PDET

Special Educational Needs and Disabilities (SEND) Policy

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in the appendix. (For a copy of the policy for a specific academy which includes the appendix – see individual academy websites).

Date	Revision & Amendment Details	By Whom
February 2024	No changes required. Approved	Education Committee
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1. Introduction

This policy sets out our vision and aims for children with special educational needs and disability (SEND). At Peterborough Diocese Education Trust (PDET) we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

We recognise that:

- Each child is an individual with his or her own particular educational needs
- All pupils have the right to a broad, balanced and ambitious curriculum, adapted to reflect their needs and with regard to continuity and progression
- Learning experiences should encourage self-motivation and independence and focus on positive achievement
- The nature of a child's SEND might be long or short term and in one or more areas
- Our partnership with parents / carers is key to ensuring appropriate and effective SEND provision
- All teachers are teachers of pupils with special educational needs or disability. SEND is therefore a whole academy responsibility that requires a whole academy approach.

This policy complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. PDET also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) (SEND Code of Practice).

2. Aims and Objectives

We will:

- Ensure SEND is a whole academy responsibility requiring a whole academy response
- Identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice
- Ensure all pupils receive a broad, balanced and ambitious curriculum
- Build partnerships between home and the academy and ensure pupils and their parents/ carers are treated with respect and have their views taken into account
- Liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively
- Ensure that pupils with SEND express their views and are fully involved in decisions which affect their education
- Regularly assess and monitor pupil's progress to allow the relevant support and provision to be provided
- Provide quality support and advice for all staff working with pupils with SEND
- Ensure that all pupils with SEND make the best possible progress
- Ensure that children with SEND are admitted into the academy in accordance with the whole academy admissions policy.

3. Definition of Special Educational Needs and Disability

The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They 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 / academies.

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools / academies. A child with a disability is covered by the SEND definition if they require special educational provision.

Pupils with SEND may need extra help or support because of a range of needs. These are defined under the SEND Code of Practice broad areas of need:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs.

4. Responsibilities for SEND

The Special Educational Needs Coordinator (SENCo) will:

- Work with the Headteacher and SEND governor (or whole Academy Governance Committee (AGC), as appropriate) to determine the strategic development of the SEND policy and provision in the academy in order to raise the achievements and accelerate the progress of pupils with SEND
- Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND
- Provide professional guidance to colleagues and work with staff, parents / carers, and other agencies to ensure pupils with SEND receive effective support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively and efficiently
- Work with the Headteacher and AGC to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEND maintained and up to date
- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision
- Liaise with parents / carers, external agencies regularly to provide information on pupils' needs, provision and outcomes
- Prepare and review information required by law to be published in relation to special educational needs provision.

The SEND governor (or whole AGC, as appropriate) will:

- Help to raise awareness of SEND issues at AGC meetings
- Monitor the SEND provision within the academy and update the AGC on this
- Assure the AGC that the school website publishes the SEN Information Report.

The Headteacher will:

- Work with the SENCO and SEND governor (or whole AGC, as appropriate) to determine the strategic development of the SEND policy and provision in the academy
- Have overall responsibility for the provision and progress of pupils with SEND.

Every teacher will:

- Take responsibility for ensuring the progress and development of every pupil in their class, including those with SEND
- Implement inclusive high quality teaching in their classroom
- Work closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them.

5. Identifying Needs

Initial identification is in most cases either due to class teacher or parental / carer concern about a relative lack of progress or observations of social, emotional, behavioural or physical difficulties. Evidence is gathered through the pupil's work, assessment data, classroom observations and through discussions with parents / carers, other professionals and the pupil.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views of the pupil and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6. Working in Partnership with Pupils and Parents / Carers

We will have an early discussion with the pupil and their parents / carers when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account where possible the parents' / carers' and pupils' views
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents / carers.

We will formally notify parents / carers when it is decided that a pupil will receive SEND support.

The academy will be transparent with all matters relating to a pupil's SEND provision. Parents / carers are also encouraged to work in partnership with the academy to support their child's learning needs.

7. The Graduated Approach

We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review** as outlined in the SEND Code of Practice:

Assess: We will ensure that we regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents / carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENCO will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents / carers and all staff who work with the pupil will be made aware of the plan. This is known as SEN Support.

Do: The class teacher is responsible for the implementation of the plan and working with the pupil on a daily basis. The teacher will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENCO, parent / carer and pupil. This will inform the planning of next steps.

8. Requests for Education, Health and Care Needs Assessments

For a very small minority of pupils, the provision provided for the pupil through SEN Support will not be sufficiently effective to enable the pupil to progress satisfactorily. It will then be necessary for the academy, parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. This is known as an Education, Health and Care (EHC) needs assessment. The purpose of the EHC needs assessment is to enable the local authority to decide whether it is necessary for it to make provision in accordance with an Education, Health and Care (EHC) plan.

Where a request for an EHC needs assessment is made to the local authority, the pupil will have demonstrated significant cause for concern and the academy will have evidence gathered throughout the graduated approach highlighted above.

Further information about the Education, Health and Care Needs Assessment process can be found via the local offer:

- Northamptonshire
- Rutland
- Peterborough

9. Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Inclusive high quality teaching is our first step in responding to pupils who have SEND. We make the following adjustments to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it
- Adapting our resources and staffing
- Using recommended aids and equipment
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Providing small group or, on occasions, 1 to 1 interventions to focus on key skills.

10. Working in Partnership with Other Professionals

We work with a range of external agencies to provide support for pupils with SEND. These are listed in the appendix.

11. Expertise and Training of Staff

We expect our SENCOs to have the relevant experience necessary to carry out the SENCO role (see appendix for specific training / qualifications). The SENCO attends network meetings to share good practice with colleagues in the region and to keep up to date with SEND developments.

Training needs of other staff are identified in response to the needs of pupils. See appendix for the specific training and expertise of individual academy's staff.

12. Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress and attainment each term
- Reviewing the impact of interventions
- Using pupil and parent / carer questionnaires to gain feedback
- Monitoring by the SENCO
- Holding annual reviews for pupils with Education, Health & Care plans.

13. Complaints about SEND Provision

We urge parents / carers with any concerns regarding the SEND policy or the provision made for their child to speak to the academy as soon as possible and, in the first instance, to the class teacher or the SENCO. If parents / carers feel their child's needs are still not being met they should make an appointment to see the Headteacher. If concerns are still unresolved parents / carers may wish to engage with PDET's Complaints policy procedures.

NB - any issue relating to statutory SEN assessments should be pursued with the relevant Local Authority and not via PDET's Complaints policy.

If parents / carers require further advice / support, they should use the local Information, Advice and Support Service for Special Educational Needs and Disability *SENDIASS:*

- Information Advice Support Service for SEND inNorthamptonshire (telephone 01604 364772) or
- SENDIASS Rutland (telephone 07977 015674)
- Local Offer Impartial Information Advice and Support | Peterborough InformationNetwork.

14. Monitoring arrangements

This policy is monitored by PDET's Board of Directors and will be reviewed regularly.

15. Links with other policies and documents

This policy links to the following PDET / Academy policies and documents

- SEN Information Report
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Equality information and objectives
- Behaviour policy
- Teaching and learning policy.

Appendix – Academy specific information

Academy / School Name: Trinity CE Primary School

Role	Designated Person
Headteacher	Tom Burrows
SENCO	Tom Shipley

10. Working in partnership with other professionals

We work with a range of external agencies to provide support for pupils with SEND. These include:

- Educational Psychology
- Occupational Therapy
- Speech and Language Therapy
- Jogo Behaviour Specialist Support
- Specialist SEND Support
- Community Paediatrics
- Dyslexia Specialist Teachers & Assessors
- CAMHS
- Rowan Gate Specialist Outreach
- Maplefields Specialist Outreach

11. Expertise and training of staff

School staff have specific training and expertise in the following areas:

- Team Teach
- Autism and ADHD awareness
- Speech, Language & Communication
- Dyslexia Awareness
- Relevant first aid training