



## Special Educational Need and Disability Statement

### Introduction

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.

### Ethos

- 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.
- The Quantock Education Trust fosters the belief that:
  - Every child is an individual and so has unique needs - we believe in a 'learners, not labels' approach,
  - Every teacher has a responsibility for addressing the needs of children with special educational needs,
  - The leadership of SEND is distributed, with a collective responsibility shared across the Trust for meeting the needs of all children.
- 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.
- In implementing this policy, the Trust believes that all learners will be supported to overcome their difficulties.
- 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.

### Aims

- 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.

## Expectations

- 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.
- There will be a qualified SENDCo in each school who is supported by access to high quality professional development
- Each school has a Link Governor for SEND who regularly visits the school, meets with the SENCO and Headteacher and reports 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.
- 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.
- 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.