

Special Educational Needs and Disability (SEND) Policy

Contents

1. Introduction	2
1.1 Responsibilities, Approval and Review	2
1.2 Terminology	2
1.3 Application	2
2. Vision.....	2
3. Policy statement	3
4. Principles.....	3
5. Definition of SEND.....	4
6. Working across education, health and care	4
7. Procedures: early years and nursery provision.....	4
8. Procedures: mainstream and specialist provisions.....	5
9. Supporting our academies	6

This policy applies to Futura Learning Partnership ('the trust') as a whole and to all schools in the trust, in accordance with the Equalities Policy of the trust.

This policy describes the trust's policy and provision for pupils with Special Educational Needs and Disabilities (SEND) and has been produced in accordance with the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the trust.

1. Introduction

This policy has been written following the statutory guidance of September 2014 and to reflect the 'Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014)'. It sets out our provision and principles for children and young people with SEND.

It sets out the expectations the Board of Trustees places on all schools in the trust and on joint working with parents/carers, local authorities and health and social care partners of the trust and its schools. These expectations will ensure that the trust and its schools are compliant with both the letter and spirit of SEND reforms and serve to improve outcomes for children and young people.

1.1 Responsibilities, Approval and Review

This policy was agreed by the Board of Trustees in July 2021.

This policy was reviewed by the Strategic Lead for SEND in July 2022.

1.2 Terminology

- The trust means Futura Learning Partnership.
- School means a school within the trust.
- Headteacher means the headteacher or principal of the school.
- CE means the chief executive of the trust.
- Academy Governance Committee (AGC) means the committee of the Board of Trustees to which the trustees have delegated appropriate powers and functions relating to the governance of the school.

1.3 Application

This SEND Policy applies to the trust as a whole and to all the schools in the trust.

2. Vision

The trust is committed to improving outcomes for all pupils/students through providing an appropriate and high quality inclusive education to all members of the Academy community.

The trust places inclusion at the heart of all its provision and seeks to develop a range of inclusive services to support learners with specific needs to ensure they are given the

opportunity to fulfil their potential now and in the future. The trust is ambitious for its schools, pupils and students and believes that with the right support everyone can achieve their best, regardless of their circumstances or background.

3. Policy statement

The trust will:

- Ensure that all trust schools have regard to the views, wishes and feelings of the child and young person with SEND and the child's parents/carers;
- Work closely with and support the local authorities in which each trust school is located to assist them in fulfilling their obligation under Part 3 of the Children and Families Act 2014 and its associated guidance;
- Ensure that each trust school has procedures in place which allows them to fulfil both their statutory duties and support the wider vision and ethos contained in the SEND Code of Practice.

All trust schools will operate within the law:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Equality Act 2010

All trust schools will follow the statutory guidance in full:

- Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014)
- Transition to a new 0-25 special educational needs and disability system (August 2014)

4. Principles

The trust will operate a model in all trust schools for improving outcomes for children and young people with special educational needs/or disabilities. The model is based on 6 principles:

- Quality first teaching
- Prioritising leadership of SEND
- Offering accurate identification
- Effectively tracking progress
- Successfully impacting on progress through effective and evidenced-based interventions
- Improving provision through the development of partnerships

5. Definition of SEND

- A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her;
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - ❖ Has a significantly greater difficulty than the majority of others of the same age, or
 - ❖ Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or over, 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, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

6. Working across education, health and care

The trust and its schools will work jointly with education, health and care bodies and professionals to secure effective outcomes for children and young people in our academies.

Each trust school will cooperate with the relevant local authority(ies) in developing its local offer.

Each trust school will make reasonable adjustments for disabled young people (including the provision of auxiliary aids and services) and will make arrangements to support those with medical needs.

The trust and its schools will work with, local and national providers to secure the services needed to improve outcomes for young people with SEND. These services could include speech and language therapy, physiotherapy, occupational therapy, educational psychology, mental health services, other health and social care professionals.

7. Procedures: early years and nursery provision

The trust will ensure that in its Early Years and Nursery provision, screening procedures are in place to identify children with SEN to ensure early identification and to ensure that they receive the support they need.

In the trust's mainstream provision, children with SEN will be educated alongside children who do not have SEN.

The trust's Early Years and Nursery provision will be supported by a qualified teacher responsible for coordinating SEN provision (the SENCO) who will either be an experienced SENCO or be working towards the prescribed qualification.

We shall inform parents/cares when we are considering making special provision for a child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.

The trust's Early Years and nursery provision shall adopt a graduated approach with four stages of action: assess, plan, do and review as set out in the SEND Code of Practice (5.36-5.46)

In each Early Years setting an annual report on the implementation of this SEND Policy should be prepared and will include:

- Arrangements for the admission of disabled children
- Steps being taken to prevent disabled children from being treated less favourably than others
- The accessibility plan and how it will be improved over time

8. Procedures: mainstream and specialist provisions

Trust schools will screen on entry by assessing a young person's skills and attainment and build on information from previous settings if available.

As part of the screening process the school will consider and evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them. This includes adhering to The Joint Council for Qualifications Community Interest Company and the Standards and Testing Agency annually updated regulations and guidance regarding Access Arrangements, Reasonable Adjustments and Special Considerations. Each school has a duty to explore and provide access to suitable courses of study, submit applications for reasonable adjustments to the relevant organisations and make reasonable adjustments to the services and education provided to SEND children and young people.

All trust schools will have measures in place to accurately identify young people with SEN and will place such pupils on 'SEN Support' in consultation with parents/carers.

In mainstream settings trust schools will ensure that young people with SEN engage in the activities of the school alongside those who do not have SEN, unless a particular provision agreed with the parents/carers and the young person is in place.

Each school will designate a qualified teacher to be responsible for coordinating the SEN provision (the SENCO) who will have or be working towards attaining the National Award in Special Educational Needs Co-ordination.

Trust schools will inform parents/carers when they are making special educational provision for their child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.

Each trust school SENCO will prepare a SEN information Report in accordance with paragraphs 6.79 onwards of the SEN Code of Practice that will be approved by the school's academy governance committee (AGC) and published on the school website. The SEN information Report will set out the details regarding the implementation of this SEND policy in the school.

Each trust AGC will designate a member to take oversight of the school's arrangements for SEN and disability and the outcomes and progress of the children and young people in the school with SEND.

The Headteacher will ensure that all staff in their school accept that SEN is their responsibility and, in particular, that class and subject teachers take full responsibility for the progress of children with SEN whom they teach.

The Headteacher will ensure that the quality of teaching for pupils with SEN and the progress made by those pupils are a core of appraisal arrangements.

Class and subject teachers, supported by the SENCO and senior leadership team, will make regular assessments of the progress for all pupils and identify appropriate actions, particularly for those making less than expected progress given their age and prior attainment.

The Headteacher will ensure that a graduated approach as set out in paragraphs 6.44-6.56 of the Code of Practice is in place for all young people on 'SEN Support'.

After consultation with the parent/carer and the young person the Headteacher and SENCO shall request the relevant local authority initiates an education, health and care needs assessment for any child or young person for whom they believe it is necessary. The SENCO should complete all the necessary paperwork and request assessments in the time schedules given by their local authority.

When a child or young person has an education, health care plan in place the SENCO will organise an annual review and update the plan as appropriate. Targets will be set at least three times a year following ongoing assessment and review.

In our specialist provision all children and young people have an education, health care plan and are referred for a place by the local authority. All children and young people will be given inclusive opportunities where appropriate.

9. Supporting our academies

The Strategic Lead for SEND at the trust is a member of the executive leadership team and works across the trust to support and advise all the schools in the implementation of this SEND Policy and in the improvement of outcomes for all children and young people with SEND.

Trust schools will implement the trust SEND Strategy (March 2021) to ensure a high quality SEND provision is maintained across all the schools.