



SPECIAL EDUCATIONAL NEEDS/DISABILITY (SEND)

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Aim

Our approach to SEND is in keeping with the Trust's aims, teaching and learning development, and our commitment to equality of opportunity. The Trust is committed to a policy of inclusion valuing all students equally: one in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as having special educational needs and or disabilities. The culture, practice, management and deployment of the Trust's resources are designed to ensure all students' needs are met. SEND children are not viewed as a separate entity but are part of the whole Trust approach, and different students' needs are recognised and met through varied and flexible provision throughout the curriculum to ensure that all students' needs are met and they have the opportunity to fulfil their potential.

1. Objectives & Guiding Principles

- To ensure that all students, whether or not they have SEN or a disability, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any student who may have special educational needs or a disability.
- To help every student realise his/her full potential and optimise their self-esteem
- To enable all staff to play a part in identifying SEN students or students with a disability and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole Trust community to demonstrate a positive attitude towards SEN and disability.
- To encourage an effective parent partnership in developing and implementing a joint learning approach between home and School/Academy.
- To encourage and support children to participate in all decision-making processes that occur in their education so that their views are sought and taken into account.
- To follow the Code of SEND Practice which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.
- To comply with the Disability and Discrimination Act (DDA).

2. Definition of Special Educational Needs

Young people have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Young people have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of people of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for people of the same age in schools within the locality.

Young people must not be regarded as having a learning difficulty solely because the language or form or language of their home is different from the language in which they will be taught.

Special educational provision means:

- Educational provision which is additional to or otherwise different from, the educational provision made generally for people of their age in similar local schools, other than special schools.
- Section 312, Education Act 1996

The Code of Practice 2014 states the following as a definition of Special Educational Needs and Disability: A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

We aim to ensure that higher quality teaching is regularly available to the whole class so that fewer students will require such support.

3. Definition of disability

- The DDA defines a disabled person as someone who has: “A physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.”
“Long term” means at least 12 months. “Substantial” means “more than minor or trivial.”
- Young people have a learning difficulty if they:
 - have a significantly greater difficulty in learning than the majority of people of the same age; or
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for people of the same age in local schools/academies.
- Young people are disabled if they:
 - are blind, deaf or dumb or suffer from a mental disorder of any kind
 - are substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be described.
- A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

4. Fundamental Principles of the SEN Code and Disability and Discrimination Act:

- The SEND Code DDA adheres to the following principles:
 - A young person with special educational needs or a disability should have their needs met.
 - The special educational needs of young people or those with a disability will normally be met in the mainstream setting if possible.
 - The views of the young person should be sought and taken into account.
 - Parents/carers have a vital role to play in supporting their child’s education.
 - Young people with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
 - The Trust academies will not discriminate SEND students in admissions, in any aspect of school/academy life or in exclusion from the school/academy.
 - Each academy will develop an accessibility plan.
- There will be key individuals within each academy who share a responsibility for those students identified as having SEND.
 - A senior leader with responsibility for SEN and disability;
 - The Headteacher/Principal;
 - The Special Needs Co-ordinator (SENCo);
 - Progress Leaders/Heads of Year/House Leaders;
 - Class/Subject Teachers;
 - Subject Leaders;
 - Teaching Assistants
- The SENCo, in collaboration with the Principal/Headteacher and Trustees/LGBs are responsible for:
 - Overseeing strategic development and SEND policy and provision to raise achievement of SEND students.
 - Co-ordinating provision for students with special educational needs.
 - Developing effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of students’ needs by monitoring the quality of teaching and standards of students’ achievements and by setting targets for improvement.
 - Collaboration with curriculum/subject leaders and pastoral colleagues to ensure that learning for all students is given equal priority and that available resources are used to maximum effect.

- Leading and managing colleagues with specific responsibilities to support SEND students.
- Overseeing the records of all children with special educational needs and disabilities
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the Local Authorities (LA) support and educational psychology services, health and social services, Connexions and voluntary bodies.

The Headteacher/Principal and the Local Governing Bodies will delegate the responsibility for the day-to-day implementation of SEND to specific staff in each academy. These are given in Appendix 1. The SENCo at each academy will have qualified teacher status.

5. Special facilities and building adaptations:

All Trust buildings have:

- wheelchair access;
- lifts;
- toilet facilities for disabled people;
- evac chairs for emergency evacuation of the staircases
- classroom entrances/doors designed for SEND students.

6. Admission arrangements

In accordance with the SEN Code of Practice and DDA, Trust academies will admit students with already identified special educational needs and disabilities, and will identify and provide for students not previously identified as having SEND. Admission authorities may not refuse to admit a child because they feel unable to cater for their special educational needs or disability. Students with special educational needs but without Educational Health Care Plans (EHCPs) will be treated as fairly as all other applicants for admission. We consider applications for children who have SEND but no EHCPs on the basis of each academy's published admissions criteria. We consider such children as part of the normal admissions procedure.

7. Number of students with SEND

The SEND Report to Trustees/Governors records the number of students on each academy's SEND register.

8. Academy Responsibilities

- Curriculum entitlement
 - All students, including those with SEND, will have access to a broad and balanced curriculum. The culture, practice, management and deployment of resources in a Trust academy or setting are designed to ensure that all students' needs are met.
- Allocation of funding to and between students with SEND
 - Students with Educational Health Care Plans receive support from the SEND budget, calculated by the national/local formula.
 - Each academy also makes provision from its delegated budget from the Trust and its own funds for students on the SEND register who mainly receive support within mainstream classes across the curriculum using a variety of strategies. These students may receive support within mainstream classes or targeted interventions outside mainstream classes to improve literacy and numeracy or to develop their social interaction and/or study skills.
- The Special Needs budget will be used to access resources, support personnel and where necessary adapt the environment in order to allow all students to access the curriculum and fulfil their development potential.
- At some point in their educational career, a number of students may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. These

students will normally be supported through differentiation by the class teacher within their normal classroom environment as part of quality first teaching.

- Students on the special educational needs register will receive help and funding in proportion to their level of need.

9. Code of Practice Graduated Response

The Trust adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting students' needs and each academy in the Trust will implement a suitable approach. (See Appendix 2.)

10. SEND training for staff

Whole staff training in SEN will be identified and met through the Trust's and individual academies' CPD provision.

SEND training sessions will be organised as required to meet the current needs of staff and will be led by the relevant staff (eg SENCo, another member of staff or by an appropriate outside agency).

The SENCos will attend the appropriate meetings and training as required.

11. Inclusion of students with SEND within and beyond the Academy

Wherever possible, all students with SEND will join in all the activities of the Trust with students who do not have special educational needs, although there may be occasions where this may be inappropriate. This inclusion policy covers all areas of the curriculum, as appropriate, Academy visits including residential trips, sporting activities, social activities, meal times and recreation times.

12. Curriculum

The SENCo at each academy will be aware of the standards of achievement of individual students on the SEND register through the academy's procedures for the monitoring of progress and attainment.

13. Teaching arrangements for students with SEN or a disability

For the most part, students with SEND will be taught in the classroom alongside their peers. Where necessary, students will sometimes have the in-class support of a TA. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary. This will enable individual learning needs to be met and all students to maximise their potential in all areas of the curriculum.

Students who require targeted or personalised interventions may on occasion be withdrawn for work outside the mainstream classroom

We believe that it is essential that students who are having difficulty learning such skills are supported as soon as possible.

The teaching arrangements for those students with an EHCP will be determined by their individual plan.

14. Parent/Carer Partnership

The Trust is committed to developing partnerships where professionals and parents/carers work together in the best interests of their children. We recognise that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the student are also sought and taken into consideration.

Parents/carers will be fully involved in the decision-making regarding support for their child. Parents/carers will be informed when it is considered that a student's needs are significant enough to be placed on the SEND register.

Regular review meetings will be held between parents/carers, teachers, pastoral staff, the SENCo and the student as appropriate, to review the student's progress and the programme of learning.

In addition parents/carers are welcome to contact the SENCo whenever they have a concern about their child (at a mutually convenient time). Whenever a concern is shared, it will always be investigated and the results reported back/discussed with parents/carers.

During any procedure of applying for a statutory assessment (which may lead to an Educational Health Care Plan), parents/carers will be given as much help, advice and support as possible.

15. Relationship with Outside Agencies

- Involvement with Educational Support Services
 - A Trust academy will seek the advice of specialist advisory teachers and agencies as and when necessary. The Educational Welfare Officer and the Educational Psychologist come into academies along with other agencies as appropriate.
 - Where necessary, an academy will refer a child to an external specialist after consultation with parents.
- Links with medical, social and voluntary organisations
 - The Trust has necessary appropriate contact with health professionals, such as the Trust-employed nurses, doctors, speech & language therapists, physiotherapists and occupational therapists. An academy may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them as appropriate. We will provide them with any relevant information requested, with the parents'/carers' permission.
- Links with Special/Mainstream Schools/Academies
 - Whenever any student transfers to another school/academy, including special schools/academies, the Trust will pass on all relevant information. In addition, for SEND students, there will also be dialogue between the relevant SENCo and/or senior members of staff.
 - The SENCo or other relevant member of staff will discuss the needs of Year 6 students on the SEND register with the SENCo of the school/academy from which the students are transferring.

16. Monitoring and evaluating the success of the Trust's SEND provision

The SENCo will:

- assess individual students with SEND;
- review provision for SEND students;
- report to the relevant senior leader in the academy.

The implementation will be monitored and evaluated annually by:

- each academy's senior leadership team and SENCo;
- advisors, inspectors, external specialists and governors/trustees;
- the assessment of individual students with SEN or a disability;

The implementation will, where necessary, be revised in light of these evaluations.

This document should be read in conjunction with all other Trust and individual academy policies.

Appendix 1 – Specified academies’ staff with SEND responsibilities

Shenley Brook End School

- SENCO – Ms C Gillman
- Special Educational Needs teacher – Ms S Butler
- Assistant Headteacher with responsibility for safeguarding – Ms J Hearty

The Hazeley Academy

- Senior Deputy Principal – Miss T Whiteman
- SENCo – Miss K Dallas
- Assistant SENCo – Miss N Lord
- Excellence administrator – Ms J Kerindi

Appendix 2 – Academies’ Graduated Responses

Shenley Brook End School

Students receiving support or interventions that are different from or additional to the normal differentiated curriculum and Quality First Teaching are recorded as K. Those students with an Education Health Care Plan are recorded as E.

Support or intervention at K is triggered through concerns raised by a member of staff, a parent or a student, supplemented by evidence that despite having access to differentiated teaching, pastoral support or equipment:

- little or no progress is being made
- literacy or numeracy skills remain undeveloped
- social, emotional and mental health difficulties persist
- sensory and/or physical problems act as a barrier to learning
- communication and/or interaction difficulties act as a barrier to learning

In the majority of cases a FACT or FACT Plus is completed to help with the drawing up of an additional support and/or intervention plan and to identify desired outcomes. This takes place in consultation with staff, parents and the student

External Agencies

Following a review of the additional support plan, external agency involvement may be sought with a view to carrying out further assessments or securing specialist recommendations and/or advice. Requests for external agency involvement take place in consultation with parents and students. Parental consent is sought before a referral is made to an external agency.

Following external agency involvement, a student’s support plan may be amended to reflect a change in the nature of support or intervention.

Request for Statutory Assessment

The school may request a Statutory Assessment from the LA when, despite an individualised programme of sustained support and intervention, the student remains a significant cause for concern and meets the criteria set out for assessment by the authority. The criteria are set out in the Milton Keynes Local Offer. A Statutory Assessment can also be requested by a parent or outside agency. Where Statutory Assessment is being sought, the school will provide information which may include:

- FACT and/or FACT+
- interventions and outcomes
- information on the student’s health and relevant medical history
- attainment data
- other relevant assessments from specialists such as support teachers and education psychologists
- the views of parents
- where possible, the views of the student
- records of involvement and/or reports from other agencies/professionals

Education Health Care Plan (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the school can make from within its delegated resources. A request for Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of outcomes for the child and the provision required to achieve these outcomes.

Education Health Care Plans will be reviewed annually.

The aim of the review is to:

- Assess the student's progress in relation to the outcomes on the Education Health Care Plan
- Review the provision made to meet the student's needs and support the achievement of outcomes
- Consider the appropriateness of the existing Education Health Care Plan in relation to the student's performance during the year, and whether to cease, continue or amend it
- If appropriate, propose new short and/or long-term outcomes and amendments to provision

The views of the student and parents are an integral part of the review.

The SENCo attends the Year 6 Education Health Care Plan reviews for students due to join Shenley Brook End School in Year 7 and, when possible, requests involvement in the reviews for students joining the school outside phased transfer times.

The SENCo invites Year 12 providers to the Education Health Care Plan review of students intending to leave the school at the end of Year 11.

The Hazeley Academy

We use the following descriptors to identify those students receiving support or interventions that are in addition to Quality First Teaching. This support or intervention may be at universal, targeted or specialist level.

Code K – SEND Support

Additional learning needs are identified. These students require interventions that are different from, or additional to, the normal differentiated curriculum. Targeted intervention can be triggered through concern supplemented by evidence that, despite receiving differentiation, teaching students:

- Make little or no progress;
- Demonstrate difficulty in developing literacy or numeracy skills;
- Show persistent emotional / behavioural difficulties which are not affected by behaviour management strategies;
- Have sensory / physical problems and make little progress, despite the provision of specialist equipment;
- Experience communication and / or interaction problems and make little or no progress, despite experiencing a differentiated curriculum.

Code SC – School Concern

When a student requires additional support or monitoring over a period of time, they are added to the SEND register as a school concern. The area of need is assessed termly, and relevant interventions put in place following consultation with parents. A student can be removed from the register under this code after the period of intervention or escalated to a K code.

Code E – Educational, Health and Care Plan

These students have been identified as having complex and enduring additional needs and an Educational Health Care Plan has been issued (see below)

External Agency Involvement

Parental consent is sought before any external agencies are involved. The recommendations may be implemented by the class teacher or involve other adults.

Request for Statutory Assessment

The Academy will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the student remains a significant cause for concern and meets the criteria set out for assessment by the authority. The criteria is set out in the Milton Keynes Local Offer. A Statutory Assessment might also be requested by a parent or outside agency. The Academy will provide information that may include:

- FACT and/or FACT +
- Intervention and outcomes
- Attainment data
- Information on the student's health and relevant medical history
- Other relevant assessments from specialists such as teachers and educational psychologists
- The views of the parents
- Where possible, the views of the student
- Records of involvement and/or reports from other agencies / professionals

Educational Health Care Plan (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the Academy can offer from their delegated resources. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term and short-term outcomes set in the Educational Health Care Plan
- Established through parental/student consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of Educational Health Care Plans

Educational Health Care Plans will be reviewed annually. The SENCo will organise these reviews and invite:

- The student's parent
- The student if appropriate
- The relevant teachers if necessary
- A representative of the SEN Inclusion and Assessment Team if necessary
- The Educational Psychologist if necessary
- Any other person the SENCo considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the outcomes on the Educational Health Care Plan
- Review the provision made to meet the student's need and support the achievements of outcomes identified in the Educational Health Care Plan.
- Consider the appropriateness of the existing Educational Health Care Plan in relation to the student's performance during the year, and whether to cease, continue or amend it
- If appropriate, propose new short and /or long term outcomes and amendments to provision for the coming year

The views of the student and parents are an integral part of the review.

At Key Stage phase transitions reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with staff from the receiving school.

Within the time limits set out in the SEND Code of Practice, the SENCo will complete the annual review forms and send them, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend or cease an Educational Health Care Plan.