

1 GREAT ACADEMIES STATEMENT OF INTENT

The Trust ensures that each of its academies are inclusive academies which focus upon the well-being and progress of every child. We believe that the SEN Code of Practice provides a framework to support our commitment to valuing all of our children and young people, tackling issues of disadvantage and underachievement of different groups.

2 OUR AIMS

Our SEN policy and information report aim to:

- Set out how our schools will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Explain what the schools' efforts to achieve the best outcomes for pupils with SEND and disabilities look like in practice.

3 OBJECTIVES

We aim to support all pupils who 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

4 IMPLEMENTATION GUIDANCE – SEND information report

Each school will have its own SEND information report which will cover

- The kinds of SEN that are provided for
- Identifying pupils with SEN and assessing their needs
- Consulting and involving pupils and parents
- Assessing and reviewing pupils' progress towards outcomes
- Supporting pupils moving between phases and preparing for adulthood
- The school's approach to teaching pupils with SEND
- Adaptations to the curriculum and learning environment
- Additional support for learning
- Expertise and training of staff
- Securing equipment and facilities
- Evaluating the effectiveness of SEND provision
- Enabling pupils with SEND to engage in activities available to those in the

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- school who do not have SEND
- Support for improving emotional and social development
- Working with other agencies
- Contact details for raising concerns
- Making and dealing with complaints about SEND provision
- Contact details of support services for parents of pupils with SEND
- The local authority local offer

5. ROLES AND RESPONSIBILITIES

GAET

- Ensures a written SEND policy is drawn up and implemented;
- Requires each academy to produce and publish an SEND Information Report on their website, in line with DfE requirements;
- Requires the academies to comply with their legal duties in respect of pupils with Special Educational Needs.

The SENCO:

- Works with the headteacher and SEND governor to determine the strategic development of the SEND provision in the school in line with the DfE Code of Practice;
- Produces and publishes an SEND Information Report on the school's website, in line with DfE requirements;
- Has day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Is responsible for the planning, development, design, organisation and monitoring of support services for pupils with SEND and school systems/procedures/policies/interventions;
- Has responsibility for developing clear procedures for identifying pupils with SEND, and a 'plan, do, review' model for meeting pupils needs;
- Has responsibility for putting in place appropriate provision to ensure progress of learners with SEND and/or a disability;
- Provides 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;
- Advises on the graduated approach to providing SEND support;
- Ensures there is a coherent map of levels of support and interventions for pupils with different needs and degrees of need;
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Ensures that the school meets the requirements of the Code of Practice in relation to the involvement of pupils and parents in SEND provision;
- Is the point of contact for external agencies, especially the local authority and its support services;
- Leads regular review meetings with parents of pupils with SEND, especially those with EHCPS;
- Liaises with previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;

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- Works with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensures the school keeps the records of all pupils with SEND accurately and that they are up to date and secure;
- Coordinates appropriate training related to SEND and individual pupils' needs for relevant school staff;
- Evaluates the quality of provisions and interventions based on outcomes and feedback;
- Has direct line management responsibility for support staff specifically employed to support children with additional needs, including performance management.

The SEND governor:

- Helps to raise awareness of SEND issues at governing board meetings;
- Monitors the quality and effectiveness of SEND and disability provision within the school and updates the governing board on this;
- Works with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The headteacher:

- Works with the SENCO and SEND governor to determine the strategic development of the SEND provision in the school;
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability;
- Has overall responsibility for ensuring that the academy workforce complies with its legal duties in respect of pupils with Special Educational Needs;
- has overall responsibility for the deployment of the school's delegated budget, top-up funding and other resources to meet pupils' needs effectively.

Teachers:

Each teacher is responsible for:

- Planning to meet the needs of all the pupils they teach;
- The progress and development of every pupil in their classes;
- Differentiating appropriately, using approaches which enable all pupils to be taught effectively;
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- Having an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- 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 that their working practice adheres to Code of Practice by following the SEN policy.

Teaching assistants and other specialist staff for pupils with SEND:

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Each member of SEND support staff is responsible for:

- Supporting identified pupils in full class, small group and individual learning;
- Promoting pupils' independence and employing strategies to recognise and reward achievement of self-reliance;
- Working closely with teachers, the SENCO and other specialist staff to provide appropriate support to identified pupils;
- Working with the SENCO and class/subject teacher to review each pupil's progress and development to influence any changes to provision necessary;
- Contributing to the development and implementation of learning, behaviour and medical plans for individual pupils;
- Being responsible for keeping and updating records as agreed with the SENCO, contributing to reviews of systems and records as requested;
- Liaising sensitively and effectively with parents/carers as agreed with the SENCO and participate in feedback sessions/meetings with parents with, or as directed by, the SENCO;
- Ensuring that their working practice adheres to Code of Practice by following the SEN policy.

6 EQUALITY

Great Academies Education Trust ensures that all pupils have equal access to the full range of educational opportunities provided. We do not discriminate against anyone on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. The Trust's policies acknowledge schools' legal duties under the Equality Act 2010.

7 MONITORING, EVALUATION AND REVIEW

This policy should be read in conjunction with;
 Schools' SEND Information Reports
 Schools' Accessibility Plans
 The Trust's Behaviour Policy
 Equality information and objectives
 The Trust's policy for Supporting pupils with medical conditions

Date

Date for next review

8 SOURCES CONSULTED

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, SEN co-ordinators (SENCOs) and the SEN information report
 This policy also complies with our funding agreement and articles of association.

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