



Mid-Trent
Multi Academy Trust

SEND Policy

Mid-Trent Multi Academy Trust

Colwich CE Primary School

St. Andrew's CE Primary School

St. Peter's CE Primary School

Approved by: Mid-Trent MAT Board of Directors **Date:** 05.12.19

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Next review due by: Autumn Term 2020

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities	3
5. Graduated Response.....	4
6. SEN information report.....	5
7. Monitoring arrangements	5
8. Links with other policies and documents	6

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1. Aims

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher and the SENCo, all other members of staff, both teaching and support staff, have very important day-to-day responsibilities.

At Mid-Trent Trust Schools, our aim is to raise the aspirations, expectations and progress leading to achievement for all pupils with SEND.

We aim to:

- ensure access to the curriculum for all pupils
- operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- identify and provide for pupils who have special educational needs and additional needs, including the use of outside agencies and support services
- work within the guidance provided in the SEND Code of Practice
- develop and maintain partnership and high levels of engagement with parents
- provide support and advice for all staff working with special educational needs pupils
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCo

The SENCo for:

- Colwich CE Primary is Alison De Ste Croix
- St Andrew's CE Primary is Lisa Yewdell
- St Peter's CE Primary is Alison De Ste Croix

The SENCo will:

- Work with the SEND 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise 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, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

4.2 The LGB SEND Governor

A LGB SEND governor sits on each Local Governing Body (LGB). The LGB SEND governor for :

- Colwich CE Primary is -
- St Andrew's CE Primary is Graham Tague
- St Peter's CE Primary is Toni McCarroll

The LGB SEND governor will:

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

4.3 The headteacher

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Report termly to their LGB and the Board of Directors about SEND provision in their school

4.4 Class teachers

Each class teacher is responsible for:

- 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 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

5. Graduated Response

STEP 1 – Whole School Support

- High quality teaching which is differentiated and personalised by, or under the

- direction of, the class teacher to meet the diverse needs of all learners
- Assessment and monitoring in line with whole school assessment policy
- Parents/carers may raise concerns about their child's progress

STEP 2 – Progress Concerns

- The pupil's previous school or Early Years Setting may raise concerns
- Where staff have evidence that certain children are still not making adequate progress despite differentiated teaching and interventions, teaching staff may make a referral to the SENCo, clearly indicating previous interventions

The Code of Practice describes 'adequate progress' as:

- Progress which is similar to that of peers starting from the same baseline
- Matches or betters the child's previous rate of progress
- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider

Procedures for referral:

- Class teachers report concerns to the SENCo
- Short-term catch-up intervention delivered
- Progress reviewed

STEP 3 – Intervention through graduated support

Once a potential special educational need is identified four types of action will be taken to put effective SEND support in place, consulting with parents/carers/pupils as appropriate

- Assess
- Plan
- Do
- Review

Specialist services and teachers with specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults involved in the pupil's learning. Individual pupil progress at SEND Support level will be monitored in line with the whole school assessment policy.

STEP 4 – Request for Statutory Assessment

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education and Health Care Plan (EHCP) will be started by the SENCo in conjunction with the parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Staffordshire Local Authority. However having a diagnosis does not necessarily mean that a child needs an EHCP plan.

6. SEND information report

Please see the school's online SEND information report.

7. Monitoring arrangements

This policy and information report will be reviewed by the MAT (Mid-Trent Multi Academy Trust) SEND group **every year**. It will also be updated if any changes to the information are made during the year.

The Director

It will be approved by the MAT board.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour Policy
- Equality Policy
- Anti-bullying Policy
- Supporting Pupils with Medical Conditions

Date policy first agreed by Staff and Governors: 13.12.18

Date of last policy review: November 2019

Date of next policy review: Autumn 2020

Signed: Paul Hayward...(CEO)

Signed: David Clay (Mid-Trent MAT representative)

Date: Dec 2019