



SEND Policy

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SEND Policy

1. INTRODUCTION

- 1.1 The Sovereign Trust provides a broad and balanced curriculum for all children. The educational provision reflects the individual's strengths and needs which are broad and diverse. The pupils work towards and within the Foundation Stage Curriculum and the National Curriculum, which are differentiated to reflect the child's needs. Strategies are employed to take account of the child's style and pace of learning. All children are enabled to participate effectively in learning and assessment activities by removing barriers to learning as far as possible. The Trust caters for children from the Early Years Foundation Stage through to 19 young people with various special needs.
- 1.2 The staff at each academy work within a multi-disciplinary team to meet the needs of the pupils. This includes Teachers, Special Teaching Assistants and other professionals such as physiotherapists, Occupational Therapists, Speech and Language Therapists, School Nurses, an Educational Psychologist and Peripatetic Services for pupils with sensory impairments. In addition, we always work very closely with the parents/carers of our pupils.

2. AIM AND OBJECTIVES

- 2.1 The aims of this policy are:
- to create an environment that meets the special educational needs of each child; to endeavour to remove barriers to pupils' learning;
 - to ensure that the special educational needs of children are identified, assessed and provided for; to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs; to ensure that parents are fully informed and are able to support their child's education;
 - to promote high-quality opportunities for all pupils (refer to the section on educational inclusion).
 - To ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
 - To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress in their abilities.
 - To recognise and record pupils' strengths and successes to encourage a positive self-image.

- To ensure that staff with management responsibility and individual members of staff accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.
- To strengthen the education provision across the Sovereign Trust academies. This will be achieved by combining and developing expertise at all levels to secure the best possible outcomes for learners, helping each child and young person succeed through a challenging curriculum.
- The Trust will be outward looking to support the needs of SEND learners and providers

3. DEFINITIONS

3.1 Children with special educational needs and disabilities have learning difficulties that require special provisions to be made for them.

3.2 Children have a learning difficulty if they:

- have 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 schools within LA or

are under compulsory school age and fall within the definition at (a) or (b) above or would do so if the special educational provision was not made for them.

4. SPECIAL EDUCATIONAL PROVISION MEANS:

4.1 For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

4.2 For children under two, educational provision of any kind. Ref Education Act 1996 Section 312.

5. ADMISSIONS

5.1 The Education Department refers children for admission to the relevant school/academy following recommendations by the Moderating Panel or by the Multi-Professional Advisory Panel (MAP). The Moderating Panel meets monthly and comprises the SEN Assessment Officer, Educational Psychologist and representatives from the special primary schools, Preschool Service and Health Authority. The request for admission will either be for a twelve-week assessment period or will be the result of previous assessments which have resulted in the issuing of an Education Health and Care Plan (EHCP), which will recommend a placement at a school/academy in The Sovereign Trust, following full consultation with parents and professionals.

5.2 When a recommendation for a child to come to one of our schools/academies is received by the Headteacher, the request is considered carefully to ensure that we are the most appropriate provision to meet the pupil's specific needs. Following this, the parents and child are invited to visit the school. Admission normally follows as soon as practicable, depending on available places and the parent's wishes.

5.3 Placements for children of preschool age are arranged on a sessional basis in consultation with the parents and the staff, building up to 5 half-day sessions. School age children are admitted full-time but may be offered a "settling in" period on a sessional basis if this is thought to be in the child's best interest.

6. INCLUSION GUIDANCE

6.1 The SEN and Disability Act 2001 amends the Education Act 1996 and strengthens the right to mainstream education for children with an EHCP, and it seeks to enable more pupils who have SEND to be included successfully within mainstream education. The change signals that where parents want a mainstream education for their child, everything possible should be done to provide it. Likewise, their wishes should be considered when parents want a special school place. The new framework for inclusion requires that:

- pupils with special educational needs but without an EHCP must be educated in mainstream schools except in exceptional circumstances;
- pupils with an EHCP must be educated in a mainstream school unless this is against the wishes of the child's parents or is incompatible with providing efficient education for other children.

7. PRINCIPLES OF THE CODE OF PRACTICE

- Children with SEND should have their needs met.
- The SEND of children will normally be met in mainstream schools or early education settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation stage and The National Curriculum.

(Procedural Guidance to Schools 2010)

8. TRANSPORT

Transport arrangements are currently organised by the Education Department (SEN) and LA Transport Provision (TTP.) for pupils if parents wish their child to be transported to and from school. This applies to children who live more than two or three miles (depending on the age of the pupil) from the academy

they attend or those who may live under two or three miles away but have a physical disability. (Pupils from other boroughs might have transport provided by their borough.)

9. EDUCATIONAL INCLUSION WITHIN THE SOVEREIGN TRUST

9.1 We aim to offer excellence and choice to all our children, whatever their abilities and needs. We have high expectations of all our children. We aim to achieve this by removing barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning
- acquire, assimilate and communicate information at different ages
- need a range of different teaching approaches and experiences

9.2 Staff respond to children's needs by:

- Differentiating the curriculum and its delivery, ensuring that the children understand the relevance and purpose of learning activities.
- Enabling children to experience success and achievement.
- Using a range of strategies to meet children's individual needs. Providing lessons which have clear learning objectives and using assessment to inform the next stage of learning.
- Writing Individual Education Plans, which employ a small steps approach of finely graded targets and attainments. These are shared with parents and take into account parents' views.
- Writing Individual Behaviour Plans to support children in adapting their behaviour to enable access to learning activities effectively and safely.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning and physical and practical activities.
- Reviewing Individual programmes at least termly.

10. EDUCATIONAL INCLUSION WITHIN MAINSTREAM SCHOOLS/ACADEMIES

- 10.1 If it is believed that a pupil would benefit from a mainstream placement, an inclusion programme is established in agreement with parents and staff from the "host" school.
- 10.2 This includes sessional, supported placements in the pupil's local mainstream school. These sessions will be assessed, and if appropriate, the sessions will be increased to include opportunities for the pupil to attend school independently.

11. IDENTIFICATION AND ASSESSMENT

- 11.1 Children referred to one of the academies for formal assessment will normally have passed through the initial stages of a graduated response as suggested by the Code of Practice either within a nursery/school environment or through the involvement of one of the support services if the child is under school age. In addition, a child may be referred directly from the Health Authority to the LA, who would then consider the most appropriate placement.
- 11.2 The information provided by the records of the initial involvement will form the basis of our assessment, along with discussions with the parents. A multi-disciplinary team will be involved with the assessment, and we will liaise with parents to gain an overall view of the child.
- 11.3 Assessment will be carried out within various settings, individual and small group teaching using the School Curriculum, the Foundation Stage Curriculum and the National Curriculum as appropriate. Various developmental and diagnostic schemes are used according to the age and needs of the child.
- 11.4 At the end of the assessment period, which is usually 12 weeks, the LA make a request to the school for their professional evidence comprising a full and detailed report on developmental levels, levels of attainment, areas of strength, areas for development and recommendations regarding the type of provision required to meet the child's needs. All other professionals, including the Educational Psychologist, will also submit reports. The views of the parents will also be sought, and information will be shared.
- 11.5 Following the assessment period, the LA may issue an EHCP. An EHCP is a document which describes the child's special educational and non-educational needs. It also states how these needs will be met. The LA will recommend that an EHCP be issued if the child requires additional support that can reasonably be provided within the resources normally available in mainstream schools. The first EHCP that is sent to parents and schools is usually in draft. Parents must be informed at this stage that if they are in disagreement with it:
 - They have 15 days to make representations to the LA to request a meeting with an officer of the LA to discuss the contents of the EHCP

- Within 15 days of meeting an officer, the parents may make further representations or, if they disagree with any part of the assessment, require further meetings to be arranged with appropriate people in the LA to discuss the advice given
- Within the final 15 days from the last meeting, the parents can make further comments to the LA
- Parents must also be informed of the availability of Parent Partnership service. (Code of practice P114 section 8:105)

12. ANNUAL REVIEWS

- 12.1 The LA is responsible for maintaining pupils' Education, Health and Care Plans (EHCP), and the school must make arrangements to review each child's EHCP at least annually to ensure that it still reflects the child's needs.
- 12.2 The annual review considers the progress made and sets targets for the following year. Parents receive a copy of the report before the meeting and are asked to submit their views. Following the recommendations of the annual review, the LA and school/academy will decide whether they should make any changes to the EHCP and the provision required to meet the child's needs.
- 12.3 The annual review should aim:
- To assess the child's progress towards meeting the objectives specified in the EHCP and collate necessary information to support the child.
 - To review the special provision made for the child, including the appropriateness of any special equipment provided within the curriculum context. Reports should be provided stating the child's current level of attainment.
 - To consider the appropriateness of the EHCP in the light of the child's attainment over the previous year and to consider the continuing appropriateness of the provision
 - To consider if it is still necessary to maintain the EHCP and, if so, to set new targets for the coming year (Code of Practice P122 Section 9:7)

13. PARTNERSHIP WITH PARENTS

- 13.1 At our schools and academies, we work closely with parents, liaising and having ongoing dialogue to support their children. Partnership with parents is key in promoting a culture of cooperation between parents, the school, other professionals and the LA. For example, parents are provided copies of EAPs and behaviour support plans and can discuss them.
- 13.2 All parents of children with special educational needs should be treated as partners. They should be supported to be able and empowered to:

- Recognise and fulfil their responsibility as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement to the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision (Code of Practice 581/2001 Section 2:2)

14. STAFF AND PARTNERSHIP WITH OUTSIDE BODIES

- 14.1 Staff receive ongoing training from a variety of sources: Online, LA, neighbouring LAs, visiting speakers, education consultants, and medical staff, and through the dissemination of information by staff who have attended courses on an individual basis
- 14.2 Specialist educational support services come into school to work with individual pupils and to advise staff on relevant approaches and strategies, e.g. Speech Therapy service.
- 14.3 Parents are encouraged to play an active part in school life by helping in the classes or involvement with our Parent, Staff and Friends Associations. In addition, we have parent representatives on our Board of Directors and Advisory Committees.
- 14.4 We encourage links with other schools and currently have associations with many schools across the Greater Manchester region and wider links through RSC involvement.
- 14.5 All our schools and academies have ongoing professional links with health, social and education welfare services to meet pupils' needs.

15. DESTINATIONS AFTER ATTENDING THE SOVEREIGN TRUST

- 15.1 The Trust's ethos and vision focus on every child being equipped for the world after leaving the Trust with life skills and an onward destination of a supported internship, an apprenticeship, a college or a job placement.

16. THE ROLE OF THE BOARD OF DIRECTORS

- 16.1 The Board of Directors has due regard to the Code of Practice for SEND when carrying out its duties.
- 16.2 The Board of Directors will endeavour to secure any additional provision required to meet the identified needs of the children at The Sovereign Trust.
- 16.3 The Trust report annually to parents on the success of the Trust's policy on SEND.

- 16.4 The Board of Directors has identified a Director from the board responsible for SEND provision and policy.

17. COMPLAINTS PROCEDURE

- 17.1 We work in close partnership with parents and encourage good relations. However, if a parent has a complaint which they feel has not been adequately dealt with by the Headteacher, we have a complaints policy which outlines the necessary procedures for parents to follow. A copy of this is readily available in the academies or on the trust website.