



SEND Policy

SEPTEMBER 2023

CONCORDIA MULTI ACADEMY TRUST



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1. Document Control

Amendment History

Version No.	Date	Comments
1	September 23	Trust wide policy

Review Dates

Next Review Date
September 2024

Author(s)

Name	Role
Jenni Ogden	Headteacher

Reviewer(s)

Name	Role
Maira Atkins	Trust Education Officer

Approver(s)

Name	Role
Tracy Webb	Chief Executive Officer

2. Aims and Objectives

This document is an over-arching policy for SEND provision within Concordia Multi Academy Trust.

Within each of the schools in our Trust there is a Special Needs Co-ordinator (SENCO) who oversees special educational needs. The SENCO works closely with the Headteacher to ensure that the best provision is available for pupils with additional needs.

Each school's SEND information report is available on the school's websites.

Within this report, each school aims to answer as many questions as possible about the school's graduated approach and give parents/carers an idea of the different outside agencies who work within schools frequently.

The best way to find out more about the school is to contact the school and discuss your child's needs and they will work in partnership with you to identify how to best support you.

Please do not hesitate to contact the school to arrange an appointment.

Additional information regarding Special Educational Needs in the local area can be found by accessing the Local Offer <https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>

Aims

This special educational needs and disabilities (SEND) policy aims to make sure our school fully implements national legislation and guidance regarding pupils with SEND.

Objectives

All schools in our Trust will:

- ◁ Support and make provision for pupils with special educational needs and disabilities
- ◁ Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- ◁ Help pupils with SEND fulfil their aspirations and achieve their best
- ◁ Help pupils with SEND become confident individuals living fulfilling lives
- ◁ Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- ◁ Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- ◁ Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- ◁ Make sure the SEND policy is understood and implemented consistently by all staff

3. Vision and Values

Within our schools, we recognise all children as individuals and we are committed to developing an inclusive and supportive learning environment. We aim to remove as many barriers to learning as possible and allow all learners to achieve their full potential.

Our Special Educational Needs provision is additional to or different from the education provision that is offered to other pupils of the same age. The provision goes beyond the teaching and learning that usually takes place in our classrooms. It may take the form of additional support from highly skilled teachers and teaching assistants or require involvement of specialist staff or support services that are well known to the school. At our school we will provide all pupils with access to a broad and balanced curriculum.

At Highfields Academy, our SENCO is Mrs Laura Clothier. Mrs Clothier is responsible for the day to day management of provision and/ or support for identified pupils with SEND. She works alongside teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND. All staff at Highfields Academy value the inclusion of all children in their classrooms. We strongly believe that **all teachers** are teachers of SEND pupils and ensure that they provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

4. Legislation and guidance

This is based on the statutory [SEND code of practice: 0-to-25 April 2020](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The [Governance Handbook](#), which sets out Trustee's responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

5. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The SEN code of practice identifies 4 areas where children/young people may have additional needs. These are:

Cognition and Learning:	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia Moderate learning difficulties Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Communication and Interaction:	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Social, mental and emotional health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: Mental health difficulties such as anxiety, depression or an eating disorder Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory/Physical needs:	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

	<p>Pupils may have:</p> <p>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</p> <p>A physical impairment</p> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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6. Roles and responsibilities

Our SENCO will:

- ◁ Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- ◁ Work with the headteacher and SEN LAB (Local Academy Board) representative to determine the strategic development of the SEND 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, including those who have EHC plans
- ◁ Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- ◁ Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- ◁ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ◁ Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- ◁ Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- ◁ When a pupil moves to a different school: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- ◁ Work with the headteacher and LAB to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ◁ Make sure the school keeps its records of all pupils with SEND up to date and accurate
- ◁ With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- ◁ With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- ◁ Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- ◁ With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Our class teachers are responsible for:

- ◁ The progress and development of every pupil in their class
- ◁ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- ◁ Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- ◁ Ensuring they follow this SEN policy

- ◁ Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

The Headteacher will:

- ◁ Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- ◁ Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ◁ Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- ◁ Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- ◁ Make sure that the SENCO has enough time to carry out their duties
- ◁ Have an overview of the needs of the current cohort of pupils on the SEND register
- ◁ Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- ◁ With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- ◁ With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- ◁ With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- ◁

Our Local Academy Board (LAB) representatives will:

- ◁ Help to raise awareness of SEN issues at governing board meetings
- ◁ Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- ◁ Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Our Trustees Quality of Education Committee will:

- ◁ Help to raise awareness of SEN issues at Board of Trustee meetings
- ◁ Monitor the quality and effectiveness of SEN and disability provision within the school through termly meetings
- ◁ Ensure that SEND is monitored through the visits from the Trust Education Officer and assure quality and impact

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- ◁ Invited to termly meetings to review the provision that is in place for their child
- ◁ Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- ◁ Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- ◁ Given a report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

7. Additional information

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains. It will explain our approach to early identification and how children with SEND are supported.

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- ◁ Speech and language therapists
- ◁ Specialist teachers or support services
- ◁ Educational psychologists
- ◁ Occupational therapists, speech and language therapists or physiotherapists
- ◁ General practitioners or paediatricians
- ◁ School nurses
- ◁ Child and adolescent mental health services (CAMHS)
- ◁ Education welfare officers
- ◁ Social services

Monitoring and evaluation arrangements

Concordia Multi Academy Trust are constantly looking for ways to improve our SEND policy.

We will evaluate how effective our SEND provision is with regards to:

- ◁ All staff's awareness of pupils with SEND at the start of the autumn term
- ◁ How early pupils are identified as having SEND
- ◁ Pupils' progress and attainment once they have been identified as having SEND
- ◁ Whether pupils with SEND feel safe, valued and included in the school community
- ◁ Comments and feedback from pupils and their parents

Links with other policies and documents

This policy links to a number of policies including:

- ◁ SEN information report
- ◁ The local offer
- ◁ Accessibility plan
- ◁ Behaviour policy
- ◁ Equality information and objectives
- ◁ Supporting pupils with medical conditions policy
- ◁ Attendance policy
- ◁ Safeguarding / child protection policy
- ◁ Complaints policy

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents should submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy available on our website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint using the Trust's complaints policy. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of further avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice: 0 to 25 years](#).