

# SHERBORNE AREA SCHOOLS' TRUST

SCHOOLS ACHIEVING SUCCESS TOGETHER



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## **SEND Policy**

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## SHERBORNE AREA SCHOOLS' TRUST SEND POLICY

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## Introduction and Purpose

**“Every School Leader is a Leader of SEND”**

**“Every Teacher is a Teacher of SEND”**

This policy sets out SAST’s vision for children and young people who may have additional needs, and our expectations for all of our schools and staff including volunteers, who work with our pupils, parents and carers, professionals in health and social care and our local authority partners. It has been written to ensure that everyone is clear about the ethos, principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND), and those other vulnerabilities.

SAST schools are committed to the need to work relentlessly in establishing and maintaining inclusive communities, which are characterised by high ambition and flexibility of approach, so that every person can thrive, especially those who are vulnerable or at greatest disadvantage. We recognise the importance of equity and understand that inclusion is about children getting what they need as an individual, rather than everyone getting the same.

## Legislation, statutory guidance and linked SAST policies

This policy complies with the legal frameworks, statutory requirements and relevant guidance laid out in the following:

- The Children and Families Act 2014
- Equality Act 2010: Advice for Schools DfE (2013)
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- The Special Educational Needs and Disability regulations (2014)
- The Special Educational Needs (Personal Budgets) regulations (2014)
- Working Together to Safeguard Children (2013)
- Supporting Pupils at School with Medical Conditions (2014)
- Teachers Standards (2012)
- DfE Behaviour in Schools (2022)
- DfE Attendance (2022)

It should be read in conjunction with the following SAST policies and school documents:

- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- Admissions Policy and School Arrangements
- Inclusion, Suspension and Exclusion Policy
- Supporting Children With Medical Needs Policy
- Children with Health Needs Who Cannot Attend School
- Children with a Social Worker, Children in Care and Previously in Care Policy
- Attendance Policy
- SAST Behaviour Principles
- Any individual school SEND Policy and Procedures document
- School Accessibility Policy / Plans

## Definitions

### **SEND (Special Educational Needs and Disabilities):**

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have 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 or mainstream post-16 institutions

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.

### **Disability:**

Many children and young people with SEND 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.

The Equality Act requires early years' 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 'anticipatory'.

In all SAST academies, pupils with SEND are recorded on a register so that provision to meet their needs can be planned for, assessed and reviewed. As pupils progress, they may no longer require special educational provision and may be removed from the register. Pupils will not be regarded as having SEND solely because their home language is different from the language in which they are taught.

### **Parent:**

In addition to the child's birth parents, references to parents in this policy include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives.

**School:**

Within this policy, the term is used to refer to any nursery, primary school, secondary school or SAST learning centre establishment.

**Aims and Principles**

In SAST, we make our best endeavours to meet the needs of individual pupils by:

- ensuring that our practice reflects the SAST vision and values statements so that every child can flourish in a safe, happy and nurturing environment in which their contributions and unique talents are valued
- ensuring every pupil can access a curriculum for excellence, through which they experience challenge and enjoyment, breadth and depth, progression, personalisation and choice, coherence and relevance
- being alert to changing needs in our children and young people
- ensuring all children have their individual barriers to learning identified as early as possible and with due regard to pupil and parent voice.
- focussing on children's strengths and what provision is needed to support them further, rather than what a child can't do or a diagnostic label
- responding to changing needs with appropriate adjustments and support, and through the provision of timely evidence-informed interventions, to ensure that the young people can develop their potential as individuals and thrive
- intelligently targeting the use of available resources, so that all learners including those with SEND and other vulnerabilities, are included in the curriculum and wider learning community
- accurately assessing and robustly tracking pupil's progress effectively
- striving to ensure that all children and young people receive the provisions set out in their Education, Health and Care Plan
- ensuring that children's views are valued and listened to so that they are involved in the meeting of their needs
- respecting, communicating effectively and working collaboratively with parents and carers
- working in partnership with other settings so that transition from one school to another is well planned and effectively supported
- working in partnership with professionals and other agencies who provide specialist support and advice for children with SEND and other vulnerabilities
- ensuring that all children are able to participate fully in the life of our schools, and to play an active role in their school community
- provide ongoing professional development activities to all staff to ensure that all children receive high quality teaching

**Identification of Special Educational Needs through a Graduated Approach**

In line with the Code of Practice, all schools follow the graduated approach to a children's special educational needs or potential need. This support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. This cycle enables us to have a growing understanding of the pupil's needs and of what supports

the pupil in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles, in order to match support and interventions to the SEND of children and young people. (Code of Practice, 2015).

In each school, teachers are responsible and accountable for the development and progress of the pupils in their class, and schools have systems in place to ensure that special educational needs are identified as early as possible. These start by:

- providing High Quality Teaching
- regularly assessing pupils' progress and targeting specific areas of difficulty
- adjusting work for pupils who need this through adaptive teaching
- providing additional adult support as required to achieve curriculum outcomes

As necessary, schools will also:

- provide targeted, short term, monitored interventions which are modified in line with outcomes
- provide pastoral support as required

### **SEN Support**

If a pupil continues to struggle with the curriculum despite the above support, schools will consider whether they have a special educational need. This is a process involving the class teacher, SENCO, parents and the pupil.

Initially, this may mean that a pupil is monitored more closely by the class teacher, working in close collaboration with parents and with the advice of the SENCO. The pupil may be added to a “monitoring” register (Code M) for a period that should not usually exceed two short terms. Teachers should begin to record the adjustments they are making to support the child and the impact of these.

If it is decided that a pupil has SEN and requires special educational provision (provision that is *additional to or different from* that made generally for other children and young people of the same age) they will be added to the SEN record under the category of SEN Support (Code K). Parents will be informed in writing when this happens. The provision given at SEN support will be individual to each child, according to their SEN but it could include:

- creating a pupil profile/learning passport, for the purpose of sharing strengths and the barriers to learning identified so far, with all adults who support the child in school
- implementing a specific programme for learning or personal development – outlined on a learning plan
- extra teaching input or support from a teacher or a Learning Support Mentor. This may include the pre-teaching certain key concepts
- working in a small group or supported to take part in class activities
- reviews and intervention from Specialist Teachers or other professionals such as Speech and Language Therapists

Schools will regularly review the support being provided with the pupil and with their parents; and do so formally at least three times a year.

## **EHC Plans**

Most pupils with SEN can be supported at the level of SEN Support. However, some pupils with severe, complex, and long-term SEN may need an Education, Health and Care Plan (EHCP), especially if they have not made progress at SEN Support. If schools feel this is the case, they will discuss this with parents. Parents can also contact the class teacher or SENCo if they feel their child might need an EHCP.

EHCs are written and issued by the Local Authority following an Education, Health and Care needs assessment (EHCNA). It is important to bear in mind that not all requests for assessment are agreed; and not all assessments lead to the issuing on an EHCP.

Schools will work with parents and other services to request an EHCNA where it is felt this will be beneficial. Parents may also request that the Local Authority undertakes this assessment themselves. Further details about the assessment process and EHCPs can be found on Dorset's Local Offer, Somerset's Local Offer or Wiltshire's Local Offer. Applications would be made to the Local Authority where the child lives.

If an assessment leads to a draft EHCP being issued, the Local Authority will then consult schools to see if they can meet the needs identified through the assessment process through the provisions laid out in the plan. When an appropriate setting is identified, this will be named on the plan.

Once a final EHCP is issued, the SEN Register will be adjusted to reflect this (Code E). EHCPs must be reviewed at least annually there-after (or at least every six months for children under 5 years of age).

## **Other factors**

Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an additional language, being in the care of the Local Authority, behaviour (where there is no underlying SEN) and bereavement. These needs will be addressed appropriately using other processes or strategies.

Further explanation of the Graduated Approach (Assess, Plan, Do and Review) will be found in each individual school's SEND Information Report and SEND procedures.

## **Types of Need**

The Code of Practice (2015) outlines four broad areas of Special Education Need:

- Cognition and Learning
  - including difficulties with memory, processing and other executive functions; Specific Learning Difficulties (dyslexia, dyscalculia, and dyspraxia); Moderate, Severe or Profound learning difficulties
- Communication and Interaction
  - including autism; speech, language and communication needs
- Social, emotional and mental health
  - including managing emotions, anxiety, ADHD, attachment, Tourette's Syndrome



- Sensory and/or physical needs  
- including vision/hearing impairment, sensory processing needs, physical disability

The purpose of identification is not to fit pupils into one of these categories but to work out what additional action, if any, the schools need to take, to address a child's particular needs in any of those categories. SAST staff will always work closely with parents, the child and external professionals to ensure a clear picture of the whole child, not just the special educational needs of the child. SAST schools believe in a strengths and person-centered approach as this allows the school to put the best provision in place to meet the needs of each individual child.

## Responsibilities

### **SAST Schools**

- Leaders in each school setting will ensure that the quality of teaching, and learning opportunities for pupils with SEND, and the progress made by those pupils are given the highest priority. There will be high ambition for pupils with SEND and leaders will ensure they are not provided with a reduced curriculum.
- SAST schools will designate a qualified teacher to be responsible for coordinating SEND provision (the designated SENCO), who will undertake any mandatory training required in line with current legislation.
- The SENCO has responsibility for the day-to-day management and implementation of the policy and procedures and for managing and deploying school resources effectively as outlined in the Special Educational Needs and Disability: Code of Practice (2015).
- Each school setting will prepare and publish a SEND Information Report in accordance with paragraphs 6.79 onwards of the DfE SEND Code of Practice (2015).
- All teachers recognise and accept that SEND is their responsibility; taking full responsibility for the progress of the children and young people with SEND whom they teach.
- Class and subject teachers, supported by the SENCO and Senior Leadership Team, will make regular assessments of the progress for all pupils and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment. Equal consideration will be given to personal development and academic progress.
- Across our schools, staff will employ a variety of screening and assessment tools in order to investigate, identify and build on information received from parents, previous settings, class teachers, or professionals. This could lead to pupils being placed on a 'SEND support' register.
- As part of the early identification and screening processes, schools will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them. (This duty is anticipatory – a diagnosis is not required before adjustments can be made).
- Schools will inform parents and carers when they are making special provision for their child and will then work in partnership with them to establish support needed and professional specialist input, to secure best outcomes. At all times, the views, wishes and feelings of parents and children will be given due regard.

- 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 young people on ‘SEND Support’.
- All students on the SEND Register will have a learner profile/passport and learning plan in place. These will outline their special educational needs and the strategies or interventions in place to meet these needs, along with recognition of their individual strengths.
- For all children and young people on ‘SEN Support’, schools will make arrangements for an appropriate member of staff, 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.
- After consultation with the parent or carer and the child or young person, schools will request the local authority to undertake an Education, Health, Care needs assessment for any child or young person for whom they believe this is necessary.
- Schools will make best endeavours to meet the needs of young people with SEND including delivering the provisions set out in an EHCP.
- Schools will work with relevant local authorities in a timely manner to undertake 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.

#### **SAST Local Governing Boards**

- Nominate a Governor to have special responsibility for SEND.
- Know and understand the school’s approach to identifying and meeting children and young people’s SEN, including those with EHCPs.
- Consider whether the school is operating within the SEND Code of Practice and flag any concerns with the Headteacher and SENCO.
- Support recruitment and the need for regular training opportunities for the school SENCO and other staff involved in support children’s needs.
- Know how funding is allocated to support children with SEND, assess whether it is in accordance with the Trust’s and school’s policies, and report to the LGB.
- Help raise awareness of SEND issues in LGB meetings.
- Visit school to understand pupil needs and intervention/support it can offer.
- Support the Headteacher in reviewing and publishing the annual SEND report.

#### **SAST Central Team**

- Adopting a Trust wide approach to SEND and Inclusion through this and other associated policies.
- Working collaboratively with schools, using a balance of support and challenge, to support schools in identifying strengths and areas of development, to inform best practice and priorities for improvement in relation to children with SEND and other vulnerabilities.
- Where a school is identified as having significant weaknesses or areas for development, provide or broker additional support through the school improvement framework and the Central Team, leading to effective and consistently good practice to meet the needs of learners with SEND.

**SAST Board of Trustees**

- Nominate a Trustee to have a special interest in SEND.
- Provide a voice for children with SEND at Trust Board Level, helping to raise awareness of needs and strengths, challenges and opportunities.
- Oversee strategic SEND matters across the Trust's schools, including fulfilment of all statutory requirements.
- Monitor the appropriate implementation of this policy across the Trust.

## Appendix 1: Recording SEN Need

### **In the school Information Management System**

When a child is added to the school SEND register, this should also be recorded in the school's Information Management System (e.g. SIMS)

The DfE requests that schools categorise need in one of 12 areas:

Add SEN Need	
Need	
Ranking	1
Need Type	[Dropdown Menu]
Description	Specific Learning Difficulty Moderate Learning Difficulty Severe Learning Difficulty Profound & Multiple Learning Difficulty Speech, Language or Communication Need Autistic Spectrum Disorder Vision Impairment Hearing Impairment Multi-Sensory Impairment Physical Disability Other Difficulty/Disability Social, Emotional and Mental Health No Specialist Assessment
Need Type is re	

If the school *suspects* a child or young person has dyslexia or other specific learning difficulty, perhaps because of the results of a screener, then this will be categorised on the IMS as “Specific Learning Difficulty”. Where children have a formal professional diagnosis, this will be recorded in the Notes.

The “No Specialist Assessment” category will only be used when no assessments have yet been undertaken (either in school or externally) and so the broad area of need is not yet known.

The ‘Other’ category should only be used if the child can’t come under one of the other twelve areas.

When children are monitored for SEND, added to the SEND Register as SEN Support, or have an EHC Plan in place, their SEN Status must be updated accordingly. SENCOs are responsible for checking that the school Information Management System has been completed correctly and reviewing this regularly.

### **On the school SEND Register**

When adding a child to the SEND register, schools will record the primary Broad Area of Need and the DfE category. They will also add notes to the register to indicate any formal professional diagnosis that have been made, or screening that has undertaken. The school SEND register will be shared with relevant staff on a termly basis or whenever it is updated.