



SEND Policy

Policy owner	CEO
Policy approved by	MAT Board
Policy last reviewed	n/a
Policy approved	9 February 2022
Review frequency	2 years
Next review	January 2024

Compliance

This policy complies with the statutory requirements laid out in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (January 2015) and has also been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools (DfE, February 2013)
- Cornwall Graduated Response Document (Updated January 2018)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- St Barnabas MAT Safeguarding Policy
- St Barnabas MAT Accessibility Plan
- Teachers Standards 2012.

St Barnabas Multi Academy Trust and Special Educational Needs

Each school currently has a named SENCO – as named in their own individual school SEN information reports – available through our school websites and on request.

All members of staff, in conjunction with the authorities (the Board of Directors and the local authority) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Pupils are entitled to and are provided with a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed. We are committed to developing high aspirations in all of our students.

Aims & Vision

The Trust aims to embrace the needs of all pupils and has a holistic approach to special educational needs and disabilities (SEND). Every teacher is a teacher of every child or young person including those with SEN. We provide effective opportunities for all pupils by responding to their diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. The Trust focuses on outcomes for all children and young people, aiming to raise the aspirations of and expectations for *all* pupils, including those with SEN.

Our SEN policy is supported by our MAT vision:

#bringit

St Barnabas Multi Academy Trust Vision 2020

We believe every child is made in the image and likeness of God, and as such, every single one of our children is valued and loved.

The Parable of The Talents (Matthew chapter 25 vs 14-30) underpins our vision and demonstrates that every person is given gifts from God that make them who they are. When we nurture our talents, we grow into who we were born to be, bring light to the world and find our purpose for living. Every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness; we all deserve to flourish and thrive.

Our pupils and their families are the centre of our school and everything that we do is with their well-being and success as our priority. We believe that we should work to include and nurture every child at our school, to ensure that their learning journey is exciting and challenging and allows them to discover what makes them unique and precious members of our school community. We encourage all of our children to work to the very best of their ability and offer an extensive range of stimulating experiences to allow every child access to an exciting and inspirational education.

All of our work is underpinned by our key Christian values of: respect, courage, service, compassion, creativity and faith.

Objectives

The Trust has the following objectives:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide the named person (s) who will work within the SEN Policy (Special Educational Needs and Disabilities Co-ordinator)
- To provide support and advice for all staff working with special educational needs pupils
- To guide and support individual schools in their individual SEND policies and procedures.

Identifying Special Educational Needs

The SEND Code of Practice: 0-25 years January 2015 the ‘Special Educational Needs and Disability Code of Practice: 0 to 25 years’ (January 2015) states:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she: (a) Has a significant greater difficulty in learning than the majority of others of the same age, or (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What the Code of Practice states about supporting pupils with SEND

Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools must:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO
- Inform parents when they are making special educational provision for a child
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

There are 4 broad categories of need:

- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. When identifying the needs of a pupil we consider the needs of the whole child, which will include not just focus on the special educational needs of the child.

The following list may not be considered to be special educational needs, but may still impact on progress and attainment and therefore a pupil may receive additional support:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provide under current Disability Equality legislation – these alone do not constitute a special educational need
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman.

Behaviour alone is not classed as a special educational need. Any concerns relating to a student's behaviour as an underlying response to a need which we will be able to recognise and identify through our work with the young person. Behavioural and emotional support may be put in place to support the child without them being placed onto the 'Record of Need', using strategies and interventions based in 'Trauma Informed Schools' and general attachment theory.

A Graduated Approach to SEN Support

The Trust has a policy of individual and group planning and recording for all pupils. If regular assessment of progress reveals that a pupil is making less than expected progress, then the class teacher needs to make a judgement about how to support that pupil.

According to section 6.19 of the Code, the first response should be "high quality teaching targeted at their areas of weakness". This could be achieved through differentiated delivery, resources or tasks managed by teachers in class settings to suit the pupils' needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

It may also entail in-class work or targeted group interventions by Teaching Assistants, such as English and Maths catch-up/booster groups, or work on areas such as social skills and/or speaking and listening. Pupils with SEND may have special (access) arrangements in the Year 6 Statutory Assessments, such as separate invigilation, rest breaks, extra time, a reader or access to a word processor. This is the joint responsibility of the Head of School, SENCO and Year 6 teacher.

A small number of pupils with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources (with an 'Education Health Care Plan'). These pupils may be assisted in class by teaching assistants or withdrawn from class for special teaching or social development or social skills programmes.

In many cases, pupils with SEND will have had medical or educational assessments designed to identify their areas of need, and report on how parents and carers, schools, therapists and external experts and activities can contribute to helping them make progress.

The Trust regularly reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing data and where necessary

improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

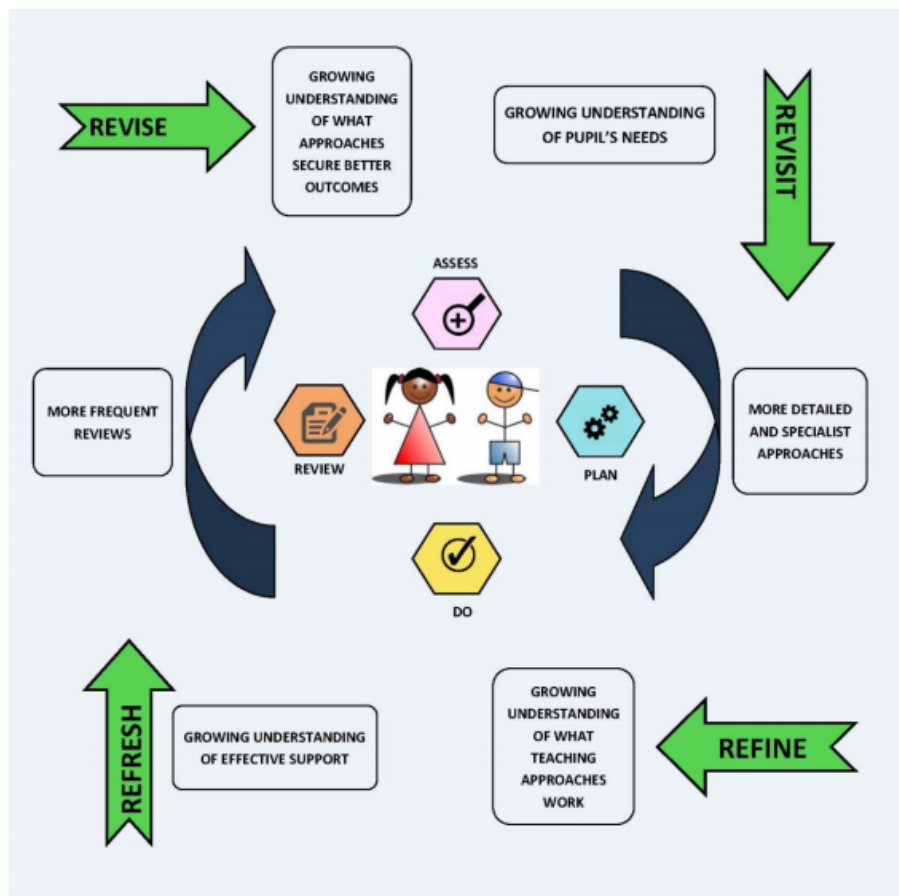
SEN support should be developed through a four-part cycle, which helps build an understanding of a pupil's needs and how to support them. This is called the 'graduated approach'.

The four parts of the cycle are:

- Assess
- Plan
- Do
- Review

These are described in turn overleaf.

The following is taken from the Cornwall Graduated Response Document:



Assess:

When deciding whether to make any special educational provision an assessment will take place which will involve the teachers, the SENDCo, and the Heads of Schools. It will also draw upon information on the pupil's progress alongside national data and expectations and the views of the pupil and parents. For higher levels of

need we will use a range of specialised assessments as well support from external agencies and professionals. Views of the child and their parents will also be taken into consideration.

Planning SEN support:

The 2014 Code says that once it has been determined that a pupil requires SEN support, the teachers and SENCO will agree with the pupil and his or her parents on:

- The adjustments, interventions and support to be put in place
- The expected impact on the pupil's progress, development or behaviour
- A date for review.

All teachers and support staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought for that pupil, the support that is being provided and the teaching strategies required. This information will be recorded in the schools' SEND files.

Do:

The class teacher will remain accountable and responsible for the child in their lessons. Even when interventions involve group or one-to-one teaching they will still retain this responsibility and assess the impact of interventions.

Review:

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of any support provided along with views of the child and their parents should feed back into the analysis of the pupil's needs. The teachers will work with the SENCO to revise the support offered, taking into account the pupil's progress and development. Any changes to the support provided and outcomes sought will be decided in consultation with the pupil and his/her parents.

Request for a Statutory Assessment

In a very small number of cases the child's special educational needs will, despite the extra provision, have demonstrated a significant cause for concern. The SENDCo will discuss with the parents whether they agree to the school applying to the Local Authority for a Statutory Assessment of the child's needs to be carried out.

The outcome of the assessment may result in the child being given an Education, Health and Care Plan.

Education, Health and Care plan (EHC plan)

When the LA agrees that a child should be given an EHC plan they may be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs.

All plans must be reviewed at least annually but as required/necessary with the parents; the student, the school and professionals involved invited to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the plan.

Transition

SEN support should include planning and preparation for the transitions between phases of education. To support transition, the school will share information with the school, college or other setting the child or young person is moving to.

Admissions

Admissions arrangements for all students including those with SEN can be found on the individual school websites.

Supporting Students with Medical Conditions

The Trust recognises that pupils at school with medical conditions should be properly supported so that they have full access to education including educational trips and physical education. Some children with medical conditions may be disabled and where this is the case the Trust will comply with duties under the Equality Act 2010. Some may also have SEN and may have a statement or Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Identifying SEN in the Early Years

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions

about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

Monitoring and Evaluating of SEND

The quality of provision of all pupils is monitored regularly and carefully. This is done through the careful analysis of data, regular parental communication, reviews with staff and with the pupils themselves e.g. through 'pupil passports' and 'running records'.

Roles and Responsibilities

- The Designated Safeguarding Lead for the Trust is Sean Powers, CEO
- The director with responsibility for SEN is Sue Morrish
- All local governing body hubs have their own SEN governor
- The Designated Teacher for Children in Care/Looked-After Children for the Trust is Sean Powers, CEO
- Individual School's Leads are identified on each school website.
- Further information about safeguarding roles and responsibilities can be found in school safeguarding policies

Storing and Managing SEN Information

All documents are stored in line with the Trust's policy on Information Management (this includes information on how long documents are stored, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy.

Policies and Procedures in Individual Schools

Each school has a unique set of needs and provision and this will be outlined in school specific SEN Information Reports.

The Local Offer

This policy and each school's 'Information Report' sits within the 'Local Offer'.

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0> where further information can be found about support available in Cornwall.