



Special Educational Needs & Disability Policy



Policy Details

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1. Aims – Updates to 1.1, 1.2 and 1.3 (Legislation and Guidance section removed and now within Aims: 1.3) 2. Definitions – Updates to 2.1 and 2.2 3.1 Summary of responsibilities – Updated staff roles and responsibilities 3.8 Safeguarding – Updated staff roles and responsibilities	September 2024

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1. Aims

All academies within the Trust share common values and an ethos that is committed to raising the aspirations and expectations for all students with Special Educational Needs and/or Disabilities (SEND). We are committed to offering a broad, inclusive and accessible curriculum that ensures all students make progress and achieve their full potential.

Each academy within the Trust shall ensure that:

- the special educational needs (SEN) of students will be addressed and students will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- it has a Special Educational Needs Coordinator (SENCO). The SENCO will maintain and regularly review the SEN register held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEN engage in the activities of the school alongside students who do not have SEN.

All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2. Definitions

Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A Child or Young Person will 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 that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

3. Roles and Responsibilities

The implementation of this policy will be monitored by the Trust Board and remain under constant review by the Director of Curriculum and Learning.

- The Director of Curriculum and Learning, working with the SEND Trustee, will raise SEN issues at trust board meetings; monitor the quality and effectiveness of SEND provision across the MAT and work with designated senior leaders to develop the SEN policy and provision.
- The Head Teacher will work with the SENCO to develop the SEN policy and provision within the school. The Head Teacher has overall responsibility for the provision and progress of learners with SEND.
- The SENCO will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- SENCO time is allocated across the trust; all SENCOs oversee and support across a variety of sites and/or provisions within the Raedwald Trust.
- Pupil facing staff, including teachers and learning and progress, are responsible for the progress and development of every student in their class and will work with the SENCO to ensure the "assess plan do review" cycle is appropriately implemented to support any student with SEND.

All provisions within Raedwald Trust will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

Parents of SEN students can discuss their child's needs with their child's teacher, the SENCO or the **Head Teacher**.

4. Identification & Assessment of SEN

Information about previous special educational needs will usually accompany students upon entry to a Raedwald Trust academy and this will be used by the SENCO to make sure appropriate provision is continued.

This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with the referring school or authority before students start at the academy. This information is collated to build a picture of the student and is presented through Academy SEND documentation. These documents could include:

- Safety Plans
- Individual Learning Plans (ILPs)
- Pen Portraits
- Individual Health Care Plans (IHCPs)

On entry to Raedwald Trust students are assessed through academy-based induction procedures. This process may involve the administration of some assessments alongside wider activities to help staff understand the needs and interests of individual students. The data and information gathered from induction is then analysed by the SENCO and Head Teacher to identify any potential areas of need. Students will then be added to the SEN Register, in line with the Code of Practice guidance for SEN.

The assessments administered to students upon entry could include standardized assessments such as Cognitive Ability Tests (CATs) but more regularly will be short Raedwald Trust designed assessments to understand the needs of individual students. These could include reading, spelling or phonics tests and wider subject-specific baseline assessments.

Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed in all subject areas by the Head Teacher. If a student has not made the expected progress, wider discussions about targeted support needed will occur, regardless of need. If a member of staff identifies a student whose special educational needs are not met by the normal programme of study, staff will work with the student by setting clear targets and providing greater scaffolding. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed.

At this point information will be gathered. The SENCO will inform the dual-roll school and parents about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents, school and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student, and ongoing progress will be shared with relevant staff within the dual-roll school.

If a parent/carer refers their child to the academy as they believe their child has broader special educational needs they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant staff) to see if they are achieving expected levels of progress. This will be done in partnership with the on-roll mainstream school SENCO to ensure all information is collated and support is consistent across both Raedwald and mainstream school. If the student is not making appropriate levels of progress, then internal support will be implemented in accordance with the paragraphs above and in collaboration with the student's dual roll school.

In all cases where internal support is not effective in supporting the student, a referral to other relevant specialists will be completed. This will be done in collaboration with the on-roll mainstream school SENCO and parents' knowledge, with information and strategies for support shared with all staff.

If there are no concerns regarding the students' academic progress, then the academy will ensure appropriate scaffolding continues in the classroom and interventions are put in place if appropriate.

Contact details for professionals who can assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision outside of our regular curriculum offer is being made, parents and students will be involved in developing and reviewing support plans/strategies.

All staff teaching students on the SEN register will be made aware of individual needs of students through daily briefing and de-briefing meetings, staff meetings and information sharing through the MIS. The SEND team will help teachers when required to develop techniques to support scaffolding and ensure that appropriate resources are available as part of the academy's Continual Professional Development Programme.

5. Reviewing

All students, regardless of their needs, are set Individual Learning Plan (ILP) targets. Data collated during the academy reporting process is analysed and strategies are put in place to support students that are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable, Relevant and Time-Bound targets (SMART) set to ensure that progress is made. These are recorded using ILPs and wider SEND tracking workbooks. These are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, the SENCO may refer to an external specialist service, like an Educational Psychologist.

Where, despite the academy having taken relevant and purposeful action, as set out above; to meet the students' needs and they have not made the expected progress, the academy will consider requesting an Education, Health and Care needs assessment. This will be considered with the students' on-roll mainstream school and any wider stakeholders already involved with the student.

If a student has an Education Health and Care Plan, an annual review will be held in accordance with legal requirements. This will be led by the on-roll mainstream school SENCO with input from Raedwald Trust staff to inform progress against outcomes.

If, because of appropriate progress, a student is removed from the SEN register, the student will continue to be monitored through the academy's structured reporting programme by the Head Teacher.

6. Policy Links

This policy should be read in conjunction with:

- SEN Information Report (updated annually)
- Equality, Diversity and Inclusion Policy
- Accessibility Plan
- Positive Behaviour Change Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy