



Special Education Needs Policy

Document Owner:	Phil Harrison
Approved by and Date:	Trust Board
Queries to:	Phil Harrison / Melsa Buxton
Review Interval:	3 yrs or as appropriate

Last Review:	June 2025
Reviewed by:	Academy Council - Daniel Hartley
Date of Next Review:	June 2027

Introduction

Shaw Education Trust (SET) is committed to providing an appropriate and high-quality education to all the children living in the local area of each school. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible and exciting to them, and should fully include them in all aspects of school life.

This policy is provided to give SET schools guiding principles regarding how they go about meeting the needs of pupils with additional needs. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

SET aims to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Each school will have their own SEND policy and SEND information report. These documents will be published on each school website. These policies will provide the necessary details that parents, carers and pupils need.

What is special educational needs?

The term Special Educational Needs is used if:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her" (Special Educational Needs and disability code of practice: 0 – 25 years, 2014).

Children have a *learning difficulty* if they:

Have a significantly greater difficulty in learning than the majority of children of the same age, Or Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools. (Special Educational Needs and Disability code of practice: 0 – 25 years, 2014)

A *disabled* person is defined by the Equality Act 2010 as:

Someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Special educational provision means:

Educational provision which is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college. (Section 312, Education Act 1996)

In accordance with the DfE Code of Practice issued in 2014, pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they are being taught.

The four main areas of difficulty identified in the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

Our Objectives Are:

To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the SET schools.

- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs across the SET schools.
- To ensure SET schools are continually monitoring the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To ensure SET schools provide access to an appropriate curriculum through effective planning by class teachers, Special

Educational Needs Co-ordinator (SENCO) and support staff as appropriate

- To ensure that pupils with SEND or EAL are perceived positively by all members of the SET community, and that SEND provision is positively valued and accessed by staff and parents/carers.
- To ensure SET schools involve parents/carers at every stage in plans to meet their child's additional needs.
- To ensure SET schools involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

As part of the SET school's monitoring programs, SET school leaders will co-ordinate parents' meetings, three times a year to discuss any additional needs concerns and review progress of children.

SET school leaders will ensure that targets arising from planning meetings and reviews will be used to inform and support whole class approaches. SEND support is likely to be primarily delivered by teachers through differentiated teaching methods. Additional support is provided by the SENCO and by teaching assistants (TAs) throughout the school. This is funded from the school's budget. Additional support is funded through individual allocations from the Local Authority (LA).

It is expected that relationships between key stakeholders will be positive. Support staff, class teachers, SENCO and outside agencies will liaise and share developments in order to inform reviews and forward planning.

Education Health and Care Plans

A child who has an Education Health and Care Plan will continue to have arrangements as for all children on the SEN register, along with additional support that is provided using the funds made available through the plan. The additional funding is provided by the LA.

There will be an Annual Review to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child.

SENCO and support staff

- The SENCO will hold the National Award for SEN Co-ordination, or if new to post, will undertake this within 3 years.
- The SENCO will attend or participate in regular meetings of the SET SEND hub to update and revise developments in Special Needs Education.
- Staff In-house additional needs and SEND training will be provided as appropriate.
- Support staff are encouraged to extend their own professional development and the school leadership team will ensure that needs are met in line with their appraisal process.

Links with other schools/Transfer arrangements

SET schools are expected to put enhanced arrangements in place for the transition of pupils with SEND into and on exit from the school.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

The school should regularly consult with health service professionals where appropriate.

Social Care and the Education Welfare Service will be accessed whilst appropriate.

There are voluntary organisations supporting SEND. Information sent from these organisations will be made available to parents, carers and pupils.

Access to the Environment

SET schools will consider the physical accessibility of the school to pupils. SET schools will put plans in place to improve physical accessibility where this is required.

Access to Information

All pupils requiring information in formats other than print will have this provided.

SET schools should develop processes to ensure pupils can access the information they need about their education and futures.

Admission arrangements

Pupils with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Prior to starting school, parents/carers of children with a disability, SEN need, Education Health and Care Plan or one pending, should be invited to discuss the provision that can be made to meet their identified needs.

Listening to disabled pupils and those identified with additional needs

SET encourages the inclusion of all pupils into School Councils and other consultation groups.

Working with disabled parents/carers

SET recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents'/carers' activities.

Disability equality and trips

SET schools will try to make all trips inclusive by planning in advance and using accessible places.

Dealing with complaints

If a parent wishes to complain about a SET school or the school SEND policy, they should, follow the school's complaints policy (published on the school's website).

Additional Information

Additional information for parents and carers can be found in each school's SEND Information Report, which is available on the school's website





Shaw Education Trust

Shaw Education Trust Head Office,
Kidsgrove Secondary School,
Gloucester Road,
Kidsgrove,
ST7 4DL

Twitter
LinkedIn
Call
Email
Visit

@ShawEduTrust
@ShawEducationTrust
01782 948259
info@shaw-education.org.uk
shaw-education.org.uk

**Pupil &
people
centred**

**Act with
integrity**

**Be
innovative**

**Be best
in class**

**Be
accountable**