

# SEND POLICY

## (Special Educational Needs and Disability)

### Version 1.0

<b>Important:</b> This document can only be considered valid when viewed on the Trust website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
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<b>Related Documents:</b>	School's SEND Policy and Procedures
<b>References:</b>	

# SEND Policy

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## The MAT Vision

The Trust has educational excellence at its heart and is committed to improving the lives of **all** students by helping them to become keen learners who aspire to achieve their best and are passionate about education, seeing learning as an exciting journey that they will continue throughout their life.

Both within and beyond the Trust is a commitment to collaborative working; within the Trust there are regular and routine opportunities for the SEND departments to meet and train together. Beyond the Trust, partnership working with catchment schools is well-established enabling the efficient transition of students with additional needs between Key Stage 2 and 3.

The Trust is committed to collaborative partnership clusters - a shared method of working that helps schools develop local solutions and ensures **every** student, irrespective of need, receives the best education and has high aspirations for their own future.

SEND now forms part of a wider inclusion brief bringing a more coordinated approach within school to a wide range of support initiatives under the four broad areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## Trust Aims and Objectives

The Trust policy together with individual school procedures will enable primary and secondary schools in the Trust to work together in a mutually beneficial way to sustain excellence in learning and teaching for students with SEND through innovation, collaboration and on-going professional development.

We believe passionately in the limitless potential of all our students and we strive to ensure that every student, whatever his / her needs, is successful in achieving their own personal goals through appropriate personalised support and intervention.

The well-being, personal development, progress and success of every child within the Trust is of the greatest importance and this requires:

- The students to be at the centre of initiatives to improve attainment and progression
- An environment where Trust staff can collaborate to improve the quality of provision
- The open exchange of information and the sharing of expertise across the Trust and within partnership clusters

## Values

The values of the Trust are integral to supporting students with a SEND and will provide:

- A student with every opportunity to reach their full potential
- Recognition of the limitless potential of all with no “one size fits all” approach to support
- An Inspiring and challenging environment for students, generating a life-long love of learning
- Inclusive practice – ensuring provision matches need through diagnostic assessment and specialist consultation within a hierarchical response
- An innovative environment where new interventions and resources are embraced and initiated in a culture of continuous improvement

- The sharing of good practice within an appropriate and continuous cycle of continued professional development (CPD)
- An on-going drive to achieve academic and personal success
- Ways to work in partnership to improve opportunities for all students in the wider community.

## Expectations

All schools within the Trust will publish on their website an SEN Information Report in compliance with the SEND Code of Practice 2014 (6.79) and this report will be updated annually at the start of the new academic year.

This policy complies with the regulations of the Children & families Act 2014 and the revised SEND Code of Practice 0 - 25 years 2014 which requires schools to provide:

**“High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”**

CoP 1.24

## Definition of SEN

**“A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.”**

CoP 2014

**Students identified as having a SEN fall into one of two categories:**

### 1. SEN Support (K)

- Students require some form of additional support over and above the normal curriculum e.g. reading support, Social Skills group.

### 2. Statements / Education and Health Care Plans (EHCPs)

- A minority of students will have a Statement of Special Educational Need or Education, Health and Care Plan (EHCP); these documents include details of the student’s special educational need and the arrangements needed to support that student in school. The statement / EHCP is a legal document and the school must follow its guidance.

**N.B. All current statements must have been transferred to an EHCP by April 2018 in accordance with the SEN Code of Practice.**

This policy should be read in conjunction with each individual school's SEND policy and procedures. Each school's policy addresses:

- How student needs are identified
- Support arrangements available within that school
- The Graduated Response i.e. how teachers initially respond to an identified need and the procedure for initiating specialised support from the SEND department
- Access to external services e.g. educational psychology
- Physical access to buildings and site
- The monitoring of student progress and how this is reported to parents / carers
- The range of home / school links available
- Contact details for key members of staff