



CORE
EDUCATION
TRUST

SEND Policy

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Monitoring & Review	Education - Annually	

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1 Aims

1.1 All schools within the Trust share common values and an ethos that every child matters. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

1.2 Each school within CORE Education Trust shall ensure that:

- the special educational needs of students will be addressed and student will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- it has a Special Educational Needs Co-ordinator (SENCo). The SENCo will maintain and regularly review the SEN record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual students, to implement strategies suggested by the SENCo and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEN engage in the activities of the school alongside students who do not have SEN.

1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

1.4 This policy also has regard to:

- The Equality Act 2010, particularly the duty to make reasonable adjustments and eliminate discrimination;
- The Data Protection Act 2018 and UK GDPR regarding the processing of SEND-related personal data; and
- Working Together to Safeguard Children (2018) and Keeping Children Safe in Education.

2 Definitions

- 2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A Child or Young Person will 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 that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools
- 2.4 The school operates a graduated approach to SEND support, comprising four stages:
- 2.4.1 Quality First Teaching: All students receive high-quality, differentiated teaching that meets the needs of all learners. This includes differentiated learning objectives, activities and outcomes; flexible grouping arrangements; use of varied teaching styles and resources; regular assessment and feedback; and classroom environment adaptations.
- 2.4.2 SEN Support: Additional or different provision for students who require support beyond quality first teaching. This includes targeted interventions delivered by trained staff; specialist resources and equipment; modified curriculum access; and regular monitoring and review (minimum termly).
- 2.4.3 Specialist Support: Involvement of external professionals to provide specialist assessment, advice or intervention. This may include educational psychologist assessment; speech and language therapy; occupational therapy; and specialist teaching services.
- 2.4.4 Education, Health and Care Plan (EHCP): Statutory provision for students with the most complex needs requiring coordinated support across education, health and social care.

3 Roles & Responsibilities

- 3.1 The implementation of this policy will be monitored by the local governing body of the school and remain under constant review by SENCo.
- Each school will appoint a governor with responsibility for SEN. The SEN Governor will raise SEN issues at governing board meetings; monitor the

quality and effectiveness of SEN provision within the school and work with designated senior leaders to develop the SEN policy and provision.

- The Headteacher will work with the SENCO to develop the SEN policy and provision within the school. The Headteacher has overall responsibility for the provision and progress of learners with SEND.
- The SENCo will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Class teachers are responsible for the progress and development of every student in their class and will work with the SENCo and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any student with SEND.

3.2 The school will work in partnership with students teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parents of SEN students will be able to discuss the needs of their child with their child's tutor/Head of Year or the SENCo.

4 Identification & Assessment of SEN

4.1 Information about previous special educational needs will usually accompany students upon entry to the school and this will be used by the SENCo to make sure appropriate provision is continued.

4.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before students start at the school. If necessary a strategy sheet will be drawn up for each student with SEN.

4.3 The school is committed to early identification of SEND through comprehensive transition arrangements with feeder settings; baseline assessments on entry; regular progress monitoring; staff training in SEND identification; and parental and student voice mechanisms.

4.4 The assessments taken by students upon entry may include CAT4, NGRT, GL Pass, GL transition progress tests in English, maths and science.

4.5 The school recognises four broad areas of need as defined in the SEND Code of Practice: communication and interaction (including autism spectrum conditions); cognition and learning (including specific learning difficulties); social, emotional and mental health difficulties; and sensory and/or physical needs.

- 4.6 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by Heads of Department. If a student has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a student whose special educational needs are not met through adaptive teaching, then the class teacher will work with the student setting clear targets and providing greater support. If the situation improves then no further action is needed. If there is no improvement the SENCo will be informed.
- 4.7 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents, and the student, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A support plan will be drawn up by the SEN team with copies shared with all staff concerned with the student's progress.
- 4.8 If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENCo, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress then internal support will be implemented in accordance with paragraphs above.
- 4.9 In all cases, where internal support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' knowledge and information and strategies for support shared with all staff.
- 4.10 If there are no concerns regarding the student's academic progress then the school will ensure appropriate support continues in the classroom and interventions are put in place if appropriate.
- 4.11 Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.
- 4.12 All staff teaching students on the SEN record will be made aware of the individual needs. Heads of Department and the Special Needs team will help teachers when required to develop strategies to support access to the curriculum and ensure that appropriate resources are available as part of the school's Professional Development Programme.

5 Reviewing

- 5.1 All students regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure

that progress is made. These are recorded using Individual Education Plans (IEPs) and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCo may refer to a specialist services such as an Educational Psychologist.

- 5.2 If a student has an Educational Health Care Plan an annual review is held in accordance with legal requirements.
- 5.3 If, as a result of appropriate progress, a student is removed from the SEN record, the student will continue to be monitored through the school's structured reporting programme by the Heads of Department.

6 Complaints and Disputes

- 6.1 Parents with concerns about SEND provision in school should first discuss concerns with their child's class teacher; arrange a meeting with the SENCO if issues remain unresolved; and meet with the Head Teacher if necessary.

7 If informal resolution is unsuccessful, parents may use the school's formal complaints procedure.

This policy should be read in conjunction with:

- SEN Information Report (updated annually)
- Equality Policy & Objectives
- Accessibility Plan