

## **FCAT Special Educational Needs and Disability (SEND) Policy**

### **Introduction**

FCAT is an inclusive, non-selective Trust located in the North West, with schools across Blackpool, the Fylde Coast and 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 adapted to meet the wide range of individual needs.

Our team of SENDCOs and school staff are dedicated to ensuring mainstream provision is as accessible as possible and meets the needs of pupils with SEND. Early identification and effective programmes of support are key to ensuring pupils with SEND can be the 'best they can be'. This provision allows many pupils with SEND to make progress in line with their peers and within national expectations.

### **FCAT 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 embedding FCAT's values in all we do, in particular we ensure all our Academies:

- 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)*

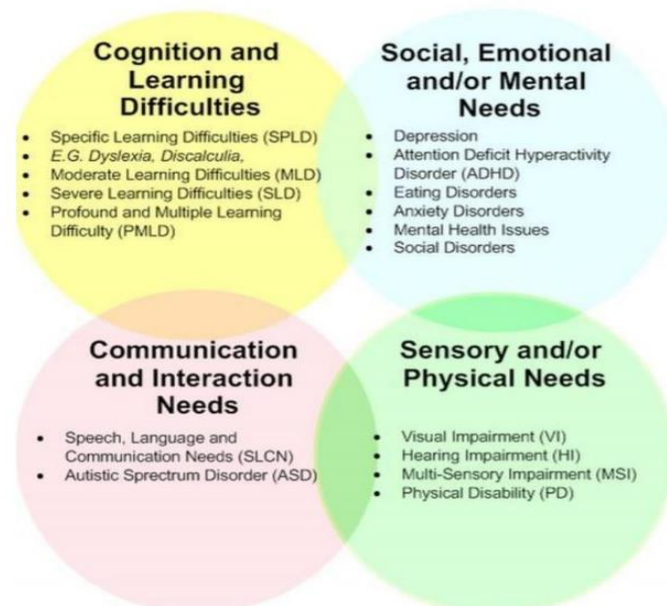
The majority of learners identified with a specific additional need are well placed in mainstream provision.

## Categories of SEND

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

- 1) cognition and learning
- 2) social, emotional and mental health
- 3) communication and interaction
- 4) sensory and/or physical needs

These areas can be multiple and overlapping.



## **Effective SEND Provision**

Ensuring the Principles of Effective SEND Provision are present across the Trust

All FCAT academies strives to incorporate the following principles into their provision for pupils with SEND:

- 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 providing opportunities to foster and develop interests and talents

### **Developing inclusive pedagogy**

All FCAT Academies develop inclusive pedagogy by applying the following principles:

- Responding positively to the diverse needs that learners present
- Working collaboratively to overcoming potential barriers to learning
- Supporting every teacher to work alongside each Subject Leader or Faculty Leader, to ensure that provision and access to the curriculum is made in each subject and lesson
- Adapting and varying approaches to teaching and learning to ensure each pupil is the ‘best they can be’ evidenced through high levels of progress and attainment
- Providing opportunities for pupils to display their individual strengths and talents

## Creating Enabling Learning Environments

All FCAT Academies strive to offer enabling learning environments for their pupils by establishing learning environments which are:

- Emotionally supportive with an atmosphere of encouragement and respect of individual needs
- Physically accessible and welcoming for learners with diverse needs
- Well-resourced with appropriately adapted resources, including ICT

In addition each Academy will ensure they:

- Appoint a Special Educational Needs Coordinator
- Keep a register of pupils with SEND
- Ensure all pupils with identified SEND needs receive support at a level appropriate to their needs
- Publish an annual: SEND Information Report, SEND policy and accessibility plan via their website

## Roles and Responsibilities

FCAT is committed to the distributed leadership of SEND across the trust and across each Academy.

## Identification of Learners with SEND

FCAT is committed to the early identification of pupils with SEND. SENDCOs work closely with teachers to upskill them in identification of pupils with SEND.

## Graduated Approach to supporting pupils with SEND

In accordance with the SEND Code of Practice, FCAT 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 to ensure that individual needs are met.



## 1. Quality First Teaching

The first stage of provision for all pupils across FCAT will be Quality First Teaching (QFT) including adaptive teaching strategies to improve outcomes for students with SEND.

The graduated assess, plan, do, review model will be used to support learners who are identified as not making age related expectations.

## 2. SEND Support Plan – SEND Support Plan ‘K’

Pupils identified as requiring provision that is additional to and different from their peers are identified as requiring SEND support.

These learners will be on the SEND register, coded k. These pupils will have a SEND support plan which will identify strategies, interventions and outcomes to address barriers to learning.

These plans will be reviewed termly with family, pupils and staff as part of the assess plan do review cycle.

For a minority of pupils across the trust, it may be appropriate to progress to an EHC needs assessment to support more complex needs. The SENDCO will coordinate the necessary specialist support and prepare the assessment documentation for the

assessment panel. The assessment panel is an external body of professionals who will make a decision based upon all the evidence from all of the professionals whether it is appropriate to have a plan issued or remain on SEN support.

#### 4. Education Health and Care Plan (EHCP) – SEND Support Plan ‘E’

A minority of learners across FCAT will have an Education, Health and Care Plan. Education, Health and Care plans include detailed information about the learners’ needs, the arrangements to support the learners, identified provisions and agreed outcomes for the end of the learners’ current key stage. These learners will be on the SEND register, coded E.

Progress towards the outcomes for these learners will take place at least three times a year and will include an **Annual Review**.

Annual reviews will always include parents/carers and pupils. The multidisciplinary team supporting the young people will be invited to attend the review and provide advice.

### **Assessment**

All pupils across the Trust including learners with SEND will be assessed formatively on a daily basis to ensure gaps in learning can be quickly addressed and strategies and interventions adapted to meet need. Learners will also be assessed using a range of assessments and their progress and attainment will be tracked and monitored through data captures as part of the Trust’s summative assessment cycle.

### **Transition**

Across FCAT, we recognise that times of transition can be challenging for all learners and particularly for learners with SEND. The SENDCO will coordinate meetings and or discussions with parents, feeder providers and destination organisations and learners to ensure effective and efficient communication and transfer of information. Each FCAT academy also recognises that transition takes place every time a learner moves class year on year. The SENDCO will coordinate the transfer of information as appropriate to ensure that no gaps to learning occur at this time.

## **Staff Development**

The Trust recognises all leaders are leaders of SEND and all teachers are teachers of learners with SEND. Staff receive training to ensure that they are the best they can be and are able to provide a varied and interesting curriculum that meets the needs of all of our learners.

In order to develop staff awareness and expertise in the area of SEND, the Trust supports SENDCOs to develop appropriate training for staff in their Academy. The trust encourages and supports ongoing training for all SENDCOs. SENDCOs also attend the Trust's Quality Improvement Group for SEND.

All SENCOs appointed after 1<sup>st</sup> September 2008 who have not previously been a SENCO for a total period of more than 12 months must achieve the national award for Special Educational Needs coordination within three years of appointment.

All FCAT SENDCOs will hold the National Award for SEND Co-ordination at the time of appointment, or will be supported to gain the qualification within the first three years in their post.

## **Multi agency work**

The Trust values working in partnership with other agencies, such as health, social services and the Local Authority SEND teams, to meet the needs of all our pupils.

## **The 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's SEND policy.

Date of the policy November 2022

Further review took place January 2023

Date to review policy November 2023