

# **ATTAIN ACADEMY PARTNERSHIP**



## **Special Educational Needs and Disability Policy**

**January 2024**

## **Attain Academy Partnership**

Attain Academy Partnership aims to provide an outstanding education for all children in all schools, relevant to the world in which they live. We would like all members of Attain to become:

- Ambitious, knowledgeable, capable learners who are resilient and independent thinkers.
- Enterprising, creative and articulate pupils who have a real love of learning and strive for aspirational goals.
- Ethical, informed and responsible citizens who value differences and inclusivity.
- Healthy, confident and caring individuals who contribute to a mutually supportive environment.

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## 1. Introduction

1.1 This policy was drafted with reference to:

- NASEN guidance documents via the SEND gateway (National Association for Special Educational Needs)
- The [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years](#) (DfE, 2015)

and complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (May 2015, including updates), and has been written with regard to:

- Children and Families (Act 2014) – part 3 which sets out schools' responsibility for pupils with SEND
- [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- [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 [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
- [Statutory guidance on Supporting Pupils with Medical Conditions](#) (December 2015)
- Teacher Standards (2012)
- Safeguarding Policy

1.2 The Attain Academy Partnership board of trustees (herein referred to as the trust) has agreed this policy and, as such, it applies to all academies within the trust (herein referred to as the academy).

1.3 This policy should be read in conjunction with each academy's School Information Report which may be accessed on individual academy websites.

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

## 2. Policy Statement

2.1 All pupils are entitled to an education and support that enables them to make progress so that they:

- can achieve their best; and
- become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

2.2 The trust recognises that children may:  
– have different educational needs,

- all have special needs at some time in their lives,
- require different strategies for learning,
- acquire, assimilate, and communicate information at different rates, and
- need a range of different teaching approaches and experiences.

2.3 The trust aims to provide for SEND through a consistent, whole-trust approach by:

1. Valuing individuality and equality; irrespective of ability, disability, race, gender or background.
2. Ensuring equal opportunities for all, by considering and making **reasonable adjustments** in order to accommodate both **inclusion** and **integration** through:
  - maintaining standards,
  - managing financial resource available,
  - calculating the cost of taking a particular step,
  - taking practical and specific steps,
  - the SEND provision of aids and services to the academies,
  - following health and safety requirements; and
  - considering the interests of other children in the school.
3. Ensuring integration into all activities of the academy (where reasonably possible), enabling all pupils, including those with SEND, to:
  - be happy,
  - feel safe and cared for,
  - feel valued,
  - understand the relevance and purpose of learning activities through expressing personal views and being fully involved in decisions which affect their education,
  - be active learners in order to develop independent skills and take responsibility for their work, participating in society and being as healthy as possible,
  - develop knowledge and understanding to ensure they meet their potential alongside their moral, physical, social, spiritual, and emotional development, and
  - achieve the best that they can do.
4. Ensuring that high expectations are set for all children alongside consistent Quality First Teaching and through delivering a broad, balanced and differentiated curriculum that satisfies pupils' individual learning needs.
5. Identifying and continually assessing children's specific needs.
6. Making provision for individual children's SEND, employing realistic and achievable methods, and specific individual outcome setting. *(All staff will use their "best endeavours" to meet the pupil's needs. Additional Learning Support Staff may provide **different from** or **additional to** support where appropriate.)*
7. Monitoring and evaluating children's progress, providing the appropriate information and records as part of this process.
8. By referring children and promoting effective partnerships with external agencies when appropriate.

9. Supporting all staff and adults employed by the school in their work with children with SEND.
10. Ensuring parent/carer involvement in a partnership of support and SEND provision.

### **3. Roles & Responsibilities**

#### **3.1 Board of Trustees**

The trustees will ensure that:

- SEND provision is an integral part of the School Improvement Plan within the trust
- Appropriate staffing and funding arrangements are in place
- The quality of SEND across the trust is regularly monitored.

#### **3.2 Local Governing Body**

The local governors will:

- Ensure that staff are aware of the need to identify and provide for children with SEND
- Ensure that the academy makes appropriate SEND provision available to all children identified as in need of it.
- Will ensure that, where an academy has been informed that a pupil has special educational needs and disabilities, systems are in place for those needs to be made known to alert all who are likely to be in contact with the pupil.

#### **3.3 Chief Executive Officer (CEO)**

The CEO is responsible for

- The overall management of the SEND provision across the trust
- Producing reports for the trust board and for the Annual Trustee Report. The Annual Trustee Report will include the number of pupils identified as having Special Educational Needs and Disabilities (including the number with Education Health Care Plans). There will be a summary on the effectiveness of the SEND Policy, and this will highlight how resources have been allocated.

#### **3.4 Head of School / Headteacher**

The head of school / headteacher is responsible for:

- The management of all aspect of the academy's work, including provision for students with SEND.
- Keeping the local governing body informed about SEND issues
- Working closely with the SENDCo
- Ensuring that the implementation of this policy and the impact on the academy is reported to governors.

#### **3.5 Special Educational Needs and Disability Coordinator (SENDCo)**

The SENDCo is responsible for:

- Overseeing the day-to-day implementation of the policy and the Code of Practice (September 2015)
- Ensuring that an agreed, consistent approach is adopted

- Liaising with, and advising, teaching and other staff on approaches and materials
- Offering support in relation to children receiving SEND interventions or who have EHCPs.
- Taking the lead for managing provision; gathering and collating relevant information; ensuring that paperwork is up to date; attending consultations with parents, teachers, and all relevant personnel where appropriate; liaising with outside agencies; tracking children's progress through the use of Target Tracker.
- Working with governors to plan, implement and evaluate the school policy.
- Keeping the local governing body and the named Governor for Special Educational Needs and Disabilities informed of any local or national initiatives and changes which are linked to SEND Policy.
- Maintaining the academy's SEND Register and records and overseeing that one planning is in place and appropriate.
- Ensuring the trust's SEND Offer as detailed as part of each academy's School Information Report is maintained and up to date and that the School Information Report is available on the academy's website.
- Liaising closely with parents of pupils with SEND so that they are aware of the strategies that are being used and are involved as partners in the process
- Ensuring that assessments of, and provision for, pupils with Special Educational Needs and Disabilities takes place as appropriate and within a relevant timescale.
- Producing reports for governors and contributing to the Annual Trustee Report.
- Contributing to in-service training of staff

Where permitted, under statutory guidance, certain duties may be delegated to an Assistant SENDCo.

### 3.6 Class teachers

**All teachers are teachers of children with SEND** and endeavour to adapt the curriculum to meet their children's needs. Class teachers work with support staff to ensure individual needs are met.

Class teachers are responsible for:

- Teaching pupils with SEND in the classroom and for providing an appropriately adapted curriculum.
- Making themselves aware of the policy and the procedures for identification, monitoring and supporting children with SEND.
- The progress and development of all pupils in their class wherever or with whoever the pupils are working with (including support provided by LSA or specialist staff).

### 3.7 Learning Support Assistants

Learning Support Assistants (LSAs) work with small groups or individuals with identified additional needs as planned for and guided by the class teacher.

LSAs should:

- Be fully aware of this policy and the academy-specific School Information Report.
- Understand the procedures for identifying, assessing, and making provision for pupils with SEND relevant to their role.
- Assist in making provision for the individual needs of pupils identified as having SEND, whether in class, or during small group intervention.
- Make use of a range of teaching strategies to meet children's SEND needs.
- Deliver small group interventions to pupils as required.
- Provide feedback where appropriate to inform the next stage of learning.

### 3.8 All other adults / staff working with SEND children (including agency staff and outside providers)

Other adults and staff should, where appropriate:

- Be aware of SEND policy and be aware of the procedures for identifying, assessing, and making provision for pupils with SEND.
- Liaise with the class teacher in order to share SEND information regarding identified children and give feedback of evaluations and assessments.
- Maintain a record and/or reports of impact of provision provided.

### 3.9 Children

All children should be involved in the provision planning process, including one planning, according to their level of understanding.

### 3.10 Parents/Carers

Parents / carers will be involved in their child's learning through attending one planning meetings, subsequent review meetings, and parents' evenings.

### 3.11 Local Authority (See Local Offer)

Local Authority will:

- Provide external support for SEND children and resource additional requirements for Educational Health Care Plans
- Provide disagreement resolution arrangements and mediation services.

## 4. **Definition of Special Educational Needs and Disability (SEND)**

4.1 A child or young person has SEND if they have a **learning difficulty or disability** which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

4.2 A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).

4.3 This is a broad definition covering children and young people from **0 - 25 years of age**. Where a child or young person has a disability or health



condition which requires special educational provision to be made, they will be covered by the SEND definition.

## 5. School Information Report

Information regarding how each academy implements this policy is contained within the School Information Report which can be found on the relevant academy website.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 6. Broad Areas of Need

The areas of need, as detailed in the SEND Code of Practice, are explained in the School Information Report, as mentioned above. The SEND Code of Practice is designed to help bodies to make effective decisions regarding children with special educational needs. It does not (and could not) tell them what to do in each individual case.

## 7. Disability

7.1 Many children and young people who have special educational need (SEN) may have a **disability** under the *Equality Act 2010* – that is ‘...**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**’.

7.2 This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## 8. Medical Conditions

- The trust will make arrangements to support children with medical conditions, as stipulated by the *Children and Families Act (2014)*, inclusive of **Individual Health Care Plans**, which will specify the type and level of support required to meet their medical needs.
- Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the Health Care Plan.

## 9. Admissions

9.1 The trust complies with the Essex admissions criteria, which do not discriminate against children with SEND, and has due regard for the guidance in the SEND Code of Practice (2015).

9.2 In line with The Equality Act (2010), the trust adheres to its legal obligations:

- By neither directly nor indirectly discriminating against, harassing, or victimising disabled children.

- By making **reasonable adjustments** (e.g., physical alterations where appropriate) and access arrangements, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- By promoting equality of opportunities and fostering good relations between disabled and non-disabled children.

9.3 Applications for places for children with **Education, Health Care Plans** are made through the Local Authority's SEND Team, who will consult the academy prior to any placement being agreed.

9.5 Parents/carers seeking the admission of a child with mobility difficulties are advised to approach the academy well in advance, so that reasonable steps can be taken.

## 10. SEND provision - intervention

10.1 Where interventions involve withdrawal from the class, each academy will seek to minimise disruption to a broad and balanced education.

10.2 The SENDCo, in conjunction with the headteacher / head of school and CEO, will monitor and review the range of interventions used to support children within the trust to ensure interventions are effective, efficient and a good use of trust resources.

## 11. Complaints

11.1 Class teachers will work closely with parents/carers at all stages regarding children's SEND education and parents should not hesitate to contact them if they have any worries concerning their child. If matters are unresolved and/or a request is made by the parent/carer, a meeting will be arranged with the SENDCo.

11.2 If the issue is complex or the parent/carer is not satisfied with the outcome, a formal complaint may be made to the head of school / headteacher and / or local governing body who will follow the trust's established complaints procedure. (See the trust's Complaints Policy for further information). As a last resort, the academy's local authority SEND Inclusion Officer or SEND Standards and Service Manager can be involved.

## 12. Monitoring and Equality Impact Assessment

The trustees, CEO, local governors, and headteachers / heads of school will evaluate the effectiveness of this policy across the trust.

## 13. Review

The SEND policy is to be reviewed and published annually (6.79 of the Code of Practice (2015)).

## 14. Linked Documents and Guidance

- Policy for the Administration of Medicines and Management of Children's Illness
- Equality Policy

- Equal Opportunities Policy
- Accessibility Plan
- Individual academy's School Information Reports (available on each academy's website)
- Complaints Policy
- Behaviour and Discipline Policies
- Exclusion Policy
- [Essex Schools InfoLink Special Education Needs and Disabilities, includes the Provision Guidance Toolkit](#)

## 15. Document Version Control

Version	Date Issued	Author	Update Information
2018-1	March 2018	K Ellwood	Original Issue
2019-1	December 2019	K Ellwood C Young	No procedural changes. Policy updated to reflect the growing MAT
2021-1	September 2021	J. Marshall	No procedural changes. However, section 5 has been amended to clarify where each academy's school information report may be found
2022-1	November 2022	J Marshall	No procedural changes. Minor amendments to ensure consistency in reference dates and clarification where the SEND offer is located
2024-1	January 2024	K Ellwood	No procedural changes. Minor amendments to clarify the legislation the policy is based on.