



# QUANTOCK

## EDUCATION TRUST

# Special Educational and Disability Needs Policy

DATE: October 24

POSTHOLDER RESPONSIBLE: CEO

TRUSTEES/GOVERNORS COMMITTEE: People, Performance, Pay & Recruitment

STATUS: Ratified

DATE RATIFIED: November 2024

DATE OF NEXT REVIEW: November 2025

## Summary of Changes

<b>Date</b>	<b>Para</b>	<b>Revision</b>
October 24	Title	Title changed from Special Education Needs Policy to Special Educational and Disability Needs Policy
	All	SEN/SENCO changed to SEND/SENDCO throughout
	All	SEN record changed to SEN register throughout
	2	Aims section reworded
	5	'Strategy Sheet' changed to 'Learning Plan' and details of how staff will be supported by senior leaders/SEND team added
	6	Details of Education, Health and Care needs assessment added
	7	List of linked policies updated

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## **1 Ethos**

- 1.1 The Quantock Education Trust recognises its responsibility for Special Educational Needs and Disability (SEND). It is a statutory requirement for all schools to have a Special Education Needs and Disability policy. This statement outlines the ethos, aims and requirements for schools within the Trust.
- 1.2 Schools within the Quantock Education Trust will ensure that all learners, whatever their special educational needs, receive a high-quality education that is appropriate to individual needs; promotes high standards; and ensures that our children become confident young people who go on to lead fulfilling lives.
- 1.3 The Quantock Education Trust fosters the belief that:
- 1.3.1 Every child is an individual and so has unique needs - we believe in a 'learners, not labels' approach,
  - 1.3.2 Every teacher has a responsibility for addressing the needs of children with special educational needs,
  - 1.3.3 The leadership of SEND is distributed, with a collective responsibility shared across the Trust for meeting the needs of all children.
- 1.4 A learner has special educational needs if they have a learning difficulty or disability that requires additional support that is different from or additional to learners of the same age.
- 1.5 In implementing this policy, the Trust believes that all learners will be supported to overcome their difficulties.
- 1.6 Whilst many factors contribute to the range of difficulties experienced by some learners, the Trust believes that much can be done to overcome them by parents and carers, staff and children working together.

## **2 Aims**

- 2.1 Each school within the Quantock Education Trust shall ensure that:
- The Special Educational Needs of pupils will be addressed and pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
  - It works in partnership with parents and appropriate external agencies to support pupils with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
  - It has a Special Educational Needs and Disability Co-ordinator (SENDCO). The SENDCO will maintain and regularly review the SEN register held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to develop their skills and knowledge so that they can effectively support individual pupil to implement strategies suggested by the SENDCO and to deliver the support outlined in individual learning plans of pupils with SEND.
  - Children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

- All children and young people with special education needs are given equal opportunities to take part in all aspects of the school's provision.
- Priority is given to high quality teaching that is differentiated, that scaffolds learning, and is personalised in line with their individual needs.
- It is important to promote at all times individual confidence, a growth mindset and a positive attitude.
- Our schools develop and maintain close partnerships with families, so that their knowledge, views and experience can help support needs and individual requirements.
- We regularly survey parents of children with SEND, and our school community, to ensure that they are heard, and are given opportunities to feedback on the quality of our offer.
- We engage with the latest research to inform our practice to ensure we are an inclusive Trust, made up of inclusive schools.
- We work with experts in the field of SEND to continually improve our provision and expose our practice and our outcomes to regular scrutiny.

2.2 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

### **3 Definitions**

3.1 Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

3.2 A Child or Young Person will 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 that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

3.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

### **4 Roles & Responsibilities**

4.1 The implementation of this policy will be monitored by the Trust Board and remain under constant review by the Headteacher of each school within the Trust.

- Each School will appoint a governor with responsibility for SEND. The SEND Governor will raise SEND issues at governing board meetings; monitor the quality and effectiveness of SEND provision within the school and work with designated senior leaders to develop the SEN policy and provision. The SEND Link Governor will regularly visit the school, meet with the SENCO and Headteacher

and will report to the LGC on developments in the quality of provision. These colleagues are supported in their work by a Trust Inclusion Lead who oversees the quality of provision and outcomes at a strategic level.

- The Head Teacher will work with the SENDCO and SEND Governor to develop the SEN policy and provision within the school and the understanding of SEND by all leaders. The Head Teacher has overall responsibility for the provision and progress of learners with SEND. The school SENDCO is directly accountable to their Headteacher for the SEN provision. The Headteacher is accountable to the CEO and Trustees (and People & Performance Committee) for the standards achieved in their school.
- There will be a qualified SENDCO in each school who is supported by access to high quality professional development
- The SENDCO will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENDCO and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any pupil student with SEND.
- The attainment, progress and wellbeing of learners with SEND is always a priority.
- Members of staff are responsible for ensuring that every learner has an equal opportunity to attain their maximum potential in all aspects of the curriculum.
- Schools will identify, assess, record and regularly review learners' progress and needs.
- Schools will implement evidence informed approaches from credible sources and seek guidance from professional bodies so that practice is high quality and aligned with the latest research.
- Schools will ensure compliance with legislation.
- The local offer is published on the school website.

SEND policies and information reports reviewed annually by Local Governance Committees and published on school and Trust websites.

4.2 The school will work in partnership with pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

4.3 Parents of SEN pupils will be able to discuss the needs of their child with their child's teacher, the Head of Year (where appropriate) or the SENDCO.

## **5 Identification & Assessment of SEN**

5.1 Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENDCO to make sure appropriate provision is continued.

5.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools

or early years settings, in the summer term, before pupils start at the school. If necessary, a strategy sheet will be drawn up for each student with SEND.

- 5.3 On entry to secondary provision, pupils are assessed and the data from these tests is then analysed by the SENDCO and Subject Leads to identify any potential areas of need. Pupils may then be added to the SEN register in line with the SEND Code of Practice guidance.
- 5.4 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by Subject Leads. If a pupil has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a pupil whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the pupil setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENDCO will be informed.
- 5.5 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A learning plan will be drawn up and copies shared with all staff concerned with the pupil's progress.
- 5.6 If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress then internal support will be implemented in accordance with paragraphs above.
- 5.7 In all cases, where internal support is not effective in supporting the pupil, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' knowledge and information and strategies for support shared with all staff.
- 5.8 If there are no concerns regarding the pupils' academic progress then the school will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.
- 5.9 Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and pupils will be involved in developing and reviewing support plans/strategies.
- 5.10 All staff teaching pupils on the SEN register will be made aware of the individual needs. School leaders, supported by the SEND team will help teachers to effective adaptive teaching techniques to support learners with SEND and ensure that appropriate resources are available as part of the school's Professional Development Programme.

## **6 Reviewing**

- 6.1 All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable, Relevant and Time-Bound targets (SMART) set to ensure that progress is made. These are recorded using individual provision plans or individual education plans (IEPs) and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENDCO may refer to a specialist services such as an Educational Psychologist.

- 6.2 Where, despite the academy having taken relevant and purposeful action, as set out above, to meet the pupil's needs and they have not made expected progress, the academy will consider requesting an Education, Health and Care needs assessment.
- 6.3 If a pupil has an Education Health and Care Plan an annual review is held in accordance with legal requirements.
- 6.4 If, as a result of appropriate progress, a pupil is removed from the SEN record register, the pupil will continue to be monitored through the school's structured reporting programme by the pupil's teachers.

## **7 Policy Links**

This policy should be read in conjunction with:

- School SEND Policies
- School Teaching and Learning policies
- School SEND Information Reports (updated annually)
- Equality & Diversity and Inclusion Policy
- Accessibility Plans
- Behaviour Policy
- Supporting pupils with medical conditions policy