



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Senior member of staff responsible:	Mr P J Lowe-Werrell, Head Teacher
Designated member of staff:	Mrs K Mould, SENCo
Governor responsible:	Mrs A McDonald
Revised:	September 2021
Approved by Governing Body:	September 2021
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SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

1. Principles and Objectives

This policy has regard to the definition of SEND stated in the 'SEND Code of Practice' – January 2015.

"A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of other students of the same age, *or*
- (b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means:

"Educational provision that is different from or additional to, that normally available to students of the same age, which is designed to help children with SEND to access the National Curriculum."

The aims of the school in relation to SEND are to:

- raise achievement;
- promote inclusive education and ensure that all students are offered high quality teaching that gives them access to a broad, balanced and relevant curriculum;
- allocate resources to support all students' needs, especially those with literacy and numeracy needs and SEMH;
- recognise that all teachers are teachers of special educational needs;
- put in place systems to ensure that, if students are not making progress, their needs are identified as early as possible;
- initiate intervention programmes that are based on evidence of need and follow a 'graduated response';
- operate a system of record-keeping and regularly monitor the progress of each student and the effectiveness of interventions;
- devise effective lines of communication between all involved: staff, parents, students, governors and other agencies.

2. Management of SEND within School

- All children have access to a broad and balanced curriculum. Students with SEND learn within this fully inclusive environment, with lessons planned and support tailored to meet their individual needs, so that progress is made. All students with SEND follow the National Curriculum with minor adjustments being made, where appropriate, to accommodate individual learning needs.
- We aim to recognise students' strengths and weaknesses and early identification and intervention is essential in this process. The identification of students with SEND is an integral part of the school's overall approach to monitoring the progress and development of all students. The school's arrangements for assessing and identifying students with SEND are set out in our SEND Information Report.
- We carefully monitor all students with a SEND, who are not making adequate progress in the four broad areas of need specified in the SEND Code of Practice, ie communication and interaction, cognition and learning, social emotional and mental health difficulties, and sensory and/or physical needs. This enables the early identification of any child who may require additional or different provision to be made.
- We meet regularly with parents/carers to set targets with clear outcomes and to review progress towards them. They are consulted when planning bespoke intervention and support programmes and are kept informed of any additional or different provision being provided for their son/daughter. We discuss the activities and support that will help the child improve and identify the responsibilities of the parent, the student and the school so that progress can be made in all aspects of the curriculum. Parents and carers are also invited to attend, and contribute to, all review meetings about their child.
- Teaching is planned to address the learning needs of all our students and tasks are differentiated to remove barriers to learning.
- We believe in equal opportunities and endeavour to make reasonable adjustments, both to the learning and physical environment to meet the physical, emotional and intellectual needs of all children and to ensure access to all facilities.
- Children with SEND are fully integrated into the school community and our curriculum provision recognises that all students should have access to a broad and balanced curriculum. They have access to all extra-curricular activities offered within the school, including trips and visits and involvement in sport, music and drama clubs.
- Parents and carers are encouraged to contact school if they wish to discuss any issues or concerns. This may be done through the student's form tutor or key stage leader if discussing general pastoral issues or progress, or through the SENCo if discussing issues specifically related to a student's special educational needs.

3. Co-ordination of SEND Provision

- The SENCOs (Special Educational Needs Co-ordinators) for Mary Webb School and Science College are Mrs K Mould and Ms S Keeling. The SENCOs have responsibility for Special Educational Needs Co-ordination across the school.
- The SENCOs contact details are: (01743 792100 / kmould@marywebbschool.com, skeeling@marywebbschool.com).
- Under the direction of the head teacher and the governing body, the SENCOs are responsible for:
 - overseeing the day-to-day operation of the SEND policy;
 - co-ordinating the provision for children with SEND;
 - liaising with the relevant designated teacher where a looked-after student has SEND;
 - advising on the graduated approach to providing SEND support and supporting teachers within the school;
 - disseminating information concerning students with SEND to all members of staff;
 - liaising with parents/carers of students with SEND;
 - liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
 - liaising with previous schools and potential next providers of education or training to ensure students and their parents are informed about options and a smooth transition is planned;
 - being a key point of contact with external agencies, including the local authority;
 - working with the senior leadership team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
 - ensuring that the school keeps the records of all students with SEND up to date;
 - liaising with the Head of Personalised Learning to co-ordinate and manage the effective deployment of a team of teaching assistants and learning mentors.
- The SENCOs will ensure that there is liaison with parents/carers and other professionals in respect of students with SEND.
 - All teachers are responsible for students with SEND. Quality first teaching is supported by a team of teaching assistants whose deployment is co-ordinated by Ms S Keeling, the Head of Personalised Learning.
- The SENCOs instigates and co-ordinates the formulation of the SEND policy and SEND Information Report. As working documents, they are evaluated and amended annually following comments received from all the relevant stakeholders involved.
- Inter-agency co-operation ensures that our provision meets the needs of the children with SEND.

4. The Role of the Governing Body

- The link governor with responsibility for SEND is Mrs A McDonald.
- The governing body should:
 - ensure that there is a qualified teacher designated as SENCo within the school and that the post holder has achieved a National Award in Special Educational needs Co-ordination or is currently training;
 - ensure that effective provision is made for students who have SEND;
 - ensure that the quality of SEND provision is continually monitored and reviewed;
 - ensure that the needs of students with SEND are made known to all who are likely to teach them;
 - ensure that teachers are aware of the importance of identifying, and providing for, those students with SEND;
 - consult the LA and the governing bodies of other schools to ensure that SEND provision in the area is co-ordinated;
 - report to parents on the implementation of the school's SEND Policy;
 - have regard to the Code of Practice when carrying out its duties to students with SEND;
 - understand how SEND funding is allocated and spent.
- Governors are involved in developing and monitoring the SEND Policy. They are kept up to date regarding all aspects of the SEND provision within the school.
- The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND Policy is available annually to parents.
- SEND provision is an integral part of the School Improvement Plan.

5. Identification and Assessment

- We are committed to the early identification and intervention for children with SEND.
- We obtain information from a variety of sources including a child's parents or carers and the previous schools the child may have attended.
- Prior to transition to secondary school, the SENCo visits each primary school to gather information and meet with primary SENCos, teachers and students.
- On admission to Mary Webb School and Science College all students are screened using the New Group Reading (Sentence and Comprehension Completion) Test, a Diagnostic Spelling Test and the Edukey Literacy Assessment. They also undertake CAT4 testing.
- Where required, students may undertake Dyslexia Screening to identify and qualify literacy needs or a DASH (*Detailed Assessment of Speed of Handwriting*) assessment to evaluate their handwriting ability.

- Interventions follow the guidelines outlined in the Code of Practice of 'access, plan, do and review'. This graduated response recognises that there is a continuum of need which is different for all students. The provision of interventions across the school is co-ordinated by Ms S Keeling, Head of Personalised Learning.
- Assessing the needs of children whose first language is not English requires particular care. A child's performance should be evaluated carefully to establish whether a lack of progress is due to limitations in their command of English or if it arises from SEND. Difficulties related solely to limitations in English as an additional language are not SEND.
- Access arrangements for examinations are implemented in line with JCQ guidance.

6. Review

- The SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- The SEND policy should be read alongside the School's SEND Information Report.
- All appropriate records are kept up to date and are available for parents/carers, teachers, next schools or further education establishments.

7. Curriculum Entitlement

- All children are entitled to a broad, balanced and relevant curriculum, including the national curriculum. Progress is continually monitored using a range of assessments including: (see Assessment Policy). Alternative curriculum provision is put in place as appropriate
- All information gained is used to support planning in order to facilitate progress.

8. Inclusion

- We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

9. Evaluation Procedures

- The SEND policy is evaluated annually and amendments made as appropriate.
- The school leadership team and governing body will, on an annual basis, consider a report, presented by the SENCo, on the effectiveness of the SEND policy and SEND Information Report.
- The Personalised Learning Department reviews the effectiveness of the policy and has its own annual curriculum development planning cycle.

10. Procedures for Concerns

- We endeavour to do our best for all children. However, if there are any concerns we encourage parents and carers to contact the school. This may be done through the student's form tutor or key stage leader if discussing general pastoral issues or progress. If you wish to discuss issues specifically related to a student's special educational needs, contact should be made with the Personalised Learning Department for the attention of the SENCo.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

11. Professional Development for Staff

- All staff have opportunities for Continued Professional Development (CPD). Specific SEND training at whole school level takes place at regular and appropriate times within the annual CPD plan. The SENCo provides training in line with the priorities identified in the School Improvement Plan to all staff or groups of staff as appropriate.
- We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff are kept up to date with information and legislation.
- The SENCo attends relevant training and disseminates the information to all staff as appropriate.
- There is an induction procedure for ECTs and new staff are briefed on the school's policy and procedures for SEND.

12. Partnership with Parents/Carers and Students

- Parents/Carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings. SENCos are available at parent consultation evenings.
- Parents/carers are invited to discuss progress regularly throughout the year and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- We promote a culture of co-operation between parents, school, LA and other agencies. This is important in enabling anyone with SEND to achieve their full potential.
- Students participate, wherever possible, in all meetings where decisions about their education are to be made. Students are actively encouraged to contribute to the decision-making processes and offer their point of view regarding all aspects of their education. All students have a 'learning plan' (one page profile) to identify strengths, weaknesses and aspirations for the future.



MAT Special Educational Needs and Disabilities Governance Policy

Review Frequency:	Annual
Date of Adoption:	October 2021
Committee:	Standards
Date of next review	October 2022

1. Introduction

Central Shropshire Academy Trust values every student in every CSAT school and celebrates diversity of experience, interest and achievement. All pupils, including those with SEND need to experience equality of opportunity, access to the full curriculum and success in their academic studies and other educational activities.

This policy outlines the framework for CSAT to meet its Governance duties, to ensure that our schools provide a high-quality education to all of their pupils, including pupils with SEND, and do everything they can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the Trust aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Deepening understanding of factors that lead to effective learning for all students
- Prepare all our students for adulthood

The Trust will work with Local Governing Bodies to support, monitor and challenge (where necessary) to ensure that their schools meet their legal obligations under the SEND Code of Practice and the Equality Act and provide a first-class education to all students with SEND.

This policy sets out the roles of CSAT and the Local Governing Bodies in providing effective Governance of SEND, and sets out a framework for Governance activity by the two tiers of CSAT Governance.

2. Legal Framework

2.1 This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

2.2 This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

3. SEND Policies

3.1 SEND Policy and SEND School Information Report

Each CSAT School will adopt its own SEND Policy and School Information Report. These may be separate documents or may be combined into a single document.

The Policy and Information Report will contain the following as a minimum:

- Aims and Objectives
- Responsibilities of
 - The Local Governing Body
 - The Headteacher
 - The SENDCO
 - Other members of Staff
- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents/carers of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents/carers of children with SEN about the provision made at the school

3.2 Other SEND Policies

The schools' SEND Policies will operate in conjunction with the schools' policies on the following areas:

- Admissions
- Equal Opportunities
- Confidentiality
- Data Protection
- Supporting Pupils with Medical Conditions
- Safeguarding and Child Protection
- IAG/Careers
- Behaviour Policy
- Exclusions
- Complaints
- Accessibility Plan/Policy

4. Roles and Responsibilities

4.1 The SEND Policy adopted by each school will set out the role of the Headteacher and SENDCO, in addition to the general SEND duties placed on all staff, volunteers and Governors. It will also address the role of the Local Governing Body.

The governance responsibilities are set out below.

4.2 Local Governing Body

The governing body will ensure that:

- A trained link governor is appointed for SEND. See Appendix B for LGB SEND Governor Role Description
- A qualified teacher is appointed to the role of SENDCO.
- The SENDCO is suitably qualified.
- The school has a SEND Policy and School Information Report which are reviewed and adopted annually.
- The SEND Policy and Information Report are available via the school website.
- The SEND Link Governor visits the school Termly to meet with the SENDCO and monitor inclusion of students with SEND in all aspects of school life.
- SEND is a standing agenda item at one LGB meeting each term – this may be a committee meeting, as long as minutes are available to be discussed at full LGB meetings.
- Outcomes for students with SEND are reviewed and evaluated regularly.
- The adequacy of resources committed to supporting students with SEND is regularly monitored.
- The School's self-evaluation includes the consideration of the quality of education for students with SEND.
- The School Improvement Plan provides for development of SEND provision.
- Sufficient resources are available to provide staff and governors with the required training to fulfil their responsibilities relating to SEND.
- Governors have sufficient awareness of the SEND Code of Practice and School Policies to be able to carry out the LGB's duties in relation to Governance of SEND.

4.3 Trust Board

The Trust Board carries the overall accountability for student progress and the quality of education throughout the organisation, although much of the governance activity is delegated to the Local Governing Bodies.

The Trust board will ensure that:

- A trained link Trustee is appointed for SEND. See Appendix C for the SEND Trustee Role Description
- All CSAT Local Governing Bodies have in place a SEND Policy and SEND School Information Report which are reviewed and updated annually.
- The Executive Principal provides opportunities to share SEND good practice between CSAT schools.
- SEND is a Standing Agenda Item at Trust Standards Committee meetings, with minutes presented to the Trust Board
- Each LGB carries out its SEND Governance role in accordance with 4.2 above.

- Any SEND resource or training needs for the CSAT schools and their LGBs are met.
- The LGB SEND Governor and SENDCO for each school meet termly, and report back to the LGB
- Information from LGB SEND reports is reported to the Trust Board termly.
- Issues from LGB SEND reports are discussed by the Trust and any necessary actions taken and support given.

5. SEND Governance Procedures

In fulfilling the roles outlined above, the Local Governing Bodies and Trust board will support the schools and the Trust as a whole by engaging in a range of governance activities. These are outlined below.

5.1. Local Governing Body

- The LGB SEND Link Governor will meet termly with the SENDCO.
- The focus of these meetings will be determined by the programme of meetings shown in Appendix A.
- The purpose of the meetings is to monitor the effectiveness of SEND provision in the school and to offer support to the SENDCO in ensuring that effectiveness.
- Each meeting will include confirmation that the programme of Annual Reviews is up to date.
- The LGB SEND Link Governor will report to the School's committee with responsibility for SEND on a termly basis.
- The Link Governor will raise any SEND concerns from the SENDCO/Headteacher with the LGB committee.
- Minutes of these committee meetings will be presented to the LGB full board meeting along with recommendations for any actions
- The SENDCO may, from time to time, keep the LGB SEND Link Trustee informed about specific SEND developments or issues.
- Should the SENDCO/Headteacher require additional meetings with or support from the SEND link Governor, these can be requested at any point during the school year.

5.2. Trust Board

- The CSAT SEND Link Trustee will attend one meeting of the LGB Link Governor and SENDCO per year, for each school.
- The CSAT SEND Link Trustee will meet termly with the executive Principal to review the reports from Local Governing Bodies.
- The SEND Link Trustee will report on LGB SEND reports, to the CSAT standards committee on a termly basis.
- Minutes of the Standards committee will be received at the next full CSAT Board meeting and any SEND issues or concerns discussed.
- The SEND Link Trustee will raise any SEND concerns from the Local Governing Bodies with the Executive Principal and/or standards committee as appropriate.
- Should the SENDCO/Headteacher/Link Governor from any school require additional meetings with or support from the Link Trustee and/or executive Principal, these can be requested at any time.

6. Monitoring and review

The Trust Board will monitor and review the effectiveness of this policy Annually.