



SEND and Learning Policy

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Special Educational Needs and/or Disabilities (SEND) and Learning Policy

1. Introduction and purpose

This policy reflects the Special Educational Needs and Disability Code of Practice 2015 (which relates to the Children and Families Act 2014) and the 2010 Equality Act. It sets out our vision and principles for our learners with SEND and our expectations for all our schools across the Trust. The operational activities and examples of how needs are met are outlined in school specific *School Information Reports* which are published on their respective websites.

2. Scope

This policy applies to all staff. It applies to operational staff in particular when considering reasonable adjustments and regarding funding, resources and provision for learners with SEND.

3. Legislation and regulation

Definition of SEND (Special Educational Needs and/or Disabilities):

3.1. 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.

3.2. A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has 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.

3.3. 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.

Definition of Disability

3.4. Many children and young people who have SEN 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.

3.5. The Equality Act requires early year's 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'.

3.6. All schools will operate within the law. The legal framework most pertinent to SEND can be found in:

- The Equality Act 2010
- The Children and Families Act 2014, part 3
- The Special Educational Needs and Disability Regulations 2014

3.7. All schools will follow the statutory guidance found in The SEND Code of Practice (last updated April 2015).

4. Policy statement

4.1. ASSET Education has four core values: Excellence, Empowerment, Engagement and Equity.

Excellence: we are ambitious for our learners with SEND and we are committed to seeking and providing the most appropriate and specialist support and training available so that they can thrive and learn.

Empowerment: we believe in empowering all members of our school community to contribute, support and include each other.

Engagement: we know that by engaging everyone in the support of a child, with the voice of the child and family at the heart, we can make their schooling a success.

Equity: we are committed to the principle of equity. Some children will need more support, more time and more resources to flourish and learn.

4.2. We shall ensure that:

- All schools have regard for the voice of the child with SEND as well as those of the parent or carer, and take into account their feelings, wishes and views.
- Schools will work closely with the local authority in which the academy is located to assist them in fulfilling the obligations under Part 3 of the Children and Families Act 2014 and its associated guidance.
- All schools 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.

4.3 All schools will work jointly with education and health care professionals and agencies to secure the best possible outcomes for the children in their setting. Schools will work with local and national providers to secure the services needed to improve outcomes for children 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.

4.4 All schools will make reasonable adjustments for disabled children and will make arrangements to support those with medical conditions.

4.5 Schools will designate a qualified teacher to be responsible for coordinating SEND provision (the designated Senco) who will have or be working towards attaining the National Award in Special Educational

Needs Coordination within three years of taking up the position. This person should be empowered by the headteacher to contribute to the strategic leadership of the school.

4.6 Schools will prepare a SEND Information Report in accordance with paragraphs 6.79 onwards of the SEND Code of Practice and publish it on their website. This report will set out the details regarding the implementation of the ASSET SEND and Learning Policy at the respective school.

4.7 Schools will 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.

4.8 Schools will 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.

4.9 Schools will employ a variety of assessment and screening tools to assess a child's skills and attainment and build on information received from previous settings. This includes early years settings.

4.10 As part of the screening process, schools will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.

4.11 In their settings, schools will ensure that 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.

4.12 Schools will have measures in place, such as screening tools and assessment batteries, and access specialist assessment where necessary to accurately identify children and young people with SEND and will place such pupils on 'SEND Support' in consultation with their parents and carers.

4.13 Class and subject teachers, supported by the Senco and Senior Leadership Team, will undertake regular assessments for all pupils and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment and adjust support and provision accordingly.

4.14 Schools will 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.

4.15 For all children and young people on 'SEND Support', schools will make arrangements for a qualified teacher, with input from the Senco as appropriate, to meet with the parents or carers at least three times a year to review progress and support.

4.16 Schools will 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) is in place for all pupils on in receipt of 'SEND Support'.

4.17 After consultation with the parent or carer and the child, a school will request the local authority to undertake an Education, Health, Care needs assessment for any child for whom we believe this is necessary.

4.18 Schools will 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).

4.19 Schools will work with the local authority 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.

5. Responsibilities

The following responsibilities apply in relation to this policy:

- Headteachers are responsible for ensuring an appropriately qualified member of staff is the designated Senco within their school and for enabling the SENCO to work strategically within their school to ensure the best possible education for learners with SEND
- Headteachers are responsible for remaining up-to-date with policy and practice regarding SEND and support the Senco in working strategically to ensure the best possible provision is in place
- Sencos are responsible for ensuring the education within the school is compliant with the ASSET SEND and Learning Policy
- Sencos are responsible for attending Trust and local cluster meetings to ensure up-to-date knowledge and sharing of best practice
- Teachers are responsible for working in line with the DfE Teaching Standards and providing appropriate education for all learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2015
- The Director of Strategy has responsibility for ensuring this policy is kept up-to-date with the support of the link trustee for Equality, Discrimination and Inclusion
- Trustees and the executive leadership team have overall responsibility for the implementation and approval of this policy

6. Monitoring and compliance

Key information regarding SEND provision, in-school demographics and clusters of need, staff responsibilities and qualifications, and high needs funding will be entered onto the Trust data dashboard. The Trust will ensure that there is a SEND audit undertaken within each of its schools on a biennial cycle or more frequently if deemed necessary.

7. Review

This policy will be reviewed every two years or sooner if there are significant changes to legislation and statutory requirements