

# SEND Policy



## Document Control

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<b>Related Policies</b>	<ul style="list-style-type: none"> <li>• ATLP Data Protection Policy</li> <li>• SEND Information Report (updated annually)</li> <li>• Equality Policy &amp; Objectives</li> <li>• Accessibility Plan</li> </ul>	
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# 1. Aims

- 1.1 All schools within the Arthur Terry Learning Partnership (“the Trust”) share common values and an ethos that every child matters. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.
- 1.2 Each school within the Trust shall ensure that:
- the special educational needs of students will be addressed, and children will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
  - it works in partnership with parents and appropriate external agencies to support children with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
  - it has a Special Educational Needs Co-ordinator (SENDCO). The SENDCO will maintain and regularly review the SEND record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual children, to implement strategies suggested by the SENDCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
  - children and young people with SEND engage in the activities of the school alongside students who do not have SEND
- 1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the [Children & Families Act 2014](#), the [SEND Regulations 2014](#) and the [SEND Code of Practice 2015](#).

# 2. Definitions

- 1.1 Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 1.2 A Child or Young Person will 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 that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 1.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

### 3. Roles & Responsibilities

- 2.1 The implementation of this policy will be monitored by the Trust Board and remain under constant review by the Vulnerable Children’s Lead, Inclusion Leaders and the Headteacher of each school.
- Each school will appoint a Vulnerable Children’s Advocate, who will have oversight responsibility for SEND at the respective school. The Vulnerable Children’s Advocate will raise SEND issues at local governance meetings; monitor the quality and effectiveness of SEND provision within the school and work with designated SENDCO or leaders to develop the SEND provision and make recommendations regarding the SEND policy.
  - The Head Teacher will work with the SENDCO and Vulnerable Children Advocate to develop the provision within the school. The Head Teacher has overall responsibility for the provision and progress of learners with SEND.
  - The SENDCO will co-ordinate the school’s approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
  - Class teachers are responsible for the progress and development of every student in their class and will work with the SENDCO and TAs to ensure the “assess plan do review” cycle is appropriately implemented to support any student with SEND.
- 2.2 The school will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.
- 2.3 The school will ensure parents/carers of children with SEND will be able to discuss the needs of their child. This will involve meaningful conversations 3x per year alongside at least yearly progress reports, involving their child’s tutor, the Progress Co-ordinator/Head of Year or the SENDCO as appropriate.

### 4. Identification & Assessment of SEND

- 3.1 Information about previous special educational needs will usually accompany students upon entry to the school and this will be used by the SENDCO to make sure appropriate provision is continued.
- 3.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before children start at the school. If necessary, a strategy sheet will be drawn up for each student with SEND.
- 3.3 On entry to secondary provision, students are assessed and the data from these tests is then analysed by the SENDCO and Subject and Phase Leads to identify any potential areas of need. Students may then be added to the SEND Record in line with the Code of Practice guidance for SEND.
- 3.4 The assessments taken by students upon entry depend on whether entry is in to primary or secondary school.

- 3.5 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by subject & phase leads. If a student has not made expected progress, then interventions will be put in place regardless of need. If a member of staff identifies a student whose special educational needs are not met through adaptive teaching, then the class teacher will work with the student setting clear targets and providing greater differentiation where appropriate. If the situation improves then no further action is needed. If there is no improvement the SENDCO will be informed.
- 3.6 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the child. Parents, and the child where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the child. A learning plan will be drawn up by the SEND team with copies shared with all staff concerned with the child's progress.
- 3.7 If a parent/carer refers their child to the school as they believe their child has special educational needs, they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the child is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above. SENDCO's may utilise outside agency support for further guidance or assistance with assessment.
- 3.8 In all cases, where internal support is not effective in supporting the child, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' knowledge and information and strategies for support shared with all staff.
- 3.9 If there are no concerns regarding the child's academic progress, then the school will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.
- 3.10 If required, contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and children will be involved in developing and reviewing support plans/strategies.
- 3.11 All staff teaching children on the SEND record will be made aware of the individual needs. Directors of subject and the Special Needs team will help teachers when required to develop techniques to support adaptive teaching and ensure that appropriate resources are available as part of the school's Professional Development Programme.

## 5. Reviewing

- 4.1 All children regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support those that are not achieving as expected. All SEND interventions have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using Learning Plans/ Individual Education Plans (IEPs) or Student Learning Programmes and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENDCO may refer to a specialist services such as an Educational Psychologist.

- 4.2 If a child has an Education Health and Care Plan (“EHCP”) an annual review is held in accordance with legal requirements. The review will incorporate parents/carers and children’s views.
- 4.3 If, because of appropriate progress, a child is removed from the SEND record, the child will continue to be monitored through the school’s structured reporting programme by the Subject and Phase Leads.

## **6. Policy Links**

- 6.1 This policy should be read in conjunction with:
- Individual schools SEND Information Report (updated annually, available on individual ATLP schools’ websites)
  - Equality Policy & Objectives
  - Accessibility Plan
  - Complaints Policy