



Special Educational Needs & Disability Policy

What do we want for our learners?

It is the Trust's ambition that all pupils achieve their potential during their time at school. By providing children with the right level of challenge, support and encouragement we ensure that all learners access and experience all aspects of the curriculum. Our schools make learning active, inclusive and engaging whilst setting ambitious goals for individuals. We have high expectations of our pupils, and ourselves, to continually strive to be the best we can be. This policy and Information Report set out how we can achieve these aims.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

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

Definitions

A pupil has SEND 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.



Roles and responsibilities

The SENDCO

Each school has a named SENDCO

They will:

- Work with the Academy Head and SEND Locality Committee Member 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Academy Head and Locality Committee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND Locality Committee Member

The SEND Locality Committee Member will:

- Help to raise awareness of SEND issues at Locality Committee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Academy Head and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Academy Head

The Academy Head will:

- Work with the SENDCO and SEND Locality Committee Member to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy



Link to other policies:

- Behaviour and Inclusion Policy

<https://www.consortiumacademy.org.uk/attachments/download.asp?file=524&type=pdf>

- Teaching, Learning and Curriculum Policy

<https://www.consortiumacademy.org.uk/attachments/download.asp?file=568&type=pdf>

- Single Equality Scheme Framework

<https://www.consortiumacademy.org.uk/attachments/download.asp?file=563&type=pdf>



Document Control

Changes History

Version	Date	Amended By	Details of Change
v2	11.06.17	Tamsin Little	Please see highlighted red sections
V3	29.04.20	Kathy Brooke	Very minor updating. Please see red tracked changes
V4	13.10.21	Laura Rogers	Separated the SEND information report from policy & updated website links
V5	5.5.2022	Kathy Brooke	Annual update – no changes made

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	29/12/2016
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	29/12/2016
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	13/10/2021
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	13/6/2022
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	13/6/2022

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