



Transforming Lives
EDUCATIONAL TRUST

Special Educational Needs and Disabilities (SEND) Policy

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1 – Scope

This policy applies to all employees across the Transforming Lives Educational Trust (TLET). This procedure is aimed to ensure a consistency of approach in line with the SEND Code of Practice.

2 – Policy Statement

This policy complies with the statutory requirements as laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following documents:

- Equality Act 2010: Advice for Schools (Department for Education, Feb 2013);
- Mental Health Act 2015.

3 – Principles

TLET has a shared vision and commitment to transform the lives of pupils through learning. Through our core values, we promote high aspirations for all pupils in our community including those with special educational needs or disabilities. We seek to provide inclusive and innovative approaches in our schools to ensure that all pupils become the best they can be, removing barriers to assessment and learning.

4 – Definition of Terms

For the purposes of this policy, the following terms are defined as:

Parent or Carer – the adult who holds parental responsibility or with whom the child normally resides.

Pupil – a child, student or young person who attends an academy within the trust.

School – refers to any academy within the trust.

Trust – refers to Transforming Lives Educational Trust, including its' academies.

5. Trust Values

TLET's values underpin all that is done across the Trust and can be found within our provision for pupils with SEND.

Tend the Team (loyalty) – We recognise that every pupil is an individual within our school community. We know our pupils well and take time to identify their strengths and where they need support through conversations with pupils, their parents, observations and assessments.

Working in partnership with parents, carers, external health and educational agencies, we provide a joined-up approach to supporting our pupils in school. The voices of our pupils and their families are vitally important to our work.

Reach for Excellence (excellence) - We set aspiring goals for each pupil and ensure they have the provision to extend their potential. Our academies use tried and tested assessment and progress tracking methods to quantify abilities and to identify needs.

We are constantly reviewing our practice to ensure that we are using highly effective evidence-based strategies and interventions to remove barriers to learning and raise attainment.

Utilise Innovation (courage) – We are constantly seeking to explore new ways to support our pupils and raise achievement and use our partnerships with specialist education, health and higher education providers to identify, implement and review new strategies and interventions.

We ensure that all adults working in our schools are provided with the knowledge, skills, and support to deliver high quality inclusive teaching through a rigorous professional development programme and specialist support.

Seize Success (tenacity) - We support all our pupils to develop the drive, determination and resilience to overcome barriers to learning and to achieve their ambitions through the development of the whole child. We explore ways to promote essential skills for learning and high levels of engagement in all subjects. For our pupils with Special Educational Needs and Disabilities, we tailor our approaches so that they have the same access to a broad and

balanced challenging curriculum wherever possible using strategies that will support their development.

Thanking People (kindness) - All our pupils are valued within our community and appreciated for the unique contribution they bring to our academies. We promote the value of kindness in our community and work to ensure that our pupils with Special Educational Needs and Disabilities are fully included and valued by all staff and pupils. We work hard to develop supportive relationships in each academy between all our members.

6. Definition of Special Educational Needs

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.

A child of compulsory school age or a young person has a learning difficulties or disability if he or she:

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

SEND Code of Practice 2015, p15-6

The Code of Practice (2015) provides an overview of the range of needs, which are divided into four broad areas. The Trust recognises that pupils are likely to demonstrate difficulties across these areas:

<p>Communication and Interaction</p> <p>This includes difficulties communicating with others due to speech and language communication needs or those who do not readily understand the social rules of communication. This is likely to include pupils with developmental language difficulties as well as those on the Autistic Spectrum.</p>	<p>Cognition and Learning</p> <p>This is where children demonstrate difficulties accessing, retaining or applying learning.</p> <p>Children may exhibit moderate learning difficulties, specific learning difficulties, or profound and multiple learning difficulties.</p>
<p>Social, Emotional and Mental Health</p> <p>This includes difficulties where children may be withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, eating disorders as well as diagnosed conditions of attention deficit (hyperactive) disorder or attachment disorder.</p>	<p>Physical and Sensory</p> <p>This may include a vision or hearing impairment, or multi-sensory impairment which means that the pupil requires specialist support and/or equipment to access their learning.</p>

7. What do we want for our pupils?

That they feel safe and happy in school.

Learning Mentor

That with the right support, at the right time, we can support all pupils to do well.

SENCO

That all children achieve their full potential.

Senior Leader

That every child makes good progress and can access an exciting curriculum.

Head of Department

That they enjoy school and have the support that they need.

Parent



8. Procedure - How we achieve these outcomes:

- Ensuring that the quality of inclusive teaching is high across all academies
- Establishing effective methods of identification across the Trust;
- Enabling all SEND pupils to join in the activities of the academy together with pupils who do not have SEN as far as is reasonably practice;
- Providing professional development for all staff in removing barriers to learning and maximising learning potential;
- Making SEND provision an integral part of each academy's Improvement Plan;
- Providing our academies with expert support and advice, and where possible providing cross-Trust opportunities for staff development;
- Regularly monitoring the progress and development of all pupils throughout each academy.

9. The role of the SENCO

Our SENCOs:



Rachel Howard



Amanda Stapleton



Martha Bruchez

- Each of our SENCOs are qualified teachers who work at the school. They have either completed or are working towards the National Award in Special Educational Needs if they are new to post.
- Our SENCOs are responsible for the day-to-day operation of the SEND Policy and coordination of provision for pupils with SEND. This includes keeping up to date records on all pupils with SEND.
- Our SENCOs provide advice to all staff in inclusive practice and specialist provision for our pupils.
- Our SENCOs liaise with pupils, parents, staff and health and educational professionals including the Local Authority.
- Our SENCOs advise on how the school's delegated budget and resources are used to meet pupils' needs effectively.

10. Assess: How do we identify pupils with SEND?

Each Academy use the following identification strategies:

- **Listening and responding to our pupils and their parents and carers**

If a pupil or parent/carer raises a significant concern, an assessment is carried out of their needs through a 'Pupil Capture'. This includes observations, collation of the pupil's assessments and progress and reflection with the SENCO and relevant teachers.

- **Information from our pupil's prior setting through the transition process**

On entry, information is sought from the pupil's previous setting and from parents/carers. Baseline assessments are carried out within the first few weeks of entry which may or may not result in additional provision.

- **Teacher Observation and Assessment**

All our staff are trained in the early identification of a range of Special Educational Needs through regular staff training audits and updates. Where staff are concerned about the progress of one of their pupil's they will raise a concern with the SENCO. Additional assessments and observations will then be made through the 'Pupil Capture' process.

- **Pupil Progress Meetings**

All our academies carry out regular pupil progress reviews with Senior Leadership and relevant staff to set and review aspiring targets for all our pupils. Where a pupil is not making the progress we would anticipate, a school concerns form will be completed, and they may be added to the SEND register.

- **Assessments by External Agencies**

Where external agencies are already involved in supporting pupils, their work will help inform the assessment of need.

11. Plan, Do and Review

SEND Support

Where a period of high quality inclusive teaching with targeted differentiated support has not resulted in the pupil making good progress, or where the nature or level of the child's needs are unlikely to be met by such an approach, provision may need to be made and the pupil will then be placed on the school's SEND register.

The pupil's class or subject teachers remain responsible for planning, delivering and reviewing an individualised programme of learning, called an Individual Education Plan (IEP) with the support of the SENCO.

Intervention at this stage are additional to or different from those provided as the school's usual differentiated curriculum and strategies.

This could be, but not limited to, in form of:

- The deployment of support staff to enable timetabled one to one tuition or small group tuition (this will depend on financial resources and staff availability);
- The delivery of a specific intervention and the monitoring of its effectiveness;
- Providing different learning materials or special equipment;
- Staff development and training to introduce more effective strategies;
- One-off or occasional advice from the Local Authority (LA) support services.

This plan, where possible, is agreed and reviewed with the pupil, parents and any external agencies working with the pupil.

The pupil's class or subject teachers will complete assessments of the pupil's strengths and needs as required, with the SENCO facilitating any external assessments where applicable. Parents should always be consulted and kept informed of the action taken to help the child, how they can help at home and the outcome of any action taken by the school.

12. Education, Health and Care (EHC) Plans

Applying for an Education, Health and Care (EHC) Plan

If a child fails to make progress, we may apply for the learner to be assessed for an EHC Plan. As detailed in part of the SEND Code of Practice, a request is made for an EHC Plan when the provision made from the school's own resources is not sufficient in enabling the child or young person to make adequate progress. Parents are entitled to refer directly for an Education Health Care Plan assessment, but where possible we would seek to make this referral for you. For further guidance, please see SEN03 EHC Needs Assessment: Criteria and Referral Process available at: <https://www.warwickshire.gov.uk/sendocs>

Reviewing the Education, Health Care (EHC) Plan

In line with the SEND Code of Practice, a learner's EHC plan will be reviewed at least annually through a personalised approach. Where there is an anticipated change of setting or concern around the level of provision, this can be sooner.

The learner, parents and carers as well as all relevant professionals will be invited to contribute to this process through attending the review in person or via an online meeting. Where this is difficult, professionals will provide a written report or separate interview; as a trust we will work hard to ensure that all EHC review meetings have both parents/carers and learners in attendance for at least part of the review. During the review, there will be opportunities to review the impact of the provision in place, celebrate success as well as identify areas for development and any changes required to the existing provision in place.

We pride ourselves on our inclusive ethos and will make adjustments to ensure that all learners have the provision they need to fulfil their potential in our mainstream settings. Where a learner is demonstrating significant difficulties accessing learning with the provision in place, we will seek to work with parents and carers, external professionals and the Local Authority to explore all options. This may include the securing of additional funding so that the learner can access additional adult support, use of a reintegration plan and in rarer situations, a managed move or application to a special provision in line with Warwickshire

13. Working with Parents

We see parents and carers as partners in their children’s learning and the ‘experts’ in their child.

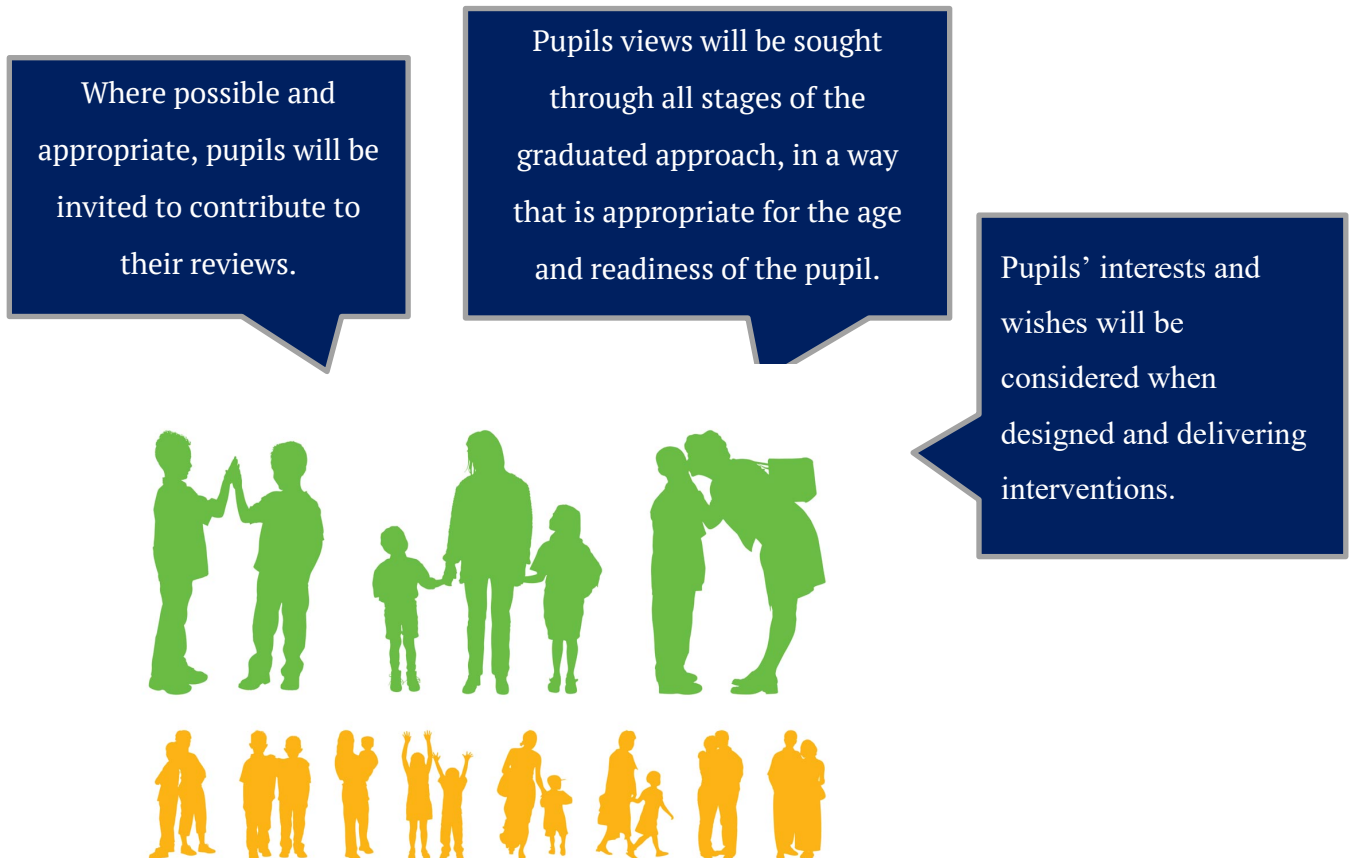
We aim to promote effective relationships with all our parents and carers through the following strategies:



14. The role of the pupil

In line with the Code of Practice and Section 19 of the Children and Families Act 2014, we endeavour to:

- Seek and respond to the views, wishes and feeling of the child or young person
- Provide opportunities for pupils to participate as fully as possible in decisions.



15. Access to extra-curricular activities

All our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

16. Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class/school year or a new school and will do what we can, according to the individual needs of the child, to make all transitions as smooth as possible. This may include, for example:

- Additional meetings for the parents and child to build relationships with school staff;
- Additional visits to the areas of the school;
- Transition books and guides with photographs of key people and places;
- Enhanced transition arrangements are tailored to meet individual needs.

17 – Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any individual (with due regard to their protected characteristics), and it helps to promote equality across the Trust. This policy is to be read in conjunction with the schools' accessibility policy which details the schools' individual approach to ensure an accessible environment for all our school community.

18 - Complaints

TLET strive to care for each individual pupil and provide the best education possible to suit the child's learning needs. Regrettably, there may be times when complaints arise and parents and carers are encouraged to contact the school quickly if a problem occurs so that a solution can be found.

Each academy has an individual complaints procedure detailed on their website.

19 - Further support:

Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services) supports parents and carers of all Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age. It is a free, confidential and impartial service for parents and carers, children and young people up to 25 years. Warwickshire SENDIAS offers independent support for parents and families who have children and young people with a SEND. They also provide this independent advice directly to young peoples aged 16 to 25 years with SEND.

To speak to a member of their team, call 024 7636 6054, or e-mail warwickshire@kids.org.uk or contact us via post to KIDS, Exhall Grange Specialist School, Easter Way, Off Pro Logis Park, Coventry CV7 9JG.

20. Local Offer

Warwickshire has a Local Offer section on their council website <https://www.warwickshire.gov.uk/send>. You should be able to find out about support and services available for your child or children and young people (0-25) with SEND (Special Educational Needs and Disabilities). You can find information here about Education, Health and Social Care services.

21 – Monitoring

It is the responsibility of the Board of Trustees, and those they delegate authority, to ensure that the principles and procedures of this policy are adhered to. The use of this policy will be subject to routine monitoring to ensure its fidelity in practice. The evidence gathered from monitoring at regular intervals shall inform any reviews and future revisions to the policy, and no later than that stated on Page 1 of this policy.

Each Academy within TLET operates its SEND under this policy but also maintains its own detailed SEND procedures and produces an annual SEND Information Report. These procedures set out the names of those responsible for the operation of TLET's SEND Policy at each academy and can be found on the websites of the individual academies.

References:

Department of Education. Department of Health (2015) Special Educational Needs and Disability code of practice 0-25 years. Available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf Accessed:
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