



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

**SPECIAL EDUCATION NEEDS &
DISABILITY POLICY**

<i>Responsible Board</i>	Academy Trust Board
<i>Policy Officer</i>	Company Secretary
<i>Date Adopted</i>	August 2018
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<i>Version</i>	2

1. Introduction

The Academy Trust recognises the importance that each of its schools play in terms of school arrangements for students with SEN and disabilities.

2. Aims

The Academy Trust policy and procedure for SEND aims to:

- Set out the Academy Trust's commitment to support and make provision for students with special educational needs and disabilities (SEND).
Outlines the roles and responsibilities for members of staff involved in providing for students with SEND.

3. Legislation and guidance

This policy and procedure is based upon 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
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy and procedure also comply with the Academy Trust's funding agreement and articles of association.

4. Definitions

A student 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 most 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 of other students or young people of the same age by mainstream academies.

5. Roles and responsibilities

Each school within the Academy Trust will appoint a SENCO. They will:

- Ensure the SENCO is a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in their academy.
- Have day-to-day responsibility for the operation of their SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and members of staff, parents/carers, and other agencies to ensure students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the schools' delegated budget and other resources to meet the students' 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 the students and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure that the school keeps records of all students with SEND up to date.

The SEND Governor

The school's SEND governor will:

- Help to raise awareness of SEND and disability issues to governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of their policy and provision, and that it adheres to the Academy Trust policy and procedure.

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision, and that it adheres to the Academy Trust policy and procedure.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every student 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 SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. Special Educational Needs and Disabilities

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. The Academies that make up the Academy Trust provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

7. Identifying students with SEND and assessing their needs

Within the Academy Trust and those schools within it assess each student's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. The school will use this to determine the support that is needed and whether they can provide it by adapting their core offer, or whether something different or additional is needed.

8. Consulting and involving students and parents/carers

Schools will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Consider the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents/carers.

The school will formally notify parents/carers when it is decided that a student will receive SEND support.

9. Assessing and reviewing students' progress towards outcomes

The schools within the Academy Trust will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the **SENCO** to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed at least twice a year.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Regular reviews will also take place on the effectiveness of the support and interventions and their impact on the student's progress.

10. Supporting students moving between phases and preparing for adulthood

The schools within the Academy Trust will share information with the new school, college, or other setting the student is moving to. They will agree with parents/carers and students which information will be shared as part of this.

11. Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our schools first step in responding to students who have SEND. This will be differentiated for individual students and schools.

12. Evaluating the effectiveness of SEND provision

The schools within the Academy Trust will evaluate the effectiveness of provision for students with SEND by:

- Reviewing student's individual progress towards their goals each term
- Reviewing the impact of interventions

- Using student questionnaires
- Monitoring by the **SENCO**
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

13. Enabling students with SEND to engage in activities available to those in our academies who do not have SEND

All extra-curricular activities and school visits are available to all our students, including before-and after-academy clubs.

All students are encouraged to go on residential trip(s)

All students are encouraged to take part in sports day/plays/special workshops, etc.

No student should ever be excluded from taking part in these activities because of their SEN or disability.

14. Support for improving emotional and social development

Within the schools, support for students to improve their emotional and social development in the following ways maybe given:

- Students with SEND are encouraged to be part of the school council, where applicable.
- Students with SEND are also encouraged to be part of various clubs to promote teamwork/building friendships etc.

15. Complaints about SEND provision

Complaints about SEND provision within our schools should be made to the Headteacher in the first instance. They will then be referred to the individual school complaints policy.

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that an individual academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.