



## **SPECIAL EDUCATIONAL NEEDS AND DISABILTY POLICY (SEND)**

The Board of Trustees will review this policy on an annual cycle

Policy Version:	V3
Colleagues affected by this Policy:	All stakeholders
Person responsible for the Policy:	CEO
Approved by/ date:	To be approved by Board of Trustees December 2024
Next review:	November 2025

## INTRODUCTION

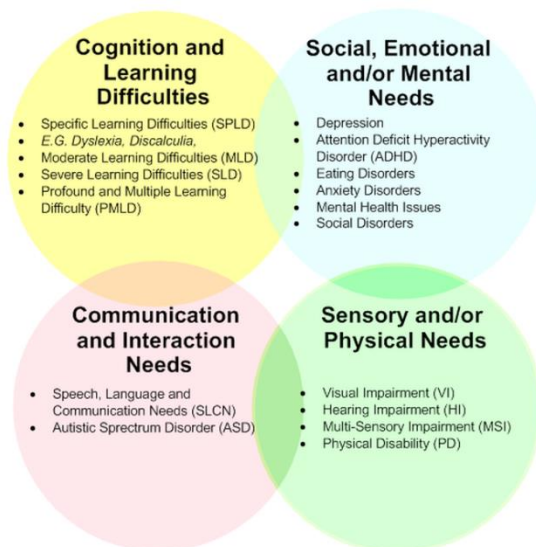
The Sea View Trust is an inclusive Trust. Every child has an entitlement to the full curriculum appropriately differentiated and adapted to meet their individual needs. The Trust is committed to listening to learners and working in positive partnership with Parents/ Carers and other professionals.

Definition of the term “Special Educational Needs and Disabilities” (SEND)

“A child whose needs are significantly greater than those of their peers thus requiring special provision to be made for him or her”.

Nationally, approximately 14-15% of learners have SEND. Most of these pupils are well placed in mainstream provision with a small minority, around 1%, requiring very specialist provision provided in a special school or specialist setting.

There are 4 recognised ‘Broad Areas of Need’ but these can be multiple and overlapping:

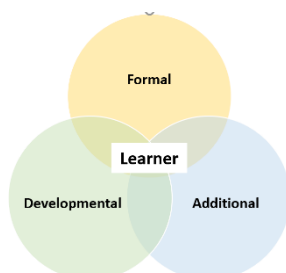


## THE SEA VIEW OBJECTIVES FOR LEARNERS WITH SEND

To meet need through an inclusive culture of high aspiration that enables success for all.

## INCLUSIVE CURRICULUM DESIGN

Trust Academies have developed inclusive curricula by applying the following principles:



A three-part curriculum: Formal/ Developmental and Additional

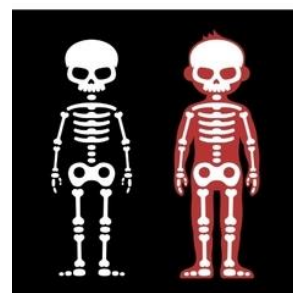
**Formal** Addressing the breadth and balance of the National Curriculum and/or frameworks for the appropriate age group and preparing young people for accreditation where relevant.

**Developmental** Tailored to the individual's level of development, learners with SEND may be working on milestones from earlier age groups and able and talented pupils may be working on milestones from later age groups.

**Additional** Enabling access to supportive and therapeutic intervention to ensure that all learners are available for learning.

In 2021 the Trust set up a curriculum task group to transform curriculum delivery across the Trust. The intent was to ensure high aspiration and coherent learning sequences are implemented across all Trust schools.

The Curriculum Transformation group worked with Subject leaders across the Trust to develop the Trust Curriculum Skeleton, with age specific milestones. Each school has used the Curriculum Skeleton as the backbone to their curriculum design 'fleshing' out content to suit their specific school whilst retaining a fidelity to the Trust Milestone approach. Learners with SEND will access their curriculum more developmentally when they are cognitively ready to access concepts. A comprehensive review of the curriculum skeleton was undertaken in the 2023-24 academic year.



Our teachers deliver High Quality Teaching by:

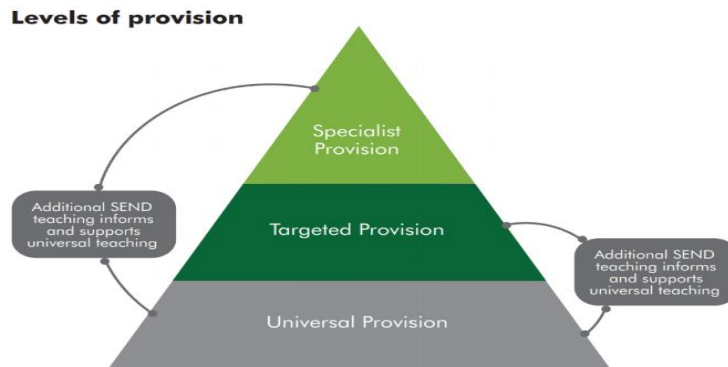
- Setting appropriate learning challenges whilst retaining a culture of high aspiration
- Responding to learners' diverse needs
- Overcoming potential barriers to learning by making reasonable adjustments
- Differentiating and adapt teaching using varying approaches
- Enabling pupils to be as independent as possible
- Creating accessible and welcoming classrooms
- Including into mainstream settings
- Promoting exceptional progress
- Enabling learners to shine

Leaders ensure effectiveness by enabling:

- Early, accurate identification of need
- Learner engagement
- Effective, non-bureaucratic record keeping
- Challenging, realistic target setting
- Small steps approaches
- Adopting the Graduated Approach and "Assess, Plan, Do, Review" cycle
- Great communication
- Shared staff expertise
- Improved access
- The right support at the right time
- Providing appropriate induction and CPD for all staff

## Levels of SEND Provision

Across the Trust we acknowledge three levels of provision:



**Universal Provision-** A whole school ethos, culture and values underpinned by High Quality teaching and learning that is differentiated and tailored to meet the individual needs of the majority of children and young people, including those with and without SEND.

**Targeted Provision-** Educational provision that is additional to and different from the Universal provision. Typically, this provision is provided for those learners with SEN support needs. *In accordance with the Children and Family Act, 2014, Schools and college must use their best endeavours to ensure such provision is made for those who require it.* (CoP 1.25 pg 25)

**Specialist Provision-** Educational provision that is designed specifically to meet highly personalised need, typically this is provision that would be identified through an Education, Health Care Plan (EHCP)

### Providing for Special Needs for each part of the curriculum

It is the responsibility of 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. It may also be necessary to discuss such aspects, as resources, differentiation etc.

### Pedagogy

Learners learn best when they feel valued and their achievements are recognised. Within the class there will be a wide range of ability and experience. This calls for a flexible approach, in order to provide success and a challenge for all learners.

A variety of teaching strategies and styles will be used in order to alleviate some of the difficulties that some learners face, and ensure that all learners have access to the different areas of the curriculum.

Staff recognise that all learners have individual approaches to learning. Staff endeavour to match resources to individual needs, personalising the learning experience.

All teachers across the Trust are trained in High Quality Teaching and Learning and, where appropriate, specialist pedagogy to meet pupil need. The Special Academies and the College within the Trust are available to support mainstream settings in this area.

### **Learning Environment**

The Trust strives to offer all our learners enabling learning environments. Teachers and leaders are responsible for ensuring that all learning environments are:

- Physically accessible for learners with diverse needs
- Well-resourced with appropriately adapted tools and resources, including ICT
- Emotionally supportive with an atmosphere of encouragement, acceptance, respect and sensitivity to individual needs
- Promoting of independence and the establishment of strong and supportive routines

### **ROLES AND RESPONSIBILITIES**

#### **The Board of Trustees will:**

In co-operation with the Chief Executive Officer (CEO) and Headteachers:

- 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 of the above duties have been delegated to the CEO and Headteachers.

#### **The CEO and Headteachers will:**

- Be responsible for the day-to-day management of all aspects of the Trust's work, including provision for learners with SEND;
- Keep the Board of Trustees fully informed, working closely with the Board link for SEND as required;
- Ensure that learners who have an Education Health Care Plan (EHCP) have an annual review;
- Refer learners to the LA for statutory assessment as required;
- Give special direction

- Ensure all staff have read Chapter 6 of the Code of Practice and are committed to inclusive, high aspiration culture

**The SENDCo for each Academy will:**

- Ensure the Academy Local Offer is up-to-date and available on the relevant website
- Ensure that the school keeps the records of all pupils with SEND up to date
- Manage the day-to-day operation of the Trust and Academy SEND policy
- Co-ordinate provision for learners with SEND
- Update and oversee the records on all learners with SEND
- Liaise with Curriculum/Subject Leaders
- Liaise with Parents/ Carers (if requested by class teacher)
- Liaise with external agencies (including, educational psychologists, health and social care professionals, and independent or voluntary bodies, Local Authority) and Trust specialists
- Liaise with Early Years providers, other schools and colleges to ensure pupils and their parents are informed about options and smooth transitions are planned
- Liaise with the relevant Designated Teacher where a looked after pupil has SEN
- Collect and signpost to suitable, high-quality resources
- Advise on the graduated approach to providing SEND support
- Support movement from universal to/from targeted, targeted to/from specialist provision as required
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Attend relevant courses and relay information back to the staff
- Liaise with school/ College leaders to discuss learners with SEND
- Contribute to the strategic development of the SEND Policy and provision
- Maintain the Academy in a Nutshell document
- Attend the Trust SENDCo Group

**Each Teacher/ member of staff with teaching responsibility will:**

- Deliver High Quality lessons making appropriate adaptations
- Identify, as early as possible, the learners with SEND within their own class;
- Consult the SENDCo when setting up SEND Support Targets;
- Inform Parents/ Carers of concerns;
- Update records as and when necessary;
- Be supportive towards families during staging/ 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 with Parents/ Carers
- Ensure support staff are well deployed and effective
- Keep records of SEND meetings up to date.

### **Teaching Assistants (TAs) will:**

- Support learners as directed by the SENDCo and teaching staff
- Will know the needs of their learners with SEND and share this information on a need to know basis
- Provide support as detailed in the Support Plan or EHCP
- Maximise learner independence and treat all learners with dignity in an age appropriate manner

### **External Support Agency staff will:**

- Work in positive partnership with Sea View personnel in a climate of mutual respect
- Ensure that teaching personnel are informed of programmes of support
- Support families with a high level of respect

### **Parents/ Carers**

As a Trust, we aim to create positive and effective partnerships with all our Parents/ Carers and Advocates.

For learners who have SEND, we feel this relationship is crucial because a child's educational progress will be most effective if there is parental involvement in the education process and full support at home. Parents/ Carers and Advocates should be fully involved in the Academy/ College based response for their child, understand the purpose of any intervention or programme of action, and be advised of any relevant partnership services when SEND are identified. Academies must tell Parents/ Carers when they first identify that a child has SEND.

The Trust is committed to supporting families and recognises that:

- Parents/ Carers are a child's first educators and their influence is valued
- Development can be enhanced by close co-operation between home and school
- Parents/ Carers have a unique view of their child
- Parents/ Carers have statutory rights regarding information about their child's progress and achievements
- Parents/ Carers' different lifestyles and cultures must always be respected

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

- Informing them sensitively of any concerns as soon as possible and taking account of their feelings and wishes
- Including them in any assessment undertaken with the child, so that any knowledge can be part of the assessment
- Helping them to support with any work that is taken home
- Working with them on strategies that may reinforce work being done at school/ College
- Keeping them informed about their learner's educational progress and other concerns.

Parents/ Carers also have a responsibility to communicate with the Academy/ College to support their child's education. When working in partnership they should:

- Communicate regularly with the school/ College to alert them to any concerns they have about their learner or Trust provision;
- Fulfil their obligations under the Home School/ College Agreements which set out expectations of both sides.

The Trust philosophy is to work closely with families to ensure the best possible provision for the learner. However, should there be a complaint about the service, the procedures are explained in the individual Academy and College websites.

### **Learners**

The Trust considers that any educational progress needs a three-way partnership to be effective. This involves:

- The Academy/ College
- The Parents/ Carers
- The learners

We aim to positively involve the learners in their learning process by:

- Listening to their views and opinions about their learning
- Discussing the purpose of the assessments and learning programmes
- Encouraging them to participate, and make decisions about the provision for their learning, making them take more responsibility for both their learning and their progress

We believe that these conditions will help improve learners' self-esteem and confidence.

### **Supporting Learners with SEND**

All learners should be involved in making decisions where possible about their education. The ways in which learners are encouraged to participate should reflect their evolving maturity.

The main objective for our learners is to provide maximum access to the curriculum. We hope to achieve this by:

- Identifying learners who are experiencing difficulties as early as possible;
- Acknowledging the positive when assessing needs;
- Developing, with support as required from external agencies and internal Trust experts, a prescriptive and individual SEND support plan reflecting the required provision as detailed in the EHCP where relevant.
- Setting ambitious and challenging objectives for the short, medium and long term
- Ensuring objectives are holistic



## **Assessment**

All learners are regularly assessed against age related expectation for their key stage. This process may identify learners who are not making expected progress. This may be the starting point for a SEND assessment although teachers will consider all factors which may be impacting on learner progress.

For learners with an identified SEND, the age-related expectation may require further task analysis to ensure that children can achieve the individual building blocks that lead to knowledge acquisition. These small steps enable staff to structure the child's work and provide a series of intermediate goals which should be recorded.

Learners will be involved in assessment and decision-making. As part of this process Academies need to:-

- Explain clearly what additional support or assessment arrangements are being made, and how the learner can contribute to them;
- Help the learner to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goal;
- Recognise the potential stress of assessment and review arrangements and support the learner to understand the role of the other professionals.

## **Identification**

The Trust is committed to the early identification of SEND and SENDCos work closely with class teachers to upskill them in identification and to provide assessment materials to support this process.

## **Monitoring – The ‘Assess, Plan, Do, Review’ Approach**

All Trust schools adopt the ‘Assess, Plan, Do, Review’ Approach as identified in the Code of Practice. Parents and learners are engaged at all stages.

Following identification, the first stage of support will always be High Quality Teaching and Learning ensuring the child remains in class with peers and accesses differentiated work or supportive structures and routines.

Reviews will be carried out termly as part of the Assess, Plan, Do Review cycle.

Pupils requiring a more targeted approach, where provision is additional to or different from that of their peers, are identified as requiring SEND support; nationally this is approximately 12% of all learners.

If the decision to invite outside agency support is agreed upon, then the SENDCo will contact the relevant external agency and record outcomes. At each stage a record of the reviews will be kept in the Academy. If it is thought necessary for the child to see an Educational

Psychologist, the SENDCo, in consultation with the Parents/ Carers, the relevant external agencies and the Headteacher, will be involved.

Any decision to progress to statutory assessment will require written evidence of the work undertaken at academy level and the engagement of Trust SEND expertise. The Academy/ College will endeavour to keep Parents/ Carers and learners fully involved as equal partners throughout the process.

The Headteacher/ Organisation Leader and SENDCo will organise Annual Reviews of all EHCPs, drawing on Parents/ Carers/ Advocates, learners and all appropriate agencies for their contributions about the child's progress.

### **Transition**

Transitions can be challenging for all learners and particularly those with SEND. The SENDCo will liaise with feeder provision and destination organisations to ensure effective and efficient transfer of information. Academies and Colleges will support all learners with SEND to make their transitions as smooth as possible.

### **Working with external agencies**

The Trust values partnership working and is outward facing both offering and receiving support from other agencies. All Trust staff will work with other agencies in a spirit of common purpose and mutual respect.

The class teacher will be responsible for ensuring all specialist advice is implemented throughout the learner's day.

From September 2024 the Trust has commissioned Acorn Educational Psychology to provide a service to fast track Statutory Assessment preparation for pupils who require an EHCP. A flow chart is appended to this document to support SENCos and School Leaders in making best use of this service. The cost of the Service is included in the school's top slice.

### **Staff Development**

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 and offers central training for all SENDCos as well as membership of the Trust's SENDCo Group.

To maintain a supply of specialist teachers the Trust is committed to a post graduate training programme for Trust teachers.

### **Specialist Provision in the Sea View Trust**

- Park Community Academy – 326 learners
- Tor View Special School – 256 learners
- Learning Garden at Revoe Learning Academy – 18 learners

- Valley College and VC at the Oracle – 50 learners