



# The Academies for Character and Excellence



## SEND Policy

Reference: WP/KB/Curriculum and Standards

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## 1 GENERAL PRINCIPLES WHEN APPLYING THE POLICY

This is the special educational needs and disabilities (**SEND**) policy of the Trust. The Trust is fully committed to promoting the principles in respect of the Children and Families Act 2014 in order to ensure that all children can achieve the best possible outcomes. The Trust is also committed to implementing the principles and law contained in the Equality Act 2010, the SEND Code of Practice 0-25 years 2015 and also other legislation and international conventions designed to promote equality and respect for human rights.

It is essential to understand that it is everyone's duty (members, directors, governors, staff, volunteers and pupils) to follow the principles set out in this policy. Further, this applies to all aspects of the work of the Trust.

This policy is primarily designed to assist all staff in fulfilling the law together with the aims and objectives of the Children and Families Act 2014 (and associated legislation) together with its predecessor legislation as set out in the Education Act 1996 (and associated legislation)

## 2 AIMS AND OBJECTIVES OF THIS POLICY

Psalm 92:12

“Those that live like Jesus will flourish like a palm tree, they will grow like a fine and strong tree”

Our school's approach to SEND follows that of the Church of England Education Office, in that it seeks to be faith-sensitive and inclusive. It is under-pinned by Our Vision of “Achieving and Flourishing together in God's Loving Arms” and ensures that all of school life incorporates the values of the Christian Faith. These values are central to all that we do and determine how we will implement all policies and procedures. We want to ensure that through our gateways of Citizenship, Leadership, Expression, Exploration and Flourishing, all pupils and adults are shown how to be Compassionate, Forgiving, Determined and Honest individuals, who act with integrity and responsibility. By starting with our vision, we aim to ensure that all members of our school community understand our expectations, our practise and the ways in which we will implement policy

The overall aim of this policy is to enable all children to reach their potential and obtain the best possible outcomes. This will be achieved through following the relevant law and guidance and applying best practice.

When making decisions the desire is to give children and young people every opportunity to express their views and for those to be taken into account.

When making decisions the desire is to work alongside parents as partners and for the views of parents to be listened to and taken into account. Every effort will be made to assist parents in understanding the work of the school in relation to SEND and letting them know about potential organisations who can provide independent advice.

The Trust desires to work effectively alongside all other public bodies in order to ensure that needs are met.

Appropriate resource will be made available for SEND in accordance with all other priorities and senior leaders and governors will regularly discuss SEND.

### **3 SUMMARY OF KEY RESPONSIBILITIES**

#### **3.1 Directors/Governors:**

The Board of Directors must have regard to (and follow unless there is a good reason not to) the SEND Code of Practice to:

- a) 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 Special Educational Needs and Disabilities
- b) ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- c) designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.
- d) inform parents/carers when they are making special educational provision for a child
- e) prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

#### **3.2 Headteacher**

The Head has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs and disabilities. The Headteacher informs the governors and the Head of Safeguarding and Inclusion who will keep the Board of Directors fully informed on Special Educational Needs and Disability issues. The Headteacher will work closely with the SENDCO and the Head of Safeguarding and Inclusion who will work with the SEND governor and Director with responsibility for SEND.

#### **3.3 SENDCO**

In collaboration with the Headteacher and local committee, the SENDCO determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo along with the SEND lead takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo and SEND lead provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs and disabilities.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo and SEND lead develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo and SEND lead liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo/SEND lead include:

- a) Overseeing the day-to-day operation of the SEND policy
- b) Co-ordinating provision for SEND pupils and reporting on progress
- c) Advising on the graduated response to provide SEND support – Assess, Plan, Do, Review
- d) Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- e) Monitoring relevant SEND CPD for all staff
- f) Overseeing the records of all children with special educational needs and disabilities and ensuring they are up to date
- g) Liaising with parents/carers of children with special educational needs and disabilities
- h) Contributing to the in-service training of staff
- i) Being a point of contact with external agencies, especially the local authority and its support services
- j) Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- k) Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth and enhanced transition is planned
- l) Monitoring the impact of interventions provided for pupils with SEND
- m) To lead on the development of high quality SEND provision as an integral part of the school improvement plan

- n) Working with the Headteacher and the governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### 3.4 All Teaching and Non-Teaching Staff

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs and disabilities.

Class teachers are fully involved in providing quality first class teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND.

Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

Cover Supervisors, HLTA's and Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

## 4 THE KEY DUTIES OF THE SCHOOL

Legally, the key duties on schools are to have regard to the SEND Code of Practice 0-25 years and to follow the legislation. In particular, there is a new legal duty (which previously was always a matter of good practice) to co-operate with public sector bodies in relation to SEND.

In practice this means that Directors/Governors/Staff should understand the SEND 0-25 years Code of Practice and their duties.

Relevant training will be offered to those involved with SEND and this training will be reviewed on a yearly basis

As a matter of law and good practice there is an emphasis on encouraging the child to express their views and also to work closely with parents/carers and those with parental responsibility.

## 5 KEY POINTS FROM CODE OF PRACTICE

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for the pupil. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has 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.

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

## 5.1 Communication and Interaction

Children 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, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, 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.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism

## 5.2 Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (**SpLD**) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

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.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

### 5.3 Social, Emotional and Mental Health Difficulties

Children 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. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

### 5.4 Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (**VI**), hearing impairment (**HI**) or a multi-sensory impairment (**MSI**) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (**PD**) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD)



## 6 SOME PRACTICAL POINTS

The duties described above apply at all times and they must be actively considered when making decisions. The following are designed to be examples only:

- a) If a pupil has special educational needs and is routinely the subject of discipline, then consideration should be given as to whether or not they require any adaptation of the school disciplinary policy or if further investigation of their needs is required.
- b) If a pupil because of their disability is unable to access a particular aspect of the curriculum, then it is important to proactively consider what adjustments can be made.
- c) It is very important to consider that school trips are properly accessible by pupils with a disability.
- d) Staff/volunteers need to know and understand this policy.
- e) If a pupil/member of staff is undergoing a gender transition, particular care and sensitivity will be required.

Most of the time, applying this policy will be consistent with good professional practice. However, if there are any questions or concerns about any aspect of this policy, advice should be sought from a senior leader.

## 7 OTHER FACTORS TO CONSIDER

The Equality Act 2010 is part of a number of legal duties which schools need to follow. The duties under the Equality Act 2010 will complement other duties such as the Public Sector Equality duty set out above but also the Human Rights 1998 and there is a separate policy in respect of this.

## 8 MONITORING AND COMPLIANCE

The Strategic lead regularly monitors SEND provision in all our schools. They work with SENDcos in all schools to regularly review practise and provision. Reviews take place termly. Most schools use the online **Provision Mapping tool** which allows us to effectively monitor the progress for all our SEND pupils. Learning plans for all pupils that are customised within each school, in line with the SEND Code of Practice and follow the Assess – Plan – Do – Review approach. The tool allows SENDcos to map out interventions efficiently, tracking which pupils and staff are involved in each plan. This ensures we have comprehensive evidence for reviewing and monitoring purposes.

The Trust will regularly monitor and provide updates on this policy as necessary.



# APPENDIX

## DEVON LOCAL OFFER

<https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

## TORBAY LOCAL OFFER

<http://www.torbay.gov.uk/schools-and-learning/send/local-offer/>

## GRADUATED RESPONSE DOCUMENTS

<https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/send/devon-graduated-response>

Quality First Class Teaching Strategies



Quality First Class  
Teaching Strategies

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE: 0-25 YEARS

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## EQUALITIES ACT 2010

[HTTPS://ASSETS.PUBLISHING.SERVICE.GOV.UK/GOVERNMENT/UPLOADS/SYSTEM/UPLOADS/ATTACHMENT\\_DATA/FILE/315587/EQUALITY ACT ADVICE FINAL.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/equality_act_advice_final.pdf)

TERM	DEFINITION
Types of SEN	
SEND	Special educational needs and disability. A pupil has SEND if they need special educational provision due to a learning difficulty or disability (see special educational provision).
Areas of need	4 broad categories used to describe a pupil's SEND. They are: <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health needs</li> <li>• Sensory and/or physical needs</li> </ul>
ASD	Autistic spectrum disorder.
MLD	Moderate learning difficulties.
PMLD	Profound and multiple learning difficulties.
SEMH	Social, emotional and mental health difficulties.
SLCN	Speech and language communication needs.
SLD	Severe learning difficulties. Can also refer to speech and language difficulties.
SpLD	Specific learning difficulties e.g. dyslexia, dyscalculia and dyspraxia.
Assessments, plans and provision	
Annual review	A review of a pupil's EHC plan carried out by the local authority at least every 12 months.
Assessment	Or 'EHC needs assessment'.  An initial assessment, carried out by the local authority, which decides whether a child or young person needs an EHC plan. Can be requested by parents, young people or schools.

TERM	DEFINITION
EHC plan	Education health and care plan. A statutory document drawn up by the local authority, setting out the education, health and social care support to be provided to a child or young person with SEN or a disability.
Graduated approach	A 4-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEND.
IEP	Individual education plan. See 'school-based plans'.
One-page profile	See 'school-based plans'.
Pupil passport	See 'school-based plans'.
Pupil profile	See 'school-based plans'.
SALT	Speech and language therapy, sometimes speech and language therapist.
School-based plans	<p>Non-statutory documents that set out school-based support and interventions for a pupil with SEND. They can be called a variety of names:</p> <ul style="list-style-type: none"> <li>• Individual education plans (IEPs)</li> <li>• SEND support plans</li> <li>• Pupil passports/profiles</li> <li>• One-page profiles</li> </ul>
SEND support	An overall term that refers to the support given to pupils who need special educational provision but don't have EHC plans. Replaced the previous categories of support which were School Action (SA) and School Action Plus (SA+).
SEND support plan	See 'school-based plans'.
SEND resource base	Specialist provision within a mainstream school, also known as an SEND unit or specialist resource base.
Sensory room	A space which uses special lighting, music, and objects to creating a calm environment or develop certain senses. Often used as a therapy for pupils with limited communication.
Special educational provision	Provision to help pupils with SEN or disabilities access the curriculum that is different from or additional to the provision normally available to pupils of the same age.

TERM	DEFINITION
Special school	A school that is specifically organised to make special educational provision for pupils with SEND.
Statement	The predecessor to EHC plans. A statutory document drawn up by the local authority describing the provision for a child or young person with SEN who is still at school. They were meant to have been fully replaced by EHC plans by April 2018, but some pupils still haven't been transferred yet.
Transition planning	Preparation for moves between phases of education or for adult life.
Other key terms	
CCG	Clinical commissioning group. A group of NHS professionals which is responsible for planning and arranging the delivery of the healthcare provision for people in its area.
Disagreement resolution	A service for resolving disagreements about provision between parents or young people and other bodies, commissioned by the local authority. Available to all children and young people with SEND, not just those with EHC plans.
LA	Local authority.
Local offer	Sets out information about provision that the local authority expects to be available in its area for children and young people with SEND. Published by the LA.
Mediation	A form of disagreement resolution for parents and young people considering appealing decisions about EHC needs assessments and plans at the tribunal.
Outcome	Describes the difference that will be made to an individual as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART).
SEN information report	A document that must be published on the school website and updated annually, setting out the school's provision for pupils with SEN. It must be easily accessible by young people and parents, and set out in clear straight-forward language.
SEND policy	Sets out the vision, values and aims of the school's SEND arrangements. Does not have to be a standalone document.
SENDCo	Special educational needs co-ordinator. The person in a school responsible for co-ordinating provision for pupils with SEND.

TERM	DEFINITION
SEND Code of Practice	Statutory guidance setting out the duties and responsibilities of organisations, including schools, in relation to children and young people with SEND.
Top-up funding	Additional funding available from the local authority for pupils with high needs, i.e. those whose educational provision costs more than £10,000 per year.
Tribunal	An independent body that determines appeals by parents or young people against local authority decisions on EHC needs assessments and EHC plans, as well as claims of disability discrimination.