Built on botheredness . . .

the enquire learning trust

SEND Policy

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1. Introduction

The Enquire Learning Trust is a single legal entity, therefore references to “the Trust” in this policy should be considered as inclusive of its academies.

The Trust have a responsibility to ensure our academies are welcoming, inclusive and supportive to those pupils with Special Educational Needs and Disabilities (SEND) who currently attend our academies and those that may attend in the future.

This Policy is based on the Special Educational Needs and Disabilities (SEND) Code of Practice, 2015, which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families act 2014 and associated regulations.

2. Policy Statement

The Enquire Learning Trust recognises the achievements and abilities of all our pupils. We value the contributions that every child can make to the educational and cultural life of our academies. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. All staff will actively seek to raise achievement, remove barriers to learning and increase physical and curricular access for all. All pupils with SEND are valued, respected and equal members of our community.

This policy works in conjunction with other relevant policies all of which safeguard the interests and welfare of pupils. Policies are regularly reviewed and updated as required. Relevant policies can be found on the Trust’s website. These include:

- Academy Improvement Policy
- Complaints Policy
- Confidentiality Policy
- Equality and Objectives Policy
- Exclusion Policy
- Health and Safety Policy
- Information Governance Policy
- Parent / Carer Code of Conduct
- Safeguarding Policy

For a full list of Trust policies, please see – https://enquirelearningtrust.org/key-information/policies
All other relevant policies are available on individual academy websites.

3. Principles

We value all the pupils in our Trust equally and recognise the entitlement of each pupil to receive the best possible education. The principles of this Policy are:

- A clear focus on raising the aspirations and expectations of pupils
- Promoting equality of opportunity
- Identifying pupils SEND early and making timely provision
- Providing access to high quality teaching to improve outcomes for pupils with SEND
- Working in partnership with pupils, parents/carers and external agencies

4. Policy Aims

To ensure that all academies

- Work with regard to the SEND code of Practice (2015), by implementing the graduated approach using the Assess, Plan, Do, Review cycle.
- Increase the depth of knowledge and expertise of all staff in meeting the needs of pupils with SEND across the Trust.
- Work collaboratively with pupil, parents/carers and external partners to meet the needs of pupils with SEND across the Trust.
- Build capacity and expertise across the Trust in order to meet the needs of pupils with SEND, in the current context of diminishing access to external services including local authorities and health services.

5. Definition of Special Educational Needs and Disabilities

Definition of Special Educational Needs

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning then the majority of others of the same age

or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she has a learning difficulty or disability and will require special educational provision upon entering school.

Definition of Disability

Many children and young people who have special educational needs may have a disability under the Equality Act 2010- that is;

“a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.”

Children and young people with such conditions do not necessarily have special educational needs but a disabled child or young person may be deemed to have special educational needs if they require special educational provision.

Children’s needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. The following four broad areas give an overview of the range of needs that Trust schools plan for:

- Communication and interaction difficulties
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

6. Communication and Interaction Difficulties

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with an Autistic Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

7. Cognition and Learning Difficulties

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

8. Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Sometimes these difficulties are a direct result of loss or bereavement and can be long-lasting. Often high levels of anxiety are associated with children on the Autism Spectrum Continuum. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

9. Sensory and/or Physical Difficulties

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access school life. Sensory needs relating to the environment are often associated with the Autism Spectrum Continuum. Some pupils with a physical disability (PD) require additional and ongoing support and equipment to access all the opportunities available to their peers

10. Roles and Responsibilities

Board of Trustees

The Board of Trustees is responsible for developing the overarching strategic direction for the education of pupils with SEND and ensure that Trust academies:

- Adhere to SEND policies and procedures
- Create a culture of inclusion and value the contributions that every pupil can make to the educational and cultural life of our academies
- Offer a curriculum that ensures the best possible progress for all pupils whatever their needs or abilities

The Trust Board maintains a clear oversight of SEND provision across all academies through the Trust Leadership Team and the work of the Academy Improvement Committees.

The Trust Board has an identified SEND Trustee with responsibility for:

- Oversight of the quality and effectiveness of meeting the needs of pupils with SEND within individual academies
- Working alongside the Leadership Team, Principals and special educational needs and disabilities coordinators (SENDCos) to determine the strategic development of the Trust's SEND policy and provision

The Board of Trustees, through the Scheme of Delegation, delegates the responsibility for the implementation of the Trust SEND Policy to the CEO.

The Academy Improvement Committee (AIC)

In line with Trust Scheme of Delegation, the AIC monitors and challenges academies implementation of the Trust SEND policies and procedures to ensure that academies maintain a clear focus on raising the aspirations, expectations and achievements of pupils with SEND.

The Principal

The Principal of each Trust academy is responsible for:

- The day to day management of all aspects of the academies work including provision for pupils with SEND
- Maintaining a clear focus on raising the aspirations and expectations of pupils
- Promoting equality of opportunity and access
- Identifying pupils SEND early and making timely provision
- Providing access to high quality teaching to improve outcomes for pupils with SEND
- Working in partnership with pupils, parents/carers and external agencies
- Working collaboratively with colleagues across the Trust
- Accessing the Trust SEND offer
- Informing the Trust of all developments with regard to SEND, including reporting to the AIC
- Ensuring that the SEND Policy is implemented and followed by all staff
- Allocating sufficient time, training, support and resources, including cover arrangements, when necessary, to enable the SENDCo to carry out their role effectively.
- Works closely with the Central Trust team and CEO as required

The SEND Coordinator

The key responsibilities of the SENDCo include:

- Overseeing the day to day operation of the academy's SEND policy

- Keep the leadership of the academy informed of the effectiveness of the implementation of the SEND policy
- Working in partnership with pupils, parents/carers and external agencies
- Engaging and collaborating with other Trust SENDCos to develop and share effective SEND practice
- Advising and supporting colleagues on the implementation of the graduated approach in providing high quality SEND support for pupils with SEND
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, including Health and Local Authority services
- Liaising with relevant personnel in the transition of pupils with SEND both entering or leaving school to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the Principal and Trust SEND team to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensuring the academy keeps the records of all pupils with SEND up to date and secure in line with Trust policy and guidance

Teachers

Every teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teachers key responsibilities include:

- Ensuring provision starts with high quality teaching
- Implementing the graduated approach to meeting the needs of pupils with SEND
- Working with the SENDCo to decide the action required to assist the pupil to meet their desirable outcomes
- Implementing recommendations made by external support services/professionals
- Facilitating effective and informed classroom partnerships with teaching assistants and other staff
- Developing effective relationships with parents/carers

- Encouraging pupils to participate in decision-making
- Being involved in the development and review of the school's SEND practices
- Carrying out regular and accurate assessments to track pupil progress and identify the next steps to learning
- Being proactive in identifying own training needs, to meet the needs of children with SEND.

Teaching Assistants

Each teaching assistant is responsible for:

- Working collaboratively and under the direction of teachers/SENDCo
- Providing class/subject teachers with pupil specific information
- Developing positive working relationships with pupils, teachers, parents and professionals
- Assisting with the identification and effective provision of appropriate resources
- Assisting with the recording and monitoring of pupils' progress
- Promoting pupil independence and facilitating peer collaboration
- Attending meetings and undertaking appropriate INSET

All Staff

- All staff work with regard to the Trust and academy SEND policies and guidance.

11. Identification, Assessment and Review

The SEND Code of Practice 2015 sets out a graduated approach to meeting pupils SEND. Where a pupil is identified as having special educational needs, academies should take action to remove barriers to learning and put effective special educational provision in place. This support should take the form of a four-part cycle of "Assess, Plan, Do, Review" and is known as the "Graduated Approach."

This approach recognises that there is a continuum of special educational needs and that where necessary increasing specialist expertise should be involved. Through this approach decisions and actions are revisited, refined and revised with a growing understanding of what supports the pupil in making good progress and securing their identified desirable outcomes.

Further detailed information on the graduated approach is available in the SEND code of practice pages 100-102.

The Assess Plan Do Review approach should be adopted at all stages of the Graduated Approach, Emerging Needs (cycle 1) SEN Support, (cycle 2) and for those pupils who have an EHC plan (cycle 3).

Assess

A clear analysis of the pupil's needs should be carried out by those teaching and supporting the pupil. Assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the pupil's progress further advice and guidance should be sought. This may include specialist teachers or professionals from across the Trust, health, social care or other agencies beyond the academy.

Plan

Academy staff should work with the pupil and their parents to agree the outcomes they are seeking (desirable outcomes), the actions and strategies and support to be put in place and a clear date for review. Outcomes identified for the pupil should be based on reliable evidence of their effectiveness. Any related staff development needs should also be identified and addressed.

Do

The class teacher remains responsible for planning and implementing provision for the pupil daily even where actions and strategies involve group, or one to one teaching delivered by other staff. The SENDCo will support the class teacher in providing further advice and guidance on meeting the needs of the pupil.

Review

The effectiveness of the implementation of the actions and strategies and their impact on achieving the desirable outcomes should be reviewed at least termly. The pupil and parents' views should be considered as part of the review of the quality and impact of the support provided. Following the review any changes to this support and desirable outcomes should be implemented.

Desirable Outcomes

The SEND code of practice makes it clear that:

- Desirable outcomes are not a description of the support or provision that is in place for a pupil.
- Desirable outcomes describe the benefit or difference made to a pupil as a result of an action/strategy/intervention and as such, there should be a focus on outcomes from the earliest stages of identifying and supporting pupils with SEND.
- Any planning and delivery of support should always be focused on the desirable outcomes that have been identified for the pupil i.e. how such support will contribute to achieving the agreed desirable outcomes and should be based on reliable evidence of effectiveness.
- Support should be reviewed regularly as part of the Assess Plan Do Review cycle and be adapted or replaced depending on how effective it has been in achieving the agreed desirable outcomes.

Using the Graduated Approach means recognising that there is a continuum of special educational needs and that needs are met through the addition of a range of actions and strategies and increasingly specialist interventions as the level of need increases.

12. Trust Graduated Approach

Within the Trust, we operate a common system known as ‘the graduated approach’ with emerging needs known as ‘cycle 1’, SEND support known as ‘cycle 2’ and for pupils in receipt of an EHCP, ‘cycle 3’.

Where there is an emerging SEND (Cycle 1) academies in the Trust will:

- Complete a Cycle 1 Graduated Approach with parents
- Discuss and record parental information and views
- Record pupil’s views
- Examine data and/or previous school/Health records
- Try strategies for up to 12 weeks

- Review and record the impact of strategies with parents across a range of contexts both at home and at school to understand whether need is contextual/situational and to inform strategies needed

Following the review decide whether to:

- Discontinue Cycle 1 if concerns have been addressed; pupil progress will continue to be monitored through whole school systems
- Maintain at Cycle 1 for a maximum of 1 more term if required
- Consider with SENDCo a move to Cycle 2
- Pupil will be placed on the SEND register if agreed

For pupils placed on the SEND register (Cycle 2) academies in the Trust will:

- Hold a meeting to discuss a pupil's needs and provision requirements with Teacher, SENDCO and parents to determine whether pupil will go on the SEND register
- If agree to place on register, implement a Cycle 2 of Graduated Approach
- Collate and record parent and school view on Summary of Need sheet and record Pupil Voice on graduated approach template
- Refer to the Desirable Outcomes section provided in the Trust SEND Handbook
- Refer to suggested Actions/Strategies section provided in the Trust SEND Handbook
- Produce a SEND Support Plan detailing desirable outcomes, actions and strategies to address need, and provision on graduated approach template
- Implement actions and strategies for up to 12 weeks.
- Review impact of Cycle 2 SEND Support Plan with parents on at least a termly basis on graduated approach template
- If remaining on SEND register write a further SEND Support Plan
- If needs have been addressed, in agreement with parents, remove from SEND register and continue to monitor progress through whole school systems
- If a pupil, despite the academy having taken relevant and purposeful action to identify, assess and meet their special educational needs, has not made expected progress, school should consider, and make if appropriate, a request for EHC needs assessment to the Local Authority.

- If the decision is to apply, the academy should, with the pupil, parent/carer, complete the request and submit all relevant evidence as requested.

For pupils with an Education, Health and Care Plan (Cycle 3) academies in the Trust will:

- Change code on SEND register to indicate pupil has EHC plan in place
- Refer to described outcomes and provision as set out in EHCP
- Outcomes detailed on some EHCPs may require adaptation to provide the termly SEND Support Plan at Cycle 3
- Continue to plan, do, review against the outcomes and provision
- Produce and review a termly SEND support plan using graduated approach Template
- Conduct annual review of EHCP and submit LA Annual Review Report
- Continue to act on external advice from educational and health agencies
- Carry out and review further assessments as advised

13. Supporting pupils with medical needs

The academy recognises that pupils with medical conditions should be supported so that they have full access to the curriculum and wider academy offer. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (Jan 2015) is followed. Specific personalised arrangements are put in place in the academy to support pupils with medical conditions.

14. Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Each Trust school publishes its accessibility plans within its Local Offer/SEND Information. These can be found on each school's website.

15. Admission to a Trust academy

The Trust Admissions policy sets out the arrangements on how to apply and for allocating places. Furthermore, it sets out how to appeal against a decision not to offer a child a place. All pupils whose EHC plan names the school will be admitted.
When pupils with identified SEND are admitted to the school via the Admissions Policy, the SENDCo in liaison with the class teacher will ensure that provision is made in line with the Trust and academy SEND Policy.
For full details, see the Trust Admissions Policy – https://enquirelearningtrust.org/key-information/admissions

16. The Enquire Learning Trust SEND Offer for academies

The Enquire Learning Trust offers advice, guidance, support and training to academy staff in effectively meeting the needs of pupils with SEND. This is a comprehensive offer and includes the deployment of a high level of expertise from the central team, and the utilisation of the collective expertise and experience that resides within the Enquire Learning Trust academies.

This framework of SEND support includes a core central team of:

- A SEND Trustee – Trust Governance
- Director of SEND – Trust Leadership team
- SEND Officer – SEND development
- Vulnerable Pupils Officer – Safeguarding and Wellbeing
- SEND Support Team - three SEND Leads who work across our three hubs
- Embedded Educational Psychologist team

The Trust SEND offer includes:

- Advice, support and guidance from the commissioned Educational Psychology Service (EPS) that provides both Trust level input and an EP to each academy.
- A comprehensive CPD programme that includes:

- Termly SENDCo network days and SENDCo hub days
- A range of training opportunities for school staff throughout the year
- Programmes in place for succession planning e.g., an Aspiring SEND Leads course and a Leadership Course.
- A bespoke offer by request of academies

- A Resource Base Collaborative which provides regular networking ensuring all staff have access to quality continuous professional development

- A SEND Collaborative that fosters a solution focused approach to meeting the needs of pupils with SEND. The team provide a weekly opportunity for academies to bring individual pupil cases to the collaborative. This provides a framework to engage in reflection and to think and plan proactively about what might be the best strategy in a given situation.

- Academy staff are able to book a 'helpful conversation': 1:1 session with an Educational Psychologist, to explore individual, group or whole class issues in relation to pupils with SEND. Furthermore, they can discuss other issues for example, a teaching or pedagogical issue or discuss a specific tool, model or approach.

The SEND offer available to academies is set out in the Enquire Learning Trust SEND Handbook, this is a useful toolkit for all academy practitioners and leaders.

17. Complaints Procedure

The Trust aims to meet its statutory obligations when responding to complaints from parents of pupils at our academies, and others.

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person or panel, where necessary
- Address all the points at issue and provide an effective and prompt response

- Respect complainants' desire for confidentiality
- Treat complainants with respect and courtesy
- Ensure that any decisions we make are lawful, rational, reasonable, fair and proportionate, in line with the principles of administrative law
- Keep complainants informed of the progress of the complaints process
- Consider how the complaint can feed into academy improvement evaluation processes

We try to resolve concerns or complaints by informal means wherever possible. Where this is not possible, formal procedures will be followed.

The Trust or one of its academies will aim to give the complainant the opportunity to complete the complaints procedure in full.

To support this, we will ensure we publicise the existence of this policy and make it available on the school website.

Throughout the process, we will be sensitive to the needs of all parties involved, and make any reasonable adjustments needed to accommodate individuals.
Please see Trust website for full details - https://enquirelearningtrust.org/key-information/policies