

Re -approved: September 2016

Review Date: June 2017

Policy Title	Special Educational Needs and Disabilities (SEND)
1. Purpose	<p>The purpose of this policy is to set out the procedural arrangements for Trustees, the Headteacher and members of staff regarding the provision for pupils with special educational needs and/or disabilities (SEND).</p> <p>It provides guidance for all staff in relation to their duties and responsibilities with regards to pupils with SEND.</p> <p>It provides guidance to parents/carers as to what they can expect from Trinity Academy in respect of SEND provision.</p> <p>Relevant legislation is identified in Appendix 1.</p> <p>A glossary of terms and acronyms can be found at Appendix 2.</p>
2. Summary	<p><u>2.1 Special Educational Needs</u></p> <p>Pupils have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Pupils have a learning difficulty if they:</p> <ul style="list-style-type: none"> • Have a significantly greater difficulty in learning than the majority of pupils of the same age. • Have a disability that prevents or hinders them from making use of educational facilities of a kind provided for pupils of the same age within mainstream classes. <p>Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for pupils of their age at Trinity Academy.</p> <p>Pupils must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.</p> <p><u>2.2 Disability</u></p> <p>A person has a disability for the purposes of this policy if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Section 6), Equality Act 2010.</p> <p><u>2.3 Key Principles</u></p> <ul style="list-style-type: none"> • A pupil with SEND should have their needs met. • The views of the pupil should be sought and taken into account. • Effective partnerships with parents/carers, outside agencies and

	<p>other schools should be promoted and developed.</p> <ul style="list-style-type: none"> • Pupils with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum. • There will be a focus on inclusive practices and removing barriers to learning.
<p>3. Aims</p>	<p>Trinity Academy is committed to providing a stimulating, safe and caring environment that will enable all pupils, including SEND, to develop to their full potential whilst also learning to respect others and to promote their self-esteem.</p> <p>The Academy recognises its duties to ensure that SEND pupils are entitled to access all aspects of school life and that special provision may be required to ensure that this takes place.</p> <p>Every effort will be made to ensure that SEND pupils have the greatest possible access to a broad and balanced education and will be integrated fully into Trinity Academy, without stigma, prejudice or discrimination.</p>
<p>4. Objectives</p>	<p>Trinity Academy will:</p> <ul style="list-style-type: none"> • Ensure that the identification and assessment of pupils with SEND needs takes place as early as possible. • Keep a register of pupils with SEND and maintain records relevant to decisions made in relation to pupils on the SEND register. • Provide access to a broad and balanced curriculum that is differentiated to meet individual needs. • Provide learning support to ensure pupils with SEND have access to, and make progress within, the school curriculum. • Establish and monitor the impact of Individual Profiles and SEND Support Plans based upon assessment of needs that will set relevant pupil targets and teaching strategies and coordinate a range of provision to ensure that pupils attain at the highest level. • Provide continuity of advice and provision for pupils with SEND throughout their time at Trinity Academy, especially at key stage transition and preparing them for the world of work. • Ensure that pupils with SEND are not segregated, but fully integrated into the personal, social and academic life, and have every opportunity to participate in the sporting and extra-curricular activities of the Academy. • Seek advice and help from agencies, and work in partnership with them, in order to meet the needs of pupils. • Ensure that the Academy takes account of the wishes and feelings of parents/carers when making assessments and planning actions to meet their child's special needs. • Encourage parents/carers to recognise that they have responsibilities towards their child, and that the most effective provision will be made when working in partnership together with other agencies. • Ensure that SEND pupils are involved, where practicable, in

	decisions affecting their future SEND provision.
5. Roles and Responsibilities	<p><u>5.1 Board of Trustees</u></p> <p>The Board of Trustees' responsibilities to pupils with SEND include:</p> <ul style="list-style-type: none"> • Having a designated Trustee to oversee SEND within the Academy. • Ensuring that provision of a high standard is made for SEND pupils. • Ensuring that teachers in the Academy are aware of the importance of identifying, and providing for, SEND pupils. • Ensuring that SEND pupils are fully involved in school activities. • Having regard to the Code of Practice (2014) when carrying out these responsibilities. • Being fully involved in developing and subsequently reviewing the Academy's SEND policy. <p><u>5.2 Headteacher</u></p> <p>The Headteacher's responsibilities include:</p> <ul style="list-style-type: none"> • Overall responsibility for the day-to-day management of SEND provision and implementation of the SEND policy. • Keeping the Board of Trustees informed about SEND within the Academy. • Ensuring that parents/carers are kept informed of the SEND provision that has been made for their child. • Ensuring that the Academy has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education. <p>The Headteacher may not delegate responsibility for the school's SEND policy but may delegate operational aspects to the SENDCO.</p> <p><u>5.3 SEND Coordinator (SENDCO)</u></p> <p>The SENDCO plays a crucial role in Trinity Academy's SEND provision. This includes working with the Headteacher to determine the strategic development of the policy.</p> <p>Other responsibilities include:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the SEND policy. • Co-ordinating the provision for pupils with SEND. • Ensuring that all those involved with teaching and supporting those pupils who are on Education, Health and Care Plans (ECHPs) pupils are aware of the provisions in the Plan. • Liaising with and giving advice to teachers and staff members regarding appropriate strategies to be used with individual pupils. • Working with staff, pupils and parents to formulate, review and implement support for SEND pupils, recommended teaching strategies, Individual Profiles and SEND Support Plans. • Mapping SEND provision across the Academy.

- Monitoring and reporting on the progress of SEND pupils.
- Making a contribution to in-service training.
- Overseeing pupils' records and maintaining the SEND register.
- Conducting annual reviews of SEND pupils.
- Liaising with parents.
- Liaising with external agencies.

5.4 Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:

- Making reasonable adjustments to their teaching to meet the needs of learners with SEND.
- Being aware of the Academy's procedures for the identification and assessment of, and subsequent provision for, SEND pupils.
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress.
- Working with the SENDCO to collect all available information on the pupil.
- In collaboration with the SENDCO, developing short term targets and contributing to the Individual Profiles and SEND Support Plans of SEND pupils.
- Working with SEND pupils on a daily basis to deliver the individual programmes set out in Individual Profiles / Send Support Plans.
- Developing constructive relationships with parents.
- Being involved in the development of the Academy's SEND policy.

5.5 All Staff

For effective co-ordination, all staff, including volunteers, must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for SEND pupils.
- The commitment required by staff to keep the SENDCO well informed about pupils' progress.
- Mechanisms that exist to allow teachers access to information about SEND pupils.
- The need for early identification of pupils with SEND.
- The procedure by which parents are informed of this concern and the subsequent SEND provision.

5.6 Parents/Carers

Trinity Academy firmly believes in developing a strong partnership with parents/carers and that this will enable pupils with SEND to achieve their potential. To make the relationships with parents/carers as effective as possible we will:

	<ul style="list-style-type: none"> • Acknowledge and draw on parent/carer knowledge and expertise in relation to their child. • Recognise and embrace the personal and emotional investment of parents whilst always being aware of their feelings. • Ensure that parents/carers understand procedures, are aware of how to access support in preparing their contributions and are given documents to be discussed in advance of meetings. • Encourage parents/carers to work in partnership with the Academy and outside agencies. • Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints. • Respect the differing needs that parents/carers themselves may have.
<p>6.Implementation</p>	<p>6.1 Identifying Pupils with SEND</p> <p>Teaching SEND pupils is a whole-Academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. It may become evident that some pupils need increased levels of provision and support.</p> <p>Many of the pupils on the Academy's SEND Register will have had their needs identified, with provision made available, in primary school and the information will have been transferred upon their admission to the Academy. However, some SEND pupils are not identified until the secondary phase. All teachers at Trinity Academy are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, to ensure that those pupils requiring different or additional support are identified at an early stage.</p> <p>Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:</p> <ul style="list-style-type: none"> • Narrows the attainment gap between pupil and peers. • Prevents the attainment gap widening. • Is equivalent to that of peers starting from the same baseline but less than the majority of peers. • Equals or improves upon the pupil's previous rate of progress. • Ensures full curricular access. • Shows an improvement in self-help and social or personal skills. • Shows improvements in the pupil's behaviour. • Is likely to lead to Further Education, training, or employment. <p>Where teachers decide that a pupil is not making adequate progress, the SENDCO is consulted. The SENDCO is then responsible for assessing the pupil for SEND.</p> <p>Early identification of pupils with SEND is a priority. Assessment is the process by which pupils with SEND can be identified. Trinity Academy will use appropriate screening and assessment tools and ascertain progress through:</p> <ul style="list-style-type: none"> • Evidence obtained by teacher observation/ assessment. • Standardised screening or assessment tools, e.g. reading tests.

- Other screening/diagnostic tests, e.g. for a Specific Learning Difficulty.
- Reports or observations from Teachers or Learning Support Assistants.
- Records from partner schools.
- Information from parents, e.g. at Open Day or admission interviews.
- Curriculum results.
- External exam results.
- Liaison with external agencies and professionals.
- Weekly SLT meetings.

6.2 Record Keeping

The Code of Practice requires Trinity Academy to maintain a register of all SEND pupils, detailing their SEND and the provisions to meet those needs. The SEND Register is compiled by the SENDCO. It is monitored regularly to ensure that it is up to date and that provision is effective.

The Academy records the steps taken to meet pupils' individual needs. The SENDCO maintains the records and ensures access to them. In addition to the usual school records, the pupil's profile includes:

- Information from previous school/phases.
- Information from parents/carers.
- Information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from health/social services.
- Information from other external agencies.

6.3 SEND Provision

On entry to Trinity Academy, each pupil's attainment is assessed in order to ensure continuity of learning from primary school or from another secondary school. For pupils with identified SEND, the Headteacher, SENDCO, class teacher and other staff members will:

- Use information from primary school or previous secondary school to shape the pupil's curriculum and pastoral provision upon starting at Trinity Academy.
- Identify the pupil's skills and note areas that require support.
- Ensure that on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan the next steps in learning.
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme.
- Create, or contribute to the creation of, Individual Profiles.
- Involve pupils in planning/agreeing their own targets.
- Involve parents in a joint home-school learning approach.

6.4 The Range of Provision

The main methods of provision made by the Academy are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum.
- In-class support with adult assistance.
- Periods of withdrawal to work with additional support.
- Support from specialists within class or as part of a withdrawal programme.
- Support from specialist external providers.

6.5 Effective Provision for those with General Learning Difficulties

The aim of any SEND provision is that it will support the pupil to make progress. The SEND Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is on a par with pupils starting from similar base line but less than most of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Enjoys full curricular access.
- Is satisfactory to pupil and parents.
- Is likely to result in accreditation in FE, training, and/or employment.
- Is likely to result in usable levels of skills.

SEND provision is reviewed termly by the SENDCO to establish whether it is having the desired effect on the child's progress and to determine whether other SEND arrangements need to be made.

6.6 The Graduated Response to SEND Pupils

Trinity Academy adopts a graduated response to meeting pupils' needs. When pupils are identified as having SEND, the school will intervene through a graduated series of interventions. Each of these intervention programmes is detailed below. Ultimately, there may be a need to apply for a Statutory Assessment for an Education, Health and Care Plan.

In the case of a pupil who has been referred, the SENDCO and teachers will review the approaches adopted to meet the child's learning needs. Where support additional to that of normal class provision is required, it will be provided through an Individual Profile. If, after further consideration, a more sustained level of support is deemed necessary, it will be provided through a SEND Support Plan. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment that may lead to the Local Authority approving an Education, Health and Care Plan. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request a Statutory Assessment.

6.6.1 Phase one: Individual Profile

Phase one is characterised by interventions that are different from, or additional to, the normal differentiated curriculum. Phase one intervention can be triggered through concern, supplemented by

evidence, that despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Show persistent emotional/behavioural difficulties that 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.

If the Academy decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with class teachers, will produce an Individual Profile containing the actions required to help the pupil progress, along with progress targets. These actions may include:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/ special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to support services for advice on strategies, equipment or staff training.

The SENDCO will advise on strategies for the pupil's progress and classroom teachers will record the progress towards the targets. They record only that which is different from, or additional to, the normal differentiated curriculum. The SENDCO is responsible for the regular review of the Individual Profile using information supplied by class teachers and involving the pupil and their parents/carers.

If the pupil is deemed to be making good progress they may be removed from phase one. If their progress is still a concern they may continue on phase one or be moved to phase two.

6.6.2 Phase two: SEND Support Plan

Placement of a pupil on phase two will be made by the SENDCO after consultation with parents / carers and after the strategies and provision at phase one have failed to meet the child's needs. The pupil continues to receive the interventions and support provided in phase one but receives the additional support of external agencies that will provide specialist input into the support process.

Phase two intervention will usually be triggered through continued concern supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at levels considerably lower than expected for a child of similar age.

- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede their own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

6.6.3 Request for Statutory Assessment

Trinity Academy will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised graduated programme of sustained intervention within phase two, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. Trinity Academy will provide the following information for a Statutory Assessment:

- The action followed during phases one and two.
- The pupil's Individual Profile and SEND Support Plan.
- Records and outcomes of regular reviews undertaken.
- Information on the child's health and relevant medical history.
- N.C. levels.
- Literacy/Numeracy attainments.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- Where possible, the views of the child.
- Social Services/Educational Welfare Service reports.
- Any other involvement by professionals.

A Statutory Assessment may lead to the pupil being provided with an Education, Health and Care Plan (EHC Plan). This will normally be provided in cases where the LA considers the child requires provision beyond what the Academy can offer.

However, a request for a Statutory Assessment does not inevitably lead to an Education, Health and Care Plan. Where an LA decides not to make an EHC Plan, they may issue a 'note in lieu of a Plan'. In such a note the LA should set out the reasons for their conclusions, with supporting evidence from the statutory assessment of the child. Those working with the pupil in school can use the information in revising the pupil's Individual Profile.

If an EHC Plan is not approved, parents/carers have the right to appeal to the SEND Tribunal.

6.6.4 Phase three: Education, Health and Care Plan

The purpose of an EHC Plan is to provide an overview of all of the child's needs and to bring together education, health and care services

to achieve agreed outcomes.

It will include details of learning objectives for the pupil. These are used to develop:

- Targets that are matched to the longer-term objectives set in the Plan.
- Shorter-term targets, established through parental/pupil consultation and implemented in the classroom, delivered by the class teacher with appropriate additional support where specified.

6.7 Reviews of Individual Profiles and SEND Support Plans

The progress of SEND pupils will be regularly monitored and detailed in Individual Profiles and SEND Support Plans by the SENDCO, with updates given to parents/carers as appropriate.

Individual Profiles and SEND Support Plans will be formally reviewed twice a year with the involvement of the pupil, parents/carers, any relevant teaching/non-teaching staff and any relevant external agencies.

6.8 Annual Reviews of EHC Plans

In addition to the reviews of Individual Profiles and SEND Support Plans, EHC Plans must be reviewed annually. The Local Authority will inform the Headteacher at the beginning of each term of the pupils requiring reviews. The Headteacher will delegate the organisation and conduct of these reviews to the SENDCO who will, at least two weeks in advance of the meeting, collate all relevant evidence and invite:

- The pupil's parents/carers.
- The pupil if appropriate.
- Any relevant teaching/non-teaching staff.
- A representative of the LA.
- Any other person the LA considers appropriate.
- Any other person the SENDCO considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the EHC Plan targets.
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year

Year 9 and Year 11 reviews are particularly important for transition planning. They are significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education,

	<p>and adult life.</p> <p>With due regard for the time limits set out in the Code of Practice, the SENDCO will write a report of the annual review meeting and submit it to the Headteacher who will send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.</p> <p><u>6.9 Links with External Agencies/ Organisations</u></p> <p>Trinity Academy recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. When it is considered necessary, colleagues from the following support services, and other specialist services, as required, will be involved with SEND pupils as part of their Individual Profile/Plans.</p> <ul style="list-style-type: none"> • Educational psychologists. • Child and Adolescent Mental Health Service (CAMHS). • Medical officers. • Speech and Language Therapists. • Physiotherapists. • Hearing impairment services. • Visual impairment services. • Autism Spectrum Disorder specialist team. • Social Services. • Education Welfare Officers. <p>External support services may require access to pupils’ records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Specialist strategies will be incorporated into Individual Profiles and SEND Support Plan. These may be implemented by the class teacher but involve other adults. Where appropriate, Trinity Academy may request direct intervention/support from an external specialist.</p>
7. Monitoring and Evaluation	<p>The SENDCO will be responsible for establishing this policy and ensuring that it is promoted and implemented throughout Trinity Academy. The SENDCO will monitor its effectiveness and provide regularly updates to the Headteacher. The Board of Trustees will be made and kept aware of provision for SEND pupils through reports at Board of Trustees meetings and annual monitoring and evaluation visits by the Governor with responsibility for SEND.</p>
8. Frequency of Review	<p>The SEND policy will be reviewed annually and a report produced for the Headteacher and the Board of Trustees.</p>
9. Approval	<p>Approved by the Board of Trustees.</p>
10. Appendices	<p><u>Appendix 1 Legislation and Guidance</u></p> <p>Below is a list of relevant legislation that staff should be aware of and</p>

refer to as required:

Education Act (1996)

The 0-25 SEND Code of Practice (2014)

Removing Barriers to Achievement (2004)

Children's Act (2004)

DfE Circular 10/99

DfE Inclusive Schooling: Children with Special Educational Needs (2001)

The Disability Discrimination Act (1995)

Special Educational Needs and Disability Act (2001)

Disability Discrimination Act (Amendment) Act (2005)

The Equality Act 2010

Appendix 2 Glossary of Terms and Acronyms

This provides an explanation of terms and acronyms used in this policy.

Carer: a person named by the Local Authority to care for a child for whom the social services department has a parental responsibility.

Code of Practice: a government guide for schools and Local Authorities regarding the help they can give to children with Special Educational Needs.

EHC Plan: An Education, Health and Care Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the Local Authority after an EHC needs assessment of the child has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Individual Profiles and SEND Support Plans: working documents for all teaching staff that record targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class.

LA: Local Authority

SEND: Special Educational Needs and Disabilities

SENDCO: Special Educational Needs and Disabilities Coordinator. The SENDCO is responsible for coordinating SEND in the school.