Special Educational Needs and Disability (SEND) Policy

Vision

The Central Region Schools Trust (CRST) vision is to ensure social justice through exceptional schools. A founding principle was that our schools 'know' and serve their local community, whilst also recognising that shared knowledge and expertise across our schools makes us all strong in delivering the vision.

Rational

The Trust is passionate about inclusive education for all and welcomes diversity of culture, religion and intellectual ability, striving to meet the needs of all pupils from 3 – 18 with a learning difficulty, disability, disadvantage or special educational needs. The Code of Practice (2015), states that all pupils are entitled to an education that enables them to make progress so that they:

➢ Achieve their best
➢ Become confident individuals living fulfilling lives, and
➢ Make a successful transition into adulthood whether into employment, further or higher education or training.

The Trust believes that all pupils with a Special Educational Need and Disability (SEND) must have their needs recognised, identified and assessed, with appropriate and timely intervention put in place.

All staff have due regard to general duties to promote disability equality. The Trust strives to deliver an appropriate curriculum to:

➢ Provide suitable learning challenges
➢ Meet the pupils diverse learning needs
➢ Remove the barriers to assessment and learning

Aims

Our Trust SEND policy aims to:

➢ Set out how our schools will support and make provision for pupils with SEND. Each school will have their own statutory SEND Information Report setting out their bespoke provision.
➢ Explain the roles and responsibilities of everyone involved in providing for pupils with SEND through the Graduated Approach/Local Offer.

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation, including, but not limited to:

➢ Part 3 of the Children and Families Act 2014
➢ The Special Educational Needs and Disability Regulations 2014
➢ Supporting Pupils at school with medical conditions (August 2017)
➢ Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

- Working Together to Safeguard Children (July 2018)
- Keeping Children Safe in Education (2022)
- Ofsted Framework
- The Local Offer for each individual Local Authority in which our pupils reside

Definitions

Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that 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 the 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

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

SEND Code of Practice 2015

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010.

"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".

Equality Act 2010

Equality of Opportunity

The Trust believes that all pupils should be equally valued in school. Each school will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

The CRST is committed to inclusion and high-quality teaching for all. In all schools the Trust aims to embed a sense of community and belonging, and to offer new opportunities, acceptance and understanding of pupils who have experienced and deal daily with their learning barriers and disabilities. This does not mean that schools will treat all pupils in the same way, but that schools will respond to pupils in a way which takes account of their varied life experiences and needs/learning barriers.

The Trust believes that educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, impairment, attainment, starting point and background.

Each school within the Trust will pay particular attention to the provision for and the achievement of different groups of learners:

- All genders & gender identities (LGBTQ+)
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs / LPA (Low prior attainment) / learners who are disabled.
- Pupils encountering mental health / emotional well-being issues.
- Pupils who are gifted and talented
- Pupils who are entitled to the Pupil Premium: free school meals / Ever 6 and looked after children/asylum seekers.
- Pupils who have long term medical needs; those who are young carers; those who are in families under stress; pregnant schoolgirls and teenage mothers and CIN – Children in Need.
- Pupils who are at risk of disaffection and permanent exclusion and/or becoming a NEET (Not in Education, Employment or Training).

This policy describes the way we want our schools to meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, cognition and learning, communication and interaction difficulties, mental, emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

The Trust recognises that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, social reasons, age, previous experiences at their previous schools and individual maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Roles and responsibilities

The Trust

The Trust has a Director of SEND who oversees the provision and practice within all the schools in the Trust alongside the Executive School Improvement Leader.

The SENCO

Each school within the Trust has a SENCO who is a qualified teacher and is suitably qualified to carry out this role. The NASENCO Award must be completed within three years of taking up the role as SENCO.

The SENCO will:

- Work with the Principal and SEND Governor to determine the strategic development of SEND and its provision in the school
- Have day-to-day responsibility for the operation of the Trust SEND policy and the co-ordination of specific provision made to support individual pupils with SEND,

including those who have Education, Health and Care Plans (EHCP) as outlined in the school's statutory SEND Information Report.

- ➤ Provide professional guidance to colleagues and work with staff, parent carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- ➤ Advise on the Graduated Approach/Local Offer to providing SEND support
- ➤ Be part of any suspensions involving a SEND pupil, or as appropriate if identification of need, is required.
- ➤ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ➤ Be the point of contact for external agencies, especially the local authority (LA) and any support services
- ➤ Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- ➤ Ensure the school keeps the records of all pupils with SEND up to date
- ➤ Be responsible for writing and reviewing the school's SEND Improvement Plan, alongside the SEND Trust support (Director of SEND).

The Governing Body

The Governing Body must:

- ➤ co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- ➤ use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND
- ➤ ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- ➤ inform parents when they are making special educational provision for a child
- ➤ ensure that arrangements are in place in schools to support pupils at school with medical conditions
- ➤ provide access to a broad and balanced curriculum
- ➤ ensure that pupils from year 8 until year 13 are provided with independent careers advice
- ➤ have a clear approach to identifying and responding to SEND provide an annual report for parents on their child's progress
- ➤ record accurately and keep up to date the provision made for pupils with SEND
- ➤ publish information on their websites about the implementation of the board's policy for pupils with SEND, the School SEN Information Report
- ➤ publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans

- ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school
- determine their approach to using their resources to support the progress of pupils with SEND

[The Governance Handbook 6.5.11](#)

The SEND Governor

Each school within the Trust has an appointed Governor who oversees SEND across their school. They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEND provision in the school

Principal

Across the Trust all Principals have a responsibility through Section five of the [Principal's Standards](#) to support all pupils, including those with special educational needs and/or disabilities. They must designate a member of SLT to be responsible for SEND if the SENCO is not a member of SLT.

The School Leader for SEND will:

- Regularly work with the SENCO and SEND Governor to determine the strategic development of the SEND provision within the school
- Have an accurate overview of the SEND profile at the school and the pupils currently on the SEND register
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the local authority to support individual pupils (Element 2 and 3)
- Have clarity of arrangements in place in order to respond to need
- Ensure that the SENCO has sufficient time and resources to carry out their strategic role effectively
- Monitor SEND reviews in liaison with the SENCO
- Monitor teaching and learning arrangements made for SEND pupils including the deployment of Achievement Assistants
- Advise the relevant LA when a formal assessment may be necessary or following a EHCP Annual Review

Teachers

Across the Trust all teachers have a responsibility through the section five of the [Teachers' Standards](#) to support all pupils, including those with special educational needs and/or disabilities

They are responsible for:

- Planning and providing high quality teaching that is adjusted and adapted to meet the individual needs of the pupils through a Graduated Approach
- The progress and development of every pupil in their class as directed by any Individual Pupil Learning Plans
- Directing Achievement Assistants, teaching assistants or specialist staff to enable them to plan and assess the impact of their support and interventions. Each teacher should use this information to plan for the next steps for teaching and learning of each individual pupil
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this policy and the school's SEND Information Report.
- Reading Chapter 6 of the SEND Code of Practice 2015

Categories of Special Educational Need

Pupils with SEND are categorised under one of the four following areas of need as set out in the SEND Code of Practice (2015).

- **Cognition and Learning**: Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation, adjustments and/or adaptations.

  Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

  Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dysgraphia and dyspraxia.

- **Sensory and/or Physical Needs**: Impairments which prevent or hinder pupils from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multisensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND.

  These conditions can be age-related and can fluctuate over time. A pupil with a disability or medical need is only covered by the definition of SEND if they require

special educational provision (additional and/or different provision to their peers relevant to their starting point).

- ➤ **Social, Emotional and Mental Health**: Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

    These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

    Other pupils may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

- ➤ **Communication and Interaction**: Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication.

    The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

    Pupils with Autistic Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Neurodiversity

We are seeing an increase in the number of pupils who are Neuro-Diverse.
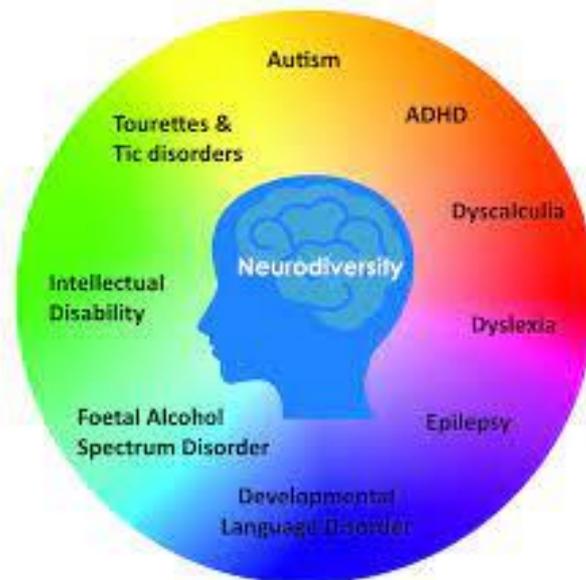
Neurodiversity refers to the different ways the brain can work and interpret information. It highlights that people naturally think about things differently. We have different interests and motivations and are naturally better at some things and poorer at others.

Most people are neurotypical, meaning that the brain functions and processes information in the way society expects.

This means that some pupils will have needs that do not fit under just one category of need. It is very important that schools identify the underlying, primary need to be able to provide appropriate provision.

A pupil may have a diagnosis of a specific condition that would fit into one of these broad areas of need but if they are not receiving additional to or different from provision they are not classified as SEND.

Levels of Support

The level of the support that pupils with SEND require is denoted by the following categories:

➢ SEND Support (K)– These are pupils who are classified as having special educational needs and/or disability. These pupils receive provision which goes above and beyond the mainstream provision and is classified a 'graduated approach'. Pupils on SEND Support do not have a specific funding stream designated specifically to support their needs, but a proportion of the school's notional SEND budget is allocated to support these pupils to make progress.

➢ EHCP (Education and Health Care Plans) (E) – Pupils with an EHCP have complex special educational needs and/or disability. Their provision is bespoke to the child and is classified as an 'individualised' model of support. There is an expectation that a proportion of the school's Notional SEND Budget is allocated to support these pupils. These pupils may receive a designated funding allocation from the High-Level

Needs funding block (Element 3) from the local authority to support them in school and to provide bespoke additional educational provision which goes above and beyond mainstream provision. It is important that school leaders are aware that this additional funding within their budget is monitored and spent solely to ensure outcomes for EHCP pupils are met.

SEND Register

All schools will keep a SEND Register of all pupils who are on SEND Support or who have an EHCP. They may choose to have an additional needs/inclusion register to include SEND plus other groups including those they may be monitoring, those with medical needs, disadvantaged and in receipt of pupil premium, Looked After Children (LAC), those with English as an Additional Language (EAL) and those identified as requiring Access Arrangements.
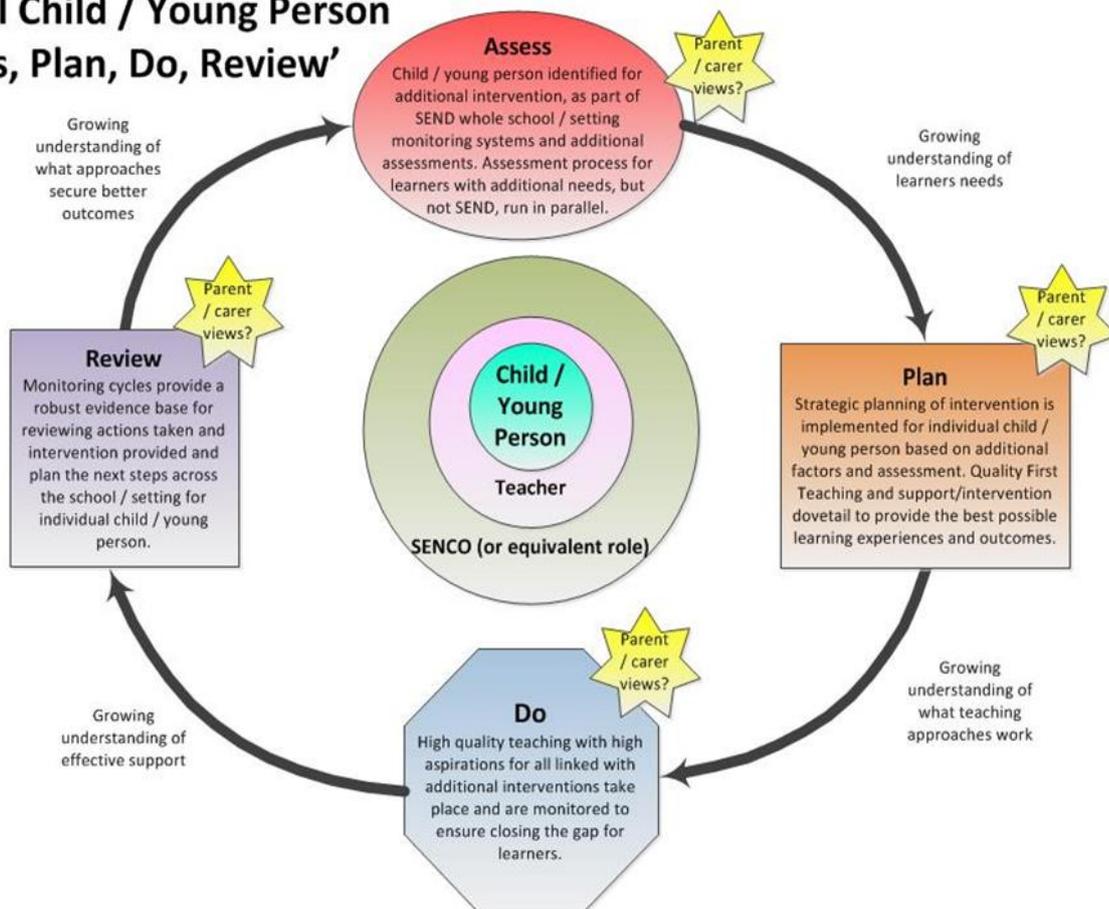
Graduated Approach

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Achievement Assistants, Teaching Assistants or specialist staff. A cyclical four stage process – Assess, Plan, Do Review (CoP 6.44 to 6.56) must be followed by all staff. These evaluations and monitoring arrangements promote an active process of continual review and improvement through the waves of SEND provision for all pupils.

The 'assess, plan, do, review' cycle can be repeated as many times as needed to help the pupil progress.

Some pupils will show good progress after the first round of support is put in place, but those with more complex needs might benefit from the cycle being repeated several times.

It is important that all evidence of monitoring is kept, in case a pupil requires more complex, significant and/or external specialist input as they progress through the higher levels of waves of SEND provision that are essential within the Graduated Approach.

Individual Child / Young Person 'Assess, Plan, Do, Review'

Assess (CoP 6.45) Analysis

The first step is to collect the right information and find the right people to be able to plan support. If a pupil isn't making the expected progress, draw on:

> ➢ information from their teachers
> ➢ information from previous educational providers
> ➢ the views of the child, young person and their family
> ➢ any external services or organisations involved.

Plan (CoP 6.49) Intent

During this step teachers, the SENCO) the pupil and their family should agree on new interventions, support and the expected outcomes. The agreement should be recorded on the school's systems and explained to all appropriate and relevant staff.
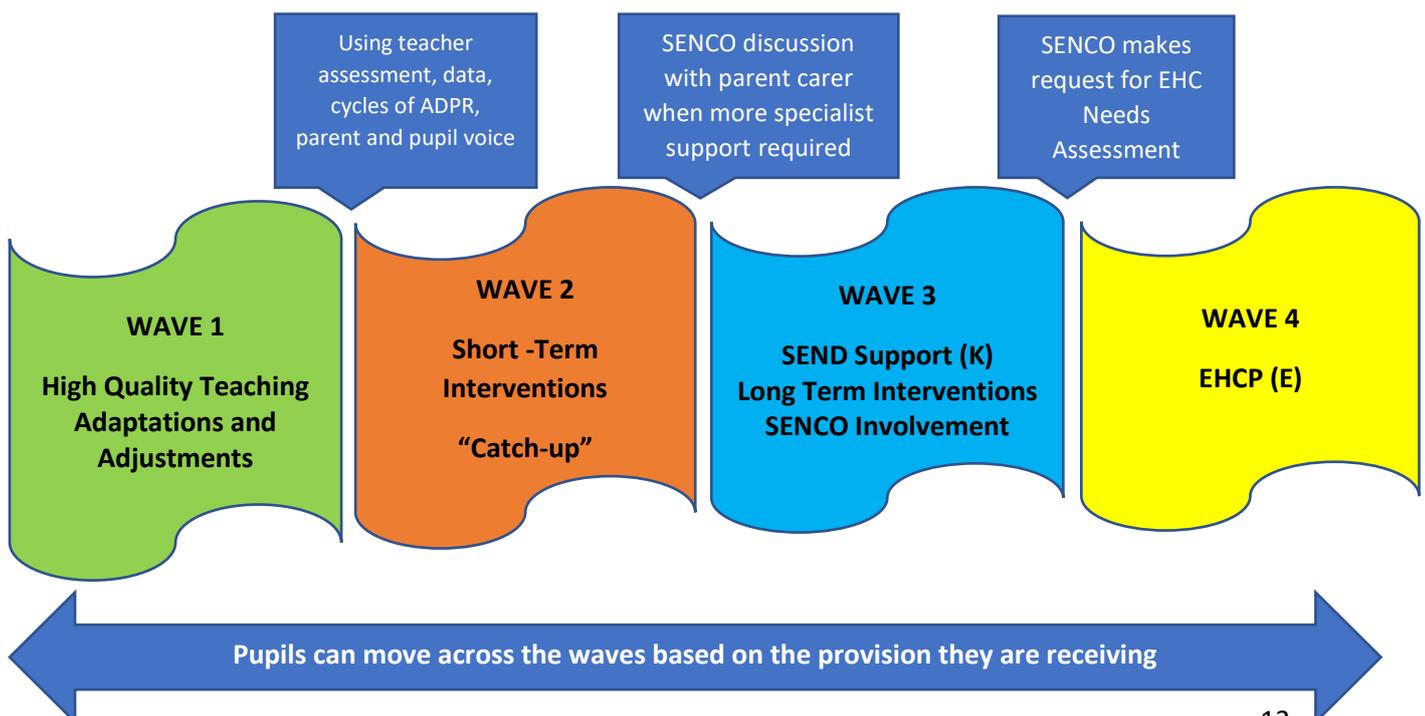
Do (CoP 6.52) Implementation

In this step, the plan is put into practice. The pupil's class or subject teachers are responsible for checking whether the plan is working daily.

Review (CoP) 6.54 Impact

The impact of the plan is reviewed by teachers, the SENCO, the pupil and their family. Good enough progress may mean SEN support is no longer needed or a further cycle of Graduated Approach is required, or an Education, Health and Care Needs Assessment needs to be requested.

Waves of Provision

Using teacher assessment, data, cycles of ADPR, parent and pupil voice

SENCO discussion with parent carer when more specialist support required

SENCO makes request for EHC Needs Assessment

WAVE 1

High Quality Teaching Adaptations and Adjustments

WAVE 2

Short -Term Interventions

"Catch-up"

WAVE 3

SEND Support (K) Long Term Interventions SENCO Involvement

WAVE 4

EHCP (E)

Pupils can move across the waves based on the provision they are receiving

What every pupil receives All staff responsible to ensure that Wave 1 provision is delivered Teachers' Standards Class/Subject teachers embedded high quality teaching Reasonable adjustments and adaptations are in place	Not making expected progress despite reasonable adjustment at Wave 1 High quality teaching plus short-term interventions required (planned and monitored by class/subject teacher)	In depth assessment to identify need On-going specific support to address pupil's needs Evidence based interventions monitored by class teacher and SENCO Pupil has Individual Learning Plan, measurable targets and provision required Review Meetings with Parent Carer and pupil three times per year External, specialist support if required	Support over and above additional and/or different Highly personalised and specialist provision as set out in EHCP Specialist support from external support services Statutory Annual Review of EHCP organised and managed by SENCO

Individual Provision Passport or similar IEP)

Within each school's SEND Information Report there should be an explanation of how the school is recording the APDR process. This should include the capturing of pupil and parent carer voice.

Attendance, Behaviour and Welfare

The Trust has high expectations that all pupils attend school. Within each school there is a supportive programme for behaviour and welfare that takes into account individual needs.

It is very important that school's monitor the attendance and behaviour of all pupils but make special reference to vulnerable and disadvantaged groups including SEND.

Where schools have different support teams (Learning Support, Pastoral, Attendance, Behavioural, Safeguarding) these should work together when considering the Graduated Approach/ Waves of provision required for individual SEND pupils. This will ensure a collaborative Team Around the Child approach.

When serious incidents occur, and a SEND pupil requires a period of suspension the SENCO should be involved in this process to ensure that all SEND Code of Practice reasonable adjustments have been considered.

All schools should have a trained Senior Mental Health Lead (DfE approved) who will work across the different support teams to ensure that all pupils are able to access appropriate support for their SEMH needs.

SEND Information Report

Every school must produce a SEND Information Report that is reviewed annually and updated as and when required. When reviewing this report, it is good practice to seek the views of parent carers, pupils and other stakeholders.

The SEND Information Report must contain information on:

➢ The kinds of SEND that are provided for
➢ How the school identifies pupils with SEND
➢ The name and contact details of the SENCO
➢ Arrangements for consulting parents of pupils with SEND and involving them in their child's education
➢ Arrangements for consulting pupils with SEND and involving them in their education
➢ Arrangements for assessing and reviewing pupil's progress towards outcomes. This should include the opportunities available to work with pupils as part of this assessment and review
➢ Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood. As pupils prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
➢ The approach to teaching pupils with SEND
➢ How adaptations are made to the curriculum and the learning environment of pupils with SEND
➢ The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured
➢ Evaluating the effectiveness of the provision made for pupils with SEND
➢ How pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND
➢ Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying
➢ How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils SEND and supporting their families
➢ arrangements for handling complaints from parents of pupils with SEND about the provision made at the school

The report should also include:

- The arrangements for the admission of disabled pupils
- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities you provide to help disabled pupils to access the school
- The plan prepared under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:
    - increasing the extent to which disabled pupils can participate in the school's curriculum
    - improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
    - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

APPENDIX