



Shireland Collegiate Academy Trust

# Special Educational Needs and Disability Policy

<b>Committee and Date Approved</b>	Resources – Spring 2024
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<b>Officer Responsible</b>	Trust Director of SEND

**The Trust, all Academies within the Trust and Shireland Learning Limited must comply with this policy.**

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Within this document any reference to Academy will cover our Academies, Technology Schools and University Technical Colleges.

## Legislation

The Shireland Collegiate Academy Trust is committed to ensuring that all Academies operate within the law as outlined in the following legislation:

- [The Equality Act 2010](#)
- [Part 3 of the Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#)

All Academies and Trust staff will comply with requirements outlined in the following statutory guidance with respect to all children including those with SEND:

- [SEND Code of Practice 2015](#)
- [Keeping Children Safe in Education 2024](#)

This policy also complies with the Trust's Articles of Association and the Funding Agreement of each Academy within the Trust.

## Definitions

### Special Educational Needs (SEN)

According to the Special Educational Needs and Disability (SEND) Code of Practice (2015) a Special Educational Need (SEN) is defined as:

*A child or 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.*

SEND Code of Practice (2015) p.4

### Learning Difficulty or Disability

A child of compulsory school age or a young person has a learning difficulty or disability 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.*

SEND Code of Practice (2015) p.15

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of Learning Difficulty or Disability when they reach compulsory school age or would do so if special educational provision was not made for them.

A child will not be identified as having a learning difficulty solely due to their home language being different from the language in which they are taught.

### Disability

Under the Equality Act 2010, disability is defined as:

*'...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'*.

*'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.*

SEND Code of Practice (2015) p.16

Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

### Broad Areas of Need

The SEND Code of Practice (2015) categorises SEN within four broad areas which are recognised within in all Academies:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social Emotional and Mental Health*
- *Sensory and/or Physical Needs*

SEND Code of Practice (2015) p.85

### Special Educational Provision

Academies recognise that special educational provision is additional to, or otherwise different from, the educational provision made generally for children and young people of the same age by mainstream and early years' settings.

*Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people*

SEND Code of Practice (2015) p.100

### The Graduated Approach

As defined in the SEND Code of Practice (2015), the graduated approach used within all Academies at the Shireland Collegiate Academy Trust is

- Assess
- Plan
- Do
- Review

## Our Vision and Values

Shireland Collegiate Academy Trust is an inclusive trust that highly values a holistic approach to supporting all students, including those with SEND.

Everyone who works with and for the Shireland Collegiate Academy Trust does so because they believe in children and want their futures to be happy and successful.

This approach is underpinned by our values of Innovate, Inspire, Collaborate and where all teachers are teachers of children with SEND.



### Lead Learning; Aim Higher

We believe in developing an ethos of learning for all stakeholders of the school community and creating a culture of innovation and challenge which combine to create the very best learning experiences that drive forward school improvement and raise standards.

### Changing Attitudes; See Further

We believe that success is possible for every child, that high expectations are in place for every learner; that every pupil will make significant progress during their time at school and that each Academy has a strong, rigorous academic curriculum.

We recognise the importance of developing learners for life who will be able to build upon their primary education as they move through their secondary phase and beyond with a desire to expand their horizons and aspirations.

### Promoting Cohesion; Be Concerned for All

We believe in promoting a shared vision that all people in the community make a positive contribution and have a sense of belonging to improve their life opportunities. By developing a strong sense of rights, responsibilities and trust within the school community, across the wider local community and through technology reaching out to the global community, the Academies will help contribute towards building a more understanding, tolerant and fair society.

We believe that it is vital for pupils to develop a sense of belonging and responsibility across the schools and beyond for their behaviour and conduct.

## Roles and Responsibilities

### Governance

- The Trust Board has statutory duties towards students with Special Educational Needs. It delegates some of this responsibility to the SEND link governor for each Academy within the Standards and Performance (SPC) Committee in accordance with the Trust's Scheme of Delegation.
- The Trust Board approves the Trust's policy and approach to meeting students' special educational needs for those with, or without, an Education Health and Care Plan (EHCP) on an annual basis.
- The Trust Board will enable appropriate staffing, funding arrangements and will oversee the Academies work within financial constraints.
- The SPC, through the SEND link governor, will monitor and evaluate the Academy's provision for SEND students. This will include pupil outcomes although may not solely focus on academic attainment. They will also approve the Academy's SEN Information Report.
- The SPC will ensure that students with special educational needs are able to join in the activities of the Academy with students who do not have special educational needs. This may be dependent upon the student's specific learning needs as far as reasonably practical, with consideration being taken into the efficient education of others and the efficient use of resources.

### The Role of The Trust

- Ensuring that all Academies remain informed about up-to-date research and evidence-based practices.
- Ensuring collaboration between Academies through SENCo cluster meetings to enable sharing of good practice.
- Monitoring the effectiveness of SEND provision in each Academy via monitoring visits.
- Monitoring the effectiveness of SEND provision via scrutiny of each Academy's SEND Raising Attainment Plan.
- Supporting individual Academies with complex cases highlighted through Student Support Panel meetings.
- Using resources efficiently by purchasing or sharing services/goods as a Trust, where appropriate.
- Identifying emerging needs, trends, similarities and differences within SEND across the Trust and supporting the adaptation of provision, where appropriate.
- Centrally supporting all stages of recruitment to SEND roles.

## The Role of the Academy Principal

- The Academy Principal has overall responsibility for the implementation of all aspects of provision including SEND.
- The Academy Principal will designate a qualified teacher to be responsible for coordinating SEND Provision (the SENCo).
- The Academy Principal will ensure the SENCo has, or is working towards achieving, the National Award in Special Educational Needs Coordination.
- The Academy Principal will ensure that all teachers will understand that they are teachers of children with SEND, ensuring that all staff maintain operational responsibility in their lessons for SEND provision through high quality adaptive teaching with appropriate differentiation and personalisation.
- The Academy Principal will ensure that their Academy will use their best endeavours to meet the needs of young people with SEND, making reasonable adjustments where possible.

## The Role of the Special Educational Needs Coordinator (SENCo)

- The SENCo, in collaboration with the Principal and the SPC, plays a key role in implementing the Special Educational Needs and Disability Policy and ensuring the provision raises the achievement of students with SEND.
- The SENCo takes day-to-day responsibility for the operation of the SEND Policy and coordination of the provision made for students with SEND, working closely with students, families, staff, external agencies including the LA's support and educational psychology services, health services, social care and independent/voluntary bodies.
- The SENCo will maintain accurate and up-to-date SEND records including an accurate SEND register.
- The SENCo will plan how to develop SEND provision through a development plan that is set annually and reviewed internally termly.
- The SENCo provides advice, guidance, and training to colleagues in order to support high quality teaching for students with SEND, advising on the graduated approach.
- The SENCo will provide advice, guidance and training to non-teaching colleagues (e.g. Teaching Assistants; SEND Support Staff; Mentors; Pastoral and Safeguarding Teams) plus any other staff working specifically within Inclusion to effectively support students with SEND.
- The SENCo is responsible for monitoring and evaluating the progress of students identified as SEND.
- The SENCo is responsible for providing appropriate SEND transition support between stages of education, or when moving between educational providers, including the timely transfer of SEND records.

- The SENCo is responsible for reporting at least annually about the Academy's implementation of the Special Educational Needs and Disability Policy and which is made accessible on the Academy's website.

## Academy Principles, Provision and Practices

### Teaching and Support Staff

- All teachers are teachers of children with SEND.
- Teachers will maintain operational responsibility in their lessons for SEND provision through high quality teaching with appropriate adaptive teaching - enabling access to a broad and balanced curriculum.
- Teachers will take full responsibility for the progress of children with SEND whom they teach, ensuring they remain fully informed of external advice and recommendations.
- Teachers, supported by the SENCo and Senior Leadership Team will make regular assessments of the progress for all students, including those with SEND - identifying appropriate actions, particularly for those making less than expected progress given their age and prior attainment.
- Academies will ensure that the quality of teaching for all students, including those with SEND, and the progress made by students is a core part of performance management arrangements.
- All classroom-based support staff, or staff working within Inclusion departments, will have an awareness of SEND in their classrooms and other specific needs where relevant.

### Assessment/Identification

- Academies aim to identify the needs of students with SEND at the earliest opportunity.
- Academies will monitor students upon entry by assessing a child or young person's skills and current attainment, to build upon information provided by previous settings and/or by external agencies if available.
- As part of the screening process, Academies will consider any evidence that a student may have a disability under the Equality Act (2010) and make reasonable adjustments for them.
- Academies will have measures in place to accurately identify students with SEND across all four areas of need and, in conjunction with parents (or carers), will record students as 'SEN Support' on the SEN register.

### Provision

- Academies will ensure that young people with SEND engage in the activities of the Academy alongside those who do not have SEND unless a particular provision agreed with parents (or carers) and the young person is in place.



- Academies will inform parents (or carers) when they are making special educational provision for their child and shall then work in partnership with them to establish the support needed and secure best outcomes, considering their views and wishes.
- Academies will ensure that a graduated approach to provision is in place for all young people with SEND, seeking advice and guidance from external agencies where appropriate.
- Academies will make arrangements to meet the parents (or carers) of students with special educational needs at least three times per year to review progress and discuss support.
- Where special educational provision cannot meet a student's needs within the schools' own resources, Academies will request that the relevant Local Authority initiates an Education, Health and Care Needs Assessment, following consultation with parents (or carers) and the young person.

## SEN Information Reports

Specific information detailing the implementation of the Special Educational Needs and Disability Policy for individual Academies will be published in the SEN Information Report, accessible within the Inclusion area of each individual Academy's website.

The information published will be updated at least annually, with any significant changes to the information occurring during the year updated as soon as possible.

## Complaints

The Shireland Collegiate Academy Trust Complaints Policy is published on the Trust's website.

Should a parent or carer have a complaint about the special educational provision made for their child, they should in the first instance discuss this with the class teacher or key worker.

If the matter is not resolved satisfactorily, parents (or carers) have recourse to the following options:

- Discuss the concern with the Academy SENCo
- Discuss the concern with the Academy Principal
- Discuss the concern with the Trust Director of SEND

Should the complaint still not be resolved, the matter may be raised with the CEO of the Trust, entering the Trust's Complaints Policy at Stage 5.