



INSPIRE MULTI-ACADEMY TRUST

SEND POLICY

(Special Educational Needs and Disability)

Version	2
Approved by:	Board of Trustees
Approval Date:	25/09/2024
Review Frequency:	Annually

Inclusion – Improving education for everyone.

Integrity – We are consistently open, honest, ethical, and genuine.

Initiative – We have the courage to always seek a better way to a better future.

Involvement – We encourage our community to take ownership and responsibility.

Inspiration – We use our drive and commitment to energise, engage and inspire.

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The MAT Vision

The Trust has educational excellence and inclusion at its heart and is committed to improving the lives of **all** pupils 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 SENDCo's 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.

SEND now forms part of a wider inclusion brief bringing a more coordinated approach within our schools 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 all primary schools in the Trust to work together in a mutually beneficial way to sustain excellence in learning and teaching for pupils with SEND through innovation, collaboration and on-going professional development.

We believe passionately in the limitless potential of all our pupils and we strive to ensure that every pupil, 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 pupils 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

Values

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

- A pupil 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 pupils, 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 pupils in the wider community.

Expectations

All schools within the Trust will publish on their website a 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 endeavors 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. 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. 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

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

1. SEN Support (K)

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

2. Education and Health Care Plans (EHCPs)

- A minority of pupils will have an Education, Health and Care Plan (EHCP); these documents include details of the pupil's special educational need and the arrangements needed to

support that pupil in school. The EHCP is a legal document, and the school must follow its guidance.

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

- How pupils' 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 pupil progress and how this is reported to parents / carers
- The range of home / school links available
- Contact details for key members of staff

Roles and responsibilities

Trust Inclusion Lead

- Lead on the development and implementation of the Trust mission and values strategy and impact focused action plans, working closely with schools.
- To model and implement initiatives that support open discussions, shared learning, and a culture where SEND becomes fully embedded in all our Trust schools.
- Develop and deliver a suite of innovative and practical resources and Professional Development, that challenges and stretches our understanding of and approach to SEND within our Trust schools, and its impact on current ways of working, behaviours, attitudes, and culture.
- Lead on establishing good working practices/models that ensures all children have a voice, including creating and supporting networks and celebrating diversity throughout the Trust
- Develop measures that enable us to track, monitor, and report progress, implementing solutions to address any identified gaps regarding SEND
- Work closely with our schools SENDCo's and SLT to provide oversight, monitoring, and reporting on key objectives from our inclusion strategy.
- Play a key role through coaching and mentoring to enable SENDCo's to co-own and understand their role in the implementation and delivery of high standards for all pupils, within their schools.
- Work closely with key internal stakeholders (e.g., Trustees, the Central Team, School Staff and Governors) to enable the integration of our inclusion strategy across all areas of work.

SENCO

Each school within the Trust will have a SENCO whose name and contact details will be available on the school's website alongside a brief description of the role and responsibilities.

The SENCO will:

- have qualified teacher status and achieve a **National Professional Qualification** in Special

Educational Needs Coordination within three years;

- work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN and/or disabilities, including those who have Education Health Care Plans (EHCP);
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN and/or disabilities receive appropriate support and quality teaching;
- advise on the graduated approach to providing SEN support;
- 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 and its support services;
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is achieved;
- work with the headteacher and LAC to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements and;
- ensure the school keeps the records of all pupils with SEN up to date.

The SEN Governor

Each school will have a named SEN Governor who will:

- help to raise awareness of SEN issues at Local Governing Body meetings;
- meet with the SENCO each term;
- monitor the quality and effectiveness of SEN and disability provision within the school and update the Local Governing Body on this and;
- work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The Headteacher within the Trust school will:

- work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school and;
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class Teachers and Support Staff

All teachers and support staff who work with SEND pupils will be aware of the pupil's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Each class teacher within the Trust is responsible:

- quality first teaching which underpins the graduated approach;
- **Ensure adaptive teaching strategies are used to effectively support pupils with SEND;**
- aware of the pupils in their class with SEND, the nature of their needs and agreed strategies to meet their needs (using provision maps, pupil passports, individual education plans to measure progress towards goals);
- for the progress and development of every pupil in their class or subject;
- for working closely with any teaching assistants, support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;

- If responsible for a curriculum area, curriculum leaders must ensure their subject is inclusive and adapted to meet the diverse needs of pupils with SEND, fostering an accessible and supportive learning environment for all students;
- for working with the SENCO to review each pupil's progress and development and decide on any changes to provision and;
- for ensuring they follow this SEN policy fully and;
- teachers meet the [Teachers Standards](#)

SEN information report

SEN needs

Trust schools currently provide additional and/or different provision for a range of needs.

- Communication and interaction, for example, Autistic Spectrum **Condition**, Asperger's Syndrome, speech, language and communication difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

Identifying pupils with SEN and assessing their needs

Trust schools will assess each pupil's current skills and levels of attainment on entry.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers;
- is raised as a concern by a parent or carers and;
- is a concern raised by the pupil themselves.

This may include progress in areas other than attainment, for example, social needs.

Leaders do not automatically record the progress of a pupil or low attainment as a SEN need.

When deciding whether special educational provision is required, Trust schools will start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the pupil and their parents or carers. Trust schools will use this information to determine the level of support needed, consulting and involving pupils and parents.

Each school within the Trust will have an early discussion with the pupil and its parents or carers when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- the parents' concerns are taken into account;
- everyone understands the agreed outcomes sought for the child and;
- everyone is clear on what the next steps are.

Leaders record notes which are added to the pupil's record and copied to

parents/carers. Schools formally notify parents/carers that a pupil requires SEN support.

Assessing and reviewing pupils' progress towards outcomes

Schools within the Trust follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- the teacher's assessment and experience of the pupil;
- the pupil's previous progress, attainment and behaviour;
- other teachers' assessments, where relevant;
- the pupil's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil's own views and;
- advice from external support services.

Each school regularly reviews the effectiveness of support and intervention and the progress of pupils.

Supporting pupils moving between phases and preparing for adulthood

Schools within the Trust plan carefully for a good transition between different stages of a pupil's education to help them feel safe and to be able to continue to progress. Schools will share information at transition points. Schools will agree with parents/carers and pupils what information will be shared.

Transition will involve a range of activities which could include:

- all pupils taking part in a 'moving up day' with their peers to their new school;
- preparation for transition, additional visits, for example out of hours to understand the size and geography of the school, during lessons and at break times;
- pupils being accompanied by a named adult as part of the transition arrangements and;
- **Invite the secondary** school SENCO to attend **Year 6** annual reviews/multi-agency meetings for pupils with an Education Health Care Plan or have complex needs.