



DRET Special Education Needs Policy

Introduction

This policy is based on the Children and Families Act 2014, the SEND Code of Practice 2015 and accompanying regulations.

The trust will review this policy at least every year. The policy will be promoted and implemented throughout the Academy.

At the David Ross Education Trust we believe that every pupil/student is an individual and so therefore has unique needs. We also believe that every teacher is a teacher of every child or young person including those with special educational needs.

A student has special educational needs if he or she has a learning difficulty or disability that require additional support, that is, different from or additional to pupils/students of the same age.

In implementing this policy, the Trust believes that students will be supported to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some students, the Trust believes that much can be done to overcome them by parents and carers, staff and students working together.

Policy			
Version	Date Approved by Trustees	Date Released to Academies	Next Review Date
V1.0	28 June 2016	1 September 2016	January 2018

1. Purpose

- To ensure the identification of all students requiring SEN provision as early as possible in their academy career
- To ensure that all students have the right to achieve their maximum academic and social potential
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To ensure that parents and carers of SEN students are kept fully informed of their child's progress and attainment
- To ensure that SEN students are involved, where practicable, in decisions affecting their future SEN provision
- To ensure that all staff are made aware of the Academy's duties in respect of students with SEN
- To provide support and advice for all staff working with special educational needs pupils/students.

2. Identifying Special Educational Needs

2.1 A student has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for students of the same age in other schools within the local authority
- Is under compulsory school age and falls within the definition in the first two bullet points, or would do so if special educational provision was not made for the student.

2.2 Students must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

2.3 The SEND Code of Practice identifies four broad areas of need:

- **Communication and interaction**

This includes children who have speech and language difficulties and also those identified as having an Autistic Spectrum Disorder (ASD).

- **Cognition and learning**

This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may effect on or more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.

- **Social, emotional and mental health difficulties**

This can manifest themselves in many different ways, for example a child or young person may become withdrawn or they may display very challenging and disruptive behaviour.

- **Sensory and/or physical needs**

This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).

2.4 As a Trust we identify the needs of pupils/students by considering the needs of the whole child or young person which not only includes the special educational needs of the pupil but also other defining factors that could impact on progress and attainment, for instance, attendance and punctuality; health and welfare; being a looked after child.

3. A Graduated Approach to SEN Support

3.1 Our academies use a graduated approach when supporting students who have been identified as having a special educational need. Initially, the use of high quality teaching that has been differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of good quality first teaching.

3.2 The SEND Code of Practice 2015, sets out a two stage approach when recording a pupil has been placed on the SEND support document.

3.3 SEND Support:

The class teacher has initial responsibility of this and will ensure that parent are regularly kept informed if their child is experiencing difficulties. Pupils/students whose needs are not easily met through normal classroom differentiation will undergo in-house assessment to draw up a support plan supported by the SENCO.

3.4 Education Health and Care Plan:

This stage is identified by the code, as where the LEA takes the lead in assessing pupils and providing/reviewing EHCs.

3.5 In line with the 2015 Code of Practice academies follow the 'Assess, Plan, Do Review' approach.
Assess

3.6 A class/subject teacher, working with the SENCO will carry out a clear analysis of the pupils' needs, using a variety of evidence including, the teacher's assessment and experience of the pupil and their previous progress and attainment. Academies will also take into account information provided by external agencies and parental/carer concerns.

Plan

3.7 Where it is decided to provide a pupil with SEND Support, the parents will be notified. The SENCO will agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

3.8 Do

The class/subject teacher should remain responsible for working with the child or young person on a usual basis. If interventions are required for small group work or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

3.9 Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of support and interventions should be evaluated, along with both parental and pupil views. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

3.10 Where pupils/students do not make adequate progress, despite additional provision at SEN support, the academy will seek advice and involvement from external support services.

3.11 If deemed appropriate, after relevant evidence has been collected, the academy and/or parents may decide to request that the Local Authority undertakes a statutory assessment. This may lead to a pupil being provided with an Education, Health and Care Plan.

3.12 The SENCO is responsible for providing support, monitoring and ensuring that pupils with Education, Health and Care Plans receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as before.

4. Criteria for exiting the SEND record

4.1 SEND records/register are to be regularly updated. The document is a working document. Once a pupil has made expected progress they can be removed from the SEND record/register and parents will be informed.

5. Supporting pupils and families

5.1 Parents/carers will be able to find additional support and information using the Local Authorities local offer. The SENCO will signpost parents/carers to the appropriate site if applicable/upon request.

5.2 All academies provide detailed information of support available, this document, the SEN **Information Report** is published on the academies website.

5.3 SEN support includes the planning and preparation between phases of education and preparation for adult life. To support transition, the academy will share the relevant information with the school, college or other setting that the child or young person is moving to. Parents will be informed of the information that is passed between the organisations.

6. Admissions

6.1 The admissions criteria should not discriminate against students with SEND. The admission of students with an Education, Health and Care Plan or a statement of Special Educational Needs which names the Academy falls outside the usual admissions process. Those students will be admitted in accordance with the provisions of the Academy's funding agreement.

6.2 The governing body has due regard for the practice advocated in the Code of Practice 2015. The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan

7. Access Arrangements

7.1 The David Ross Education Trust follows national guidance about supporting children and young people in regards to access arrangements. This is overseen by the Senior Leadership Team within the academies.

8. Supporting pupils at school with Medical Conditions

8.1 The trust recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case academies will comply with its duties under the Equality Act 2010.

8.2 Some pupils with medical conditions may have SEN and may have a statement, or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2015, is followed.

9. Training

9.1 The SENCO, in liaison with the Senior Leadership Team of the academy meet on a regular basis to discuss the needs of the pupils/students. This includes training, resources and additional support where required.

10. Roles and Responsibilities

10.1 The roles and responsibilities of academy staff in relation to SEND can be found in the academies **SEN Information Report** (on the academies website).

11. Accountability

11.1 Academy Principals hold delegated responsibility for discharging the sound application of all Trust policies.

11.2 In accordance with the Trust's terms of reference, the Chief Executive Officer has delegated responsibility for direct line management of Academy Principals and day to day oversight of the Local Governing Body of each Academy.

11.3 Academy Principals should inform the CEO of all matters relating to serious breaches of this policy including any major incident to be addressed under this policy promptly, preferably prior to action being taken insofar as is reasonably practicable.

11.4 The Director of School Improvement will review this policy at least every year and assess its implementation and effectiveness.

11.5 This policy does not form part of any employee's contract of employment. The Trust may alter or adapt this policy, and any components of it, at any time provided it notifies the Chair of the Local Governing Bodies.

12. Resources

12.1 The local governing body must ensure that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.