



Mid-Trent  
Multi Academy Trust

## Special Educational Needs Policy

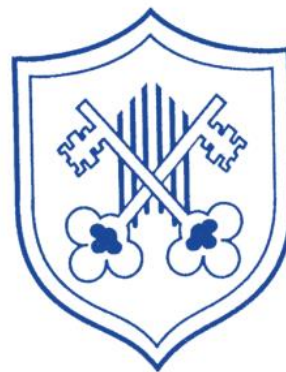
December 2021



St Andrew's CE  
Primary School



Colwich CE Primary  
School



St Peter's CE Primary  
School



Flourish Early  
Education



## Document Control Information

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Version History				
Version	Date	Detail	Author	Key Changes
1.0	13-12-18	Initial	MAT	New Policy
2.0	November 2019		Paul Hayward	No changes
3.0	23-09-21		Paul Hayward	<ul style="list-style-type: none"><li>All references to Local Governing Bodies (LGBs) now changed to Local Academy Committees (LACs)</li><li>SENCo now known as SENCo (Inclusion Lead) to reflect to new Inclusion post within the Trust</li><li>Inclusion Lead's job description replaces section 4.1 Roles and Responsibilities for the SENCO.</li></ul>

Approval History			
Version	Approver	Date	Included in the minutes of
1.0	MAT Board	13/12/18	MAT Trust Board Meeting of 13th December 2018
3.0	MAT Board	23/12/21	MAT Trust Board Meeting of 23 <sup>rd</sup> December 2021

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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 Local Academy Committee, the Headteacher and the SENCo (Inclusion Lead) , 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 (Inclusion Lead)**

At Mid-Trent MAT an Inclusion Lead is employed to oversee SEND practice within the Trust. They are a qualified SENCo They are employed to ensure:

- Strategic direction and development of SEN Provision in each Trust school (with the support of, and under the direction of the CEO and the Leadership Forum)
- Exercise a key role in assisting colleagues with the strategic development of SEN policy / provision;
- Support all staff in understanding the needs of SEN pupils and ensure the objectives to develop SEN are reflected in school development plans;
- Monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- Analyse and interpret relevant school, local and national data and advise colleagues on the level of resources required to maximise achievement;
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

#### **Teaching and Learning**

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEN;
- Work with colleagues to develop effective ways of bridging barriers to learning through:
  - assessment of needs;
  - monitoring of teaching quality and pupil achievement;
  - target setting, including IEPs;
  - developing a recording system for progress.
- Collect and interpret specialist assessment data to inform practice;
- Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies;
- Work with colleagues to ensure all pupils' learning is of equal importance and that there are realistic expectations of pupils;

- Consider the range of teaching strategies/equipment that could be utilised for pupils requiring specialist provision.

### **Leading and Managing**

- Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings;
- Contribute to the appraisal process for identified staff;
- Advise on and contribute to the professional development of staff, including whole school/Trust INSET provision;
- Provide regular information to the CEO and Leadership Forum on the evaluation of SEN provision and the impact on improving outcomes.

### **Monitoring, Assessment, Planning and Tracking**

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports;
- To oversee the writing and regular review and updating of Individual Education Plans;
- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child;
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils;
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom;
- To use data generated by school assessments effectively to inform future pupil progress.

### **Communication and Reporting**

- To write reports for parents on the pupils receiving specific teaching;
- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the IEP, and to be proactive in communication about these issues;
- To make recommendations to parents concerning the use of external agencies for identifying SEN.

### **Professional Knowledge and Development**

- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies;
- To participate in INSET provided by the School/Trust and where appropriate to lead INSET on SEND issues;
- To ensure that the Trust's Health and Safety Policy is followed.

### **Other professional requirements**

- Support annual reviews and attend / chair when necessary;
- Liaise with other school SENCOs as required.

## **4.2 LAC SEND Governors**

LAC SEND governors sit on each Local Academy Committee (LAC). The LAC SEND governor for :

- Colwich CE Primary is Jackie Hargreaves

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

Each LAC SEND governor will:

- Help to raise awareness of SEND issues at local academy committee 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 (Inclusion Lead) 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 (Inclusion Lead) 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 LAC 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 (Inclusion Lead) 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 (Inclusion Lead)
- Two six-week intervention programmes are 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 (Inclusion Lead) 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.

<b>St. Andrew's CE Primary School, Weston</b>	<a href="https://www.st-andrews-weston.staffs.sch.uk/school-information/send-equality/">https://www.st-andrews-weston.staffs.sch.uk/school-information/send-equality/</a>
<b>St. Peter's CE Primary School, Hixon</b>	<a href="https://www.st-peters-hixon.staffs.sch.uk/key-information/sen/">https://www.st-peters-hixon.staffs.sch.uk/key-information/sen/</a>
<b>Colwich Primary School</b>	<a href="https://www.colwich.staffs.sch.uk/school-information/send-equality/">https://www.colwich.staffs.sch.uk/school-information/send-equality/</a>

## 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.

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 for Learning Policy
- Equality Policy
- Anti-bullying Policy
- Supporting Pupils with Medical Conditions

## 9. Publication and Review

This policy is made available to parents/carers through publication on the school website and available to staff and LAC members through publication on the Mid-Trent MAT Policies Hub.

This policy is scheduled to be reviewed **annually** or more frequently if guidance or provision undergoes significant changes.

This policy as last reviewed on 23.09.2021 by Paul Hayward, CEO and Headteacher on behalf of Mid-Trent MAT.

Policy presented and approved by the MAT Board of Directors on 23.12.2021.

Policy due for review on, or before, 23.12.2022.