, we generate bespoke pathways in order to suit individual needs. These are discussed in conjunction with the SENCO, Senior Leadership Team, parent/carers, pupils and teaching staff.

The school curriculum is reviewed regularly by the Executive Headteacher, Headteacher and SLT collaboratively with the SENCO in order to support the taught curriculum and enable pupils to reach their full academic potential.

External agency links to support pupils with SEND.

Each school works in partnership with a range of specialist support services:

- The Safeguarding officer and the School Counsellor provides emotional support to named pupils.
- Inclusion Support Service specialist teachers offer support and advice to each school, assess needs of referred pupils and provides appropriate training.
- Visual/Hearing/Physical Needs Support Services offer support and advice to pupils with physical disabilities, hearing or visual impairment and to the staff who teach them.
- The Educational Psychologist offers support and advice to the school and parent/carers on how to make progress with specific pupils. They oversee the statement process.
- Parent/carer Partnership Group works with parent/carers offering advice and support especially about the issuing of statements.
- Impartial careers advice is available for transition planning.
- Attendance officer can be referred to if there are concerns about attendance.
- Social Care referrals.
- Child and Adolescent Mental Health Services (CAMHS) offers supports for referred pupils who have emotional health difficulties.

Links with Other Mainstream Schools.

Links between mainstream schools are maintained in a number of ways, these include:

- Family SENCO meeting which takes place once per term.
- Attending year 6 (or earlier) pupils' IEP reviews if invited.
- Visiting primary schools to gather information about the incoming year 7.
- Working across all academies in the Trent Academy Group.

Monitoring and Evaluation of SEND

The quality assurance structure in place for the schools in the Trent Academy Group involves:

- SLT and SENCO visits to faculties in order to assess the quality of support in specific subject areas.
- SLT and SENCO observations of classroom support.
- SENCO observations of small group support.
- Use of Parent/carer Voice, Pupil Voice as well as canvassing views of teaching staff in order to establish the quality of communication and support offered.
- SEN pupil monitoring. This will be in the form of data analysis from Head of Faculty, Heads of Year, attendance statistics and Senior Leadership Team overview of SEND progress. This information will directly inform the deployment of department resources.
- The outcomes of monitoring and evaluation of the SEN department will be used to inform the Faculty Improvement Plan and appraisal targets.

Storing and Managing information

All SEN documents are stored confidentially and securely in the SEN office. All other documents are stored in the Pupil Support unit. Documents of Pupils who have left each school or who have been removed from the SEN register are stored securely in the Archive Room for DOB+25 years. All confidential files are stored either at each individual school or the Country Archive for DOB+70years.

Support given to ensure pupils with SEND engage with other pupils

Each school in the Trent Academy Group is committed to the principle of inclusion for all pupils, including those with special educational needs. All pupils have the opportunity to join any school activity including extra - curricular activities as well as have support from LSAs during unstructured times in the school day such as break and lunchtime. This could be through lunch and break clubs.

Accessibility and Admissions Arrangements

See the Trent Academy Group Accessibility Plan. This is based on the disability Code of Practice (2002). This ensures all new builds take into account the need for disability access.

See the Trent Academy Group Admissions Policy. The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with EHCplan and those without.

Complaints procedures

Complaints about SEN provision within the school will be investigated initially by the SENCO who will report back to the complainant. If the complaint is not resolved, it will be considered by the direct line manager of the SENCO. Should the case remain unresolved it will be transferred to the normal school complaints procedure.

A complaint made will be addressed within 5 working days.

Evaluating Success of the SEND Policy

The SENCO will be responsible for co-ordinating an annual review of the success of the policy. This will consider to what extent the policy objectives have been met; feedback may be sought from staff, pupils, parent/carers/carers and external support agencies used by the school.

Practice will be deemed successful if:

- We see pupils gaining confidence, self-esteem and making progress.
- We hear from parent/carers that their children enjoy coming to school.
- Parent/carers are happy with our methods.
- All staff feel that they are able to follow procedures and can see their methods bringing success to the pupils.
- We help every pupil to reach their full potential.

Useful Websites and Resources

SEND code of practice 2014.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Guide for Parent/carers and Carers 2014.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Nottinghamshire City Council SEN service.

<http://www.nottinghamcity.gov.uk/article/22025/Special-Educational-Needs-SEN-Service>