



**SYNERGY
EDUCATION
TRUST**

SEND

Statement of Intent

Current version/Level:	1
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Created on:	31.10.2024
Next Review Date:	October 2025
Previous review dates:	NA
Adopted by Trustees on:	26.11.2024

Our vision for an all-inclusive education across all schools

Synergy Education Trust is an inclusive mixed MAT made up of 2 special schools and 3 mainstream primary schools, all with additional SEND units.

At Synergy Education Trust, we aim to foster an environment where all pupil's unique talents and achievements are recognised and valued. Our approach is to ensure that every child feels successful and is motivated to reach their full potential, regardless of their learning needs.

Our vision for children and young people with Special Educational Needs and Disabilities is the same for all pupils within our Trust. We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision for all regardless of age, disability, gender, sex or sexual orientation, pregnancy and maternity, race, religion or belief. We strive to ensure access for all and educational excellence in preparing young people for their futures, seeking continually to improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.



Compliance

This statement is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Blackpool and Lancashire Local offer
- Individual school's Accessibility Plans

Individual Synergy schools will publish specifics about their own SEND provision in the SEND Information Report to be found on each school's website.

Aims

The purpose of the Trust wide approach to SEND is to raise the aspirations of and expectations for all pupils with SEND. Schools within the Trust focus on outcomes for children and young people and eliminate any discrimination.

All Schools within the Trust will raise the aspirations, expectations and progress leading to achievement for all pupils with SEND, through equal opportunities and high-quality teaching.

Objectives

1. To identify and provide for pupils who have special educational needs, disabilities and additional needs.
2. To work within the guidance provided in the SEND Code of Practice
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. Provide high quality provision to meet the needs of the children and young people with SEND.

5. To provide support and advice for all staff working with special educational needs pupils.

6. Successful preparation for adulthood, including independent living and employment.

Synergy Model

We will operate a model in all our schools for improving the outcomes for children and young people with Special Educational Needs and/or Disabilities. The model is based on 5 principles:

- Prioritising leadership of SEND
- Offering accurate identification of student needs
- Effectively tracking progress
- Successfully impacting on progress through effective interventions
- Improving provision through the development of partnerships

Definition of SEND

A pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age;
- Disability or health condition that prevents or hinders them from making use of educational facilities used by their peers of the same age in a mainstream school or mainstream post-16 college.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. As a trust, we will review how well equipped our schools are to support children and young people with the following as identified in the code of practice.

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and physical needs.

Roles and responsibilities

Within each of our schools the Headteacher has overall responsibility for SEND provision. Through the Trust scheme of delegation, the Trustees have delegated responsibility to the Local Governing Body (LGB) in each school.

Trustees

- Ensure that provision for children and young people with SEND is an integral part of the Trust's Improvement Plan;
- Have regard for the requirements of the SEND Code of Practice 2014;
- Identify a member of the Board to be responsible for SEND provision across the Trust;
- Be fully informed about SEND issues, challenges and effective practice;
- Ensure that the quality of SEND provision is regularly monitored;
- Have appropriate staffing and funding arrangements to be able to oversee the Trust's provision for children and young people with SEND;
- Analyse patterns and distribution of SEND need across all schools via the Trust SEND register;
- Review exclusions to ensure we are in line with the Code of Practice.

The local governing board

The local governing board has delegated responsibility for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less

favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

Each individual school will have a SEND Link Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher/ Head of school

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and local governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

SENCO

They SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Trust lead, headteacher and SED governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Trust lead, headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the

support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Links with external professional agencies

The Trust and its schools recognise that they won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services

The Local Offer

The Trust and its schools 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 school’s SEND policy.

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 SENCOs to develop appropriate training for staff in their School. The trust encourages and supports ongoing training for all SENCOs.

All SENCOs appointed after 1st 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 SENCOs will hold the National Award for SENCO n at the time of appointment, or will be supported to gain the qualification within the first three years in their post.