

FCAT SEND Policy

Introduction

FCAT is an inclusive, non-selective Trust located in the North West, with schools across Blackpool, the Fylde Coast and into Lancashire. We believe that every child has the right to access education that meets their needs and prepares them well for adulthood. As an inclusive Trust, we are committed to working collaboratively with pupils, their families and external partners to ensure that all aspects of school life are accessible and appropriately differentiated and adapted to meet the wide range of individual needs.

Our team of SENDCOs and school staff are dedicated to ensuring that mainstream provision is as accessible as possible. This provision allows SEND pupils to make progress in line with their peers and within national expectations. Early identification and effective programmes of support are key. This is underpinned through the FCAT core principles:

- Ambition
- Respect
- Pride
- Resilience
- Integrity
- Excellence

Trust SEND Intent Statement

As a family of FCAT schools we work together to ensure all our pupils can be the best they can be in a caring and inclusive environment.

We aim to achieve our intent by ensuring we:

- are *ambitious* for all our pupils' future choices
- demonstrate *pride* by taking every opportunity to celebrate individual achievement
- strive for individual *excellence*

Definition of SEND

The term SEND (Special Educational Needs and Disabilities) encompasses a wide range of needs. The SEND code of Practice (January 2015) states that *"A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools". (SEND Code of Practice – January 2015. Introduction section xii & xiv Pages 15 &16)*

Most learners identified with a specific additional need are well placed in mainstream provision.

Types of SEND including general characteristics

Whilst there is a wide spectrum of individual and additional needs, SEND is recognised in 4 broad areas of need:



Rationale / vision for SEND pupils and the Trust's approach to SEND

FCAT academies have developed an inclusive curriculum by applying the following principles:

- Setting appropriate learning challenges
- Responding to the diverse needs that learners present
- Overcoming potential barriers to learning
- Differentiation and varying approaches to teaching and learning
- Accessible and welcoming academy environments
- Inclusion into mainstream settings
- Promoting and facilitating exceptional progress
- Providing opportunities to foster and develop interests and talents

The effectiveness of our SEND provision is ensured through:

- Early Identification of need
- Learner engagement
- Timely and accurate record keeping
- Challenging, realistic target setting
- Small step approaches
- Adopting the "Assess – Plan – Do – Review" cycle
- Clear, effective and honest communication
- Shared staff expertise and support
- Effective and appropriate interventions and support
- Fair and equal access to all extra-curricular provision, clubs and activities

Legal Framework

This policy pays due regard to legislation set out in Key publications:

- Children and Families Act 2014 – including related regulations
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 2014
- Supporting children with medical conditions 2015
- Keeping Children Safe in Education 2020
- Working together to safeguard children 2018
- Professional standards for leaders
- Teachers' standards
- Teaching assistant standards

Statutory Obligations

- Each academy will appoint a Special Educational Needs Coordinator – SENDCO, with QTS
- SENDCOs will hold the National Award for SEND Co-ordination at the time of appointment, or gain it within the first three years in their post
- Each academy will keep a register of pupils with SEND
- All academies will lead the Annual Review process of Education, Health and Care Plans
- All pupils with identified SEND needs will receive support at a level appropriate to their needs
- Higher Needs Funding will be used to enable specific needs to be met and will be monitored by the SENDCO
- Each academy will publish their annual SEND Report via their website

Roles and Responsibilities

MAT and Board of Trustees will:

- In co-operation with the Chief Executive Officer (CEO), Deputy Chief Executive Officers (DCEOs), Executive Headteachers, Headteachers and the SEND Consultant:
 - Determine the Trust's general policy and approach to provision for SEND learners
 - Establish the appropriate staffing and funding arrangements
 - Maintain a general oversight of the Trust's work
- Appoint a member of the Board of Trustees to take a particular interest in and closely monitor the Trust's work on behalf of learners with SEND
- Report as required on the Trust's policy in relation to SEND

Note: The day-to-day management and leadership of the above duties are delegated to the CEO, DCEOs, Executive Headteachers and Headteachers with the support and guidance of the SEND Consultant.

CEO, Deputy CEO's, Executive Headteachers, Deputy Chief Executive Officers (DCEOs) & Academy Headteachers will:

- Be responsible for the day-to-day management of all aspect of the Trust's work, including the provision for learners with SEND
- Report to the Board of Trustees to keep them fully informed, working closely with the appointed member of the Board for SEND as required
- Ensure that learners who have an Education, Health and Care Plan (EHCP) have an annual review
- Refer learners to the LA for statutory assessment as required
- Ensure that the Trust's vision for SEND is clear and promotes inclusion for all

MAT SEND lead / consultant will:

- Provide support and guidance to the Trust
- Lead the quality assurance of SEND across the Trust
- Lead the Quality Improvement Group (QIG) for the SENDCOs
- Provide specialist support and advice linked to individual cases and signpost additional support where required
- Signpost other areas of specialist support and expertise where needed
- Ensure that the statutory requirements are adhered to

SENDCO for each Academy will:

- Ensure that the Academies' SEND provision and offer is up-to-date and available on the website
- Manage the day to day operational aspects of the Trust and Academy SEND policies
- Co-ordinate provision and interventions for learners with SEND
- Update and oversee all records on learners with SEND, taking in to account GDPR guidance and regulations

- Liaise with Curriculum/Subject Leaders
- Monitor the progress of SEND pupils and address any gaps or concerns
- Oversee the Plan-Do-Review cycles
- Liaise with Parents/ Carers
- Liaise with external agencies and Trust specialists to co-ordinate their involvement and support
- Collect and signpost suitable high quality resources
- Advise staff on inclusive, quality first teaching and learning, including differentiation
- Attend relevant courses and disseminate information to staff
- Liaise with other schools/college staff to support transition and share SEND information
- Contribute to the strategic vision and development of the SEND policy and provision
- Attend the Trust SEND QIG
- Complete statutory annual reports
- Ensure the Academy website includes statutory SEND information

All Teachers will:

- Create an inclusive learning environment
- Identify, as early as possible, the learners with SEND within their own classes
- Use their own assessments and data to identify learners who are not making expected progress and consider if this is a starting point for a SEND referral in school and the opportunity for additional support
- Consult the SENDCO when setting up SEND support targets and interventions
- Keep Parents/Carers informed of progress or any concerns
- Update records as and when necessary
- Be supportive towards families during statutory assessment procedures
- Organise the learning environment to take account of learners with SEND
- Differentiate and adapt tasks to allow maximum access to the curriculum
- Provide a variety of teaching methods and approaches
- Share and explain new targets and interventions with parents
- Ensure support staff are appropriately deployed in class to support the learning
- Keep records of any SEND meetings

Teaching Assistants will:

- Support learners as directed by the SENDCO and teaching staff
- Know the needs of the learners they support and share this information on a need to know basis
- Provide support as detailed in any plans, including EHCPs
- Maximise learner independence and treat all learners with dignity in an age appropriate manner
- Lead and support interventions as directed by the SENDCO or teacher

Academy Council will:

- Scrutinise the quality of SEND provision in their Academy
- Ensure that statutory duties and policies are in place and followed appropriately
- Maintain a general oversight of the work of the SENDCO and the Academy

External agencies / partners / specialists / LA will:

- Support the SENDCO and Academy to meet the needs of learners with specialist support, advice and guidance
- Support the SENDCO through the Statutory Assessment process and Annual Review Cycle
- Signpost the Local Offer and provide access to specialist facilities and therapies

Parents / Carers

Effective partnerships between school and families are key to pupil success. This is particularly emphasised when schools, parents and carers work in collaboration to meet the needs of pupils. Parents often offer a vital voice for pupils with additional needs and they need easy, non-bureaucratic access to key staff in schools.

It is important that parents and carers are offered a full and genuine opportunity to be involved in the planning of educational provision and interventions and they should be supported and encouraged to be part of this. This collaborative working will enable parents and carers to understand the additional needs that their child faces in everyday life and learning, and will help them to adopt strategies and interventions to support learning and progress outside of the school environment. It is important that parents / carers are informed when additional needs are identified and they should know that their child is included in the Academy SEND register. Parents and carers should be kept up-to-date with SEND interventions and should know which professionals are working with their child – particularly if their child is receiving specialist support.

The Trust, and the individual Academies are committed to supporting families to recognise that:

- Parents / carers are a child's first educators and their influence and knowledge of their child is valued
- Their child's development can be enhanced by close co-operation between home and school
- Parents / carers have a unique and knowledgeable view of their child
- Parents / carers have statutory rights regarding information about their child's progress and achievements
- Parents/ carers have different lifestyles and cultures – these should be respected and valued

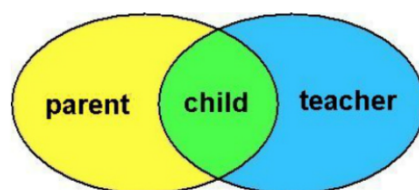
Trust Academies will develop a supportive partnership with Parents / Carers by:

- Discussing any concerns in a sensitive and timely manner with them, and seek to understand the views and opinions of the family
- Actively including them in any assessments undertaken with their child so that their knowledge can be factored in any assessments
- Helping families to support their child with any homework
- Working with families to explain and support them with any strategies that may reinforce the work being done in school
- Keeping families informed of educational progress or any concerns

Parents have a responsibility to reciprocate this with the Academy to support their child's education. As part of a collaborative working arrangement, parents / carers should:

- Communicate regularly with the academy to alert them to any concerns that they have about their child or the provision and support that they are receiving
- Fulfil their obligation under the Home School agreements
- Take an active part in any statutory reviews by attending meetings and reviews by arrangement with the Academy

FCAT believe that success is underpinned by a three-way process:



The Trust and its Academies aim to involve learners in their learning process by:

- Listening to their views and opinions about their learning – their voice and aspirations are valued and important
- Discussing the purpose of any interventions and assessments in an age appropriate way and in a format that they can understand and process

- Encourage them to participate and make decisions about the provision for their learning and skills development
- Encourage them to take responsibility and develop independence in an age appropriate manner
- Support learners to build their confidence and self-esteem by creating a 'can do' culture

The Trust and its Academies aim to provide maximum access to the curriculum by:

- Identifying learners who are experiencing difficulties as early as possible
- Acknowledging the positives and strengths when assessing needs
- Developing a prescriptive and individual SEND support plan with support from external agencies and experts when needed
- Adapting the physical environment where possible to make it safe and accessible for individual needs
- Setting appropriate and ambitious objectives for the short, medium and long term
- Providing a range of assessment tools that capture progress at all levels and celebrate success

The Cycle of SEND – Interventions, Support and Monitoring

In accordance with the SEND Code of Practice, the Trust and its Academies follow the Assess – Plan – Do – Review approach to managing and supporting learners with additional needs. Parents / carers and learners are involved at all stages.



SEND intervention will be in a staged and monitored approach – each Academy has its own Graduated Response which draws on the expertise of their staff and is bolstered with wrap around expertise and support from external agencies and partners.

The first stage of support will always be through the generic Quality First Teaching in the Academy which will ensure that work is appropriately differentiated to support learning and progress. This will be done in line with the Graduated Response document from the LA.

For learners who require more support or additional differentiation to be able to access and process work and tasks, a more targeted 'intervention' based approach is offered. These interventions are monitored to ensure that they are effective in removing barriers to learning. Pupils who require a high level of intervention and support to be able to access the curriculum and school environment will receive specialist and targeted support to ensure that their needs are met. In some cases, this will involve a multi-agency approach and the support of Educational Psychologists and advisory teachers.

In some cases, it may be appropriate to progress to a Statutory Assessment of SEND. Here, the SENDCO will co-ordinate the necessary specialist support and prepare the assessment documentation for the assessment panel.

Local Offer

The Trust and its Academies will work in partnership with the Local Authority (Blackpool and Lancashire) agency partners in the development and review of the local offer for SEND – this is detailed in each Academy SEND policy.

Date of the policy-October 2020

Date for review-October 2022

Reviewed - February 2022