



SEND Policy

Last Reviewed	October 2023
Reviewed by	Trust Board
Date of Approval	October 2023
Lead responsibility	Director of School Improvement, Secondary
Next Review	October 2024

1 PRINCIPLES

- 1.1 Alban Academies Trust (AAT) policies are designed to support the ethos, aims and vision of the schools within the Trust.
- 1.2 This policy sets out our rationale as the AAT and our broad goals. It defines SEND and clarifies roles and responsibilities in our schools. From Section 5 onwards, the policy sets out the commitments of the AAT regarding: how schools identify whether a child or young person has SEN or a disability which requires SEN provision and how they assess their needs; the provision for children or young people with SEND and how this provision is implemented in schools; and the graduated response. This section will be supplemented by the **SEND Information Report**, which outlines school specific practices, an example template for which is provided in appendix 1 of this policy. The last part of the policy details how this report is monitored and reviewed.
- 1.3 We believe that each child or young person is unique and is entitled to the best possible teaching support and resources to maximise potential. The AAT is committed to providing the conditions and opportunities to enable any child or young person with SEND to be included fully in all aspects of school life.
- 1.4 This policy informs all how children and young people with SEND have access to a full and varied curriculum. It also enables parents, carers and external agencies to work together with our schools so that the needs of children and young people with SEND are fully met.
- 1.5 This policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice (2014, updated 2015) together with the Equality Act 2010.
- 1.6 In line with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010 this policy will enable each school within the Trust to:
 - 1.6.1 identify, at the earliest possible opportunity, barriers to learning and participation for students with SEND;
 - 1.6.2 ensure that every child experiences success in their learning and progresses to their best possible standard;
 - 1.6.3 enable all children to participate in lessons fully and effectively;
 - 1.6.4 value and encourage the contribution of all children to the life of the school;
 - 1.6.5 work in partnership with parents;
 - 1.6.6 work with the Local Governing Board to enable them to fulfil their statutory monitoring role with regard to SEND;
 - 1.6.7 work closely with external support agencies, where appropriate, to support the need of individual students;
 - 1.6.8 ensure that all staff have access to training and advice to support high quality teaching and learning for all students.

2 TRUST ARRANGEMENTS

This policy has been developed at Trust level and therefore covers policy that is relevant and followed by all the schools within the Alban Academies Trust. The appendices contain specific school level documents and detail of any differing procedures if applicable and relevant to this policy.

3 DEFINITIONS

- 3.1 The 2015 Code of Practice states: a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age, this means they have a significantly greater difficulty in learning 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. (2015 SEND Code of Practice: 0 to 25 Years– Introduction xiii and xiv)

- 3.2 A disability is defined as a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities (2010 Equality Act).
- 3.3 Pupils to be included on the SEND Register at SEN Support (K) should include:
- 3.3.1 Children and young people with, or on the pathway to, a diagnosis of a Special Educational Need (SEN) within one of the 4 broad areas of need (Cognition and Learning, Communication and Interaction, SEMH, Physical/Sensory) that significantly impacts on their ability to access mainstream teaching and learning and/or maintain emotional and social wellbeing.
 - 3.3.2 Children and young people who receive formal and ongoing targeted support and for whom the SENDCO is providing regular guidance and strategies to teachers that are over and above high quality teaching (HQT) and reasonable adjustments. (See targeted statements within the Herts Provision Tool for guidance).
 - 3.3.3 Children and young people where external professionals are offering ongoing targeted guidance and strategies that are over and above HQT and reasonable adjustments.
 - 3.3.4 Children and young people who are working significantly below their chronological age and require an adapted curriculum that may involve knowledge and skills from a previous Key Stage.

4 ROLES AND RESPONSIBILITIES

4.1 The Special Educational Needs Coordinator (SENDCO)

The SENDCO is	Ridgeway Academy:	Jill Kitchener
	Sandringham School:	Cib Durrant
	Verulam:	Polly Hart
	Gardens Fields JMI School:	Kathryn Orviss
	Skyswood	Kate McAlister
	Wheatfields Infants' and Nursery School:	Jayne Nicholl
	Wheatfields Junior School:	Laura Jablowski

The SENDCO will:

- 4.1.1 work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in their school;
- 4.1.2 have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children or young people with SEND, including those who have Education, Health and Care Plans (EHCPs);
- 4.1.3 provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that children or young people with SEND receive appropriate support and high quality teaching;
- 4.1.4 advise on the graduated approach to providing SEND support;
- 4.1.5 be the point of contact for external agencies, especially the local authority and its support services;
- 4.1.6 liaise with potential next providers of education to ensure children or young people and their parents are informed about options and a smooth transition is planned;
- 4.1.7 work 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;

- 4.1.8 ensure the school keeps the records of all children or young people with SEND up to date;
- 4.1.9 ensure the SEND Information Report is completed in the summer term to be agreed by the Local Governing Board for publication in September;
- 4.1.10 ensure information for a summative AAT report will be shared at specific calendared data points for presentation at AAT committee meetings.

4.2 **The SEND Governor and Local Governing Board**

The SEND Governor will:

- 4.2.1 help to raise awareness of SEND issues at governing board meetings;
- 4.2.2 monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- 4.2.3 work with the Headteacher, SLT link and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Local Governing Board will:

- 4.2.4 ensure the SEND Information Report is completed and agreed in the summer term for publication in September.

4.3 **The Headteacher**

The Headteacher will:

- 4.3.1 work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- 4.3.2 have overall responsibility for the provision and progress of learners with SEND;
- 4.3.3 ensure the SEND Information Report is completed in the summer term to be agreed by the Local Governing Board for publication in September.

4.4 **Class or subject teachers**

Each class teacher is responsible for:

- 4.4.1 the progress and development of each child or young person in their class;
- 4.4.2 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;
- 4.4.3 working with the SENDCO to review each child or young person's progress and development and decide on any changes to provision;
- 4.4.4 ensuring they follow this SEND policy.

5 **PROCESS**

- 5.1 Children or young people's needs are identified through ongoing assessments by their teachers, and are brought to the attention of the SENDCO if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness. (Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to him or her being recorded as having SEND).

The SENDCO will then work with other staff to investigate this further and may engage the help of external agencies in order to identify the area of need.

- 5.2 Special educational needs may relate to one or more of the following areas of need:
- 5.2.1 communication and interaction;
 - 5.2.2 cognition and learning;
 - 5.2.3 emotional and social development and mental health;
 - 5.2.4 sensory and/or physical needs;
 - 5.2.5 medical conditions.
- 5.3 Special educational provision means educational provision, which is in addition to, and/or different from, the provision made in general for children or young people of the same age in a mainstream school.
- 5.4 Children or young people may have special educational needs at any time during their school career and/or throughout their school career. This policy ensures that curriculum planning and assessment for them takes account of the type and extent of the difficulty they experience.
- 5.5 Some children or young people with disabilities may have learning difficulties that call for special educational provision. However, not all those deemed to be disabled will require this provision. Each child or young person will be assessed by the school as required, and appropriate provision will be made based on their identified needs.
- 5.6 The special educational provision in place should follow the four-part cycle:
- 5.6.1 **Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.
 - 5.6.2 **Plan.** This is likely to involve the SENDCO, working with teachers, to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.
 - 5.6.3 **Do.** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all children or young people; it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.
 - 5.6.4 **Review.** The progress of children or young people who are receiving SEND support will be reviewed regularly within the 'APDR - Assess, Plan, Do and Review' cycle. In the case of children or young people in receipt of High-Needs Funding or those in receipt of an EHCP, we would aim to consult with parents at least 3 times in the year, these consultations will include an annual statutory review. This may form part of the individual school's regularly scheduled meetings with parents as well as their regular tracking processes.
- 5.7 Each AAT school will outline its SEND provision in their SEND Information Report (see Appendix), which forms the basis of what the school and therefore the AAT offers.
- 5.8 Where a child or young person has SEND that can be met with high quality, differentiated classroom teaching, they will be recorded on school specific systems so that all staff are aware of their needs and strategies to support them in the classroom.
- 5.9 When it is felt that a child or young person requires special educational provision, as outlined above, the school will enter their names on their school specific systems as requiring SEND support, will set up targets and will review these termly with parents to review progress.

- 5.10 Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENDCO will follow the statutory guidance on requesting an assessment for an Education, Health and Care Plan (EHCP). An EHCP is a legally binding document which sets out the provision the child must receive to meet their SEND. Each year the school must hold an annual review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews. Children with EHCPs under the 2015 Code of Practice will have clear targets which include both long and short term outcomes, and have their progress reviewed termly with parents by a member of the teaching staff. Yearly targets will be set and reviewed at the annual EHCP review.
- 5.11 Schools will ensure smooth transition at all transition and transfer points to make sure that there is clear communication about SEND.

6 MONITORING AND REPORTING

- 6.1 In order for the AAT to achieve its goals we will ensure that in each school:
- 6.1.1 children or young people's achievements are celebrated and their efforts recognised and rewarded;
 - 6.1.2 advice, guidance and training is offered to other colleagues in the most effective methods of meeting a child or young person's needs;
 - 6.1.3 a child or young person's specific needs are established through the use of specific tests, national tests, standardised assessments and any other appropriate testing, as well as through consultation with feeder schools, parents and the children or young people themselves;
 - 6.1.4 a SEND database will be available to all staff working with the children or young people;
 - 6.1.5 information is published about children or young people with SEND in September each year and updated as appropriate in the SEND Information Report published on school websites (See example template appendix 1);
 - 6.1.6 children or young people of all abilities have equal rights to admission through the AAT schools' admissions policies;
 - 6.1.7 staff work with partner schools and colleagues in other schools, or post 16 providers, to ensure the move is as smooth as possible;
 - 6.1.8 lessons are conducted in a secure, supportive and disciplined manner, with mutual respect evident between teacher and children and young people;
 - 6.1.9 the curriculum is differentiated and accessible to all children and young people;
 - 6.1.10 classwork and homework are set as appropriate to the child or young person's abilities;
 - 6.1.11 in class support is provided, where necessary, for children or young people with SEND within the constraints of resources;
 - 6.1.12 staff set targets for children or young people with EHCPs and those who require a high level of additional support, in consultation with the children or young people themselves and their parents. The targets and their implementation will be reviewed on a termly basis. This would be in addition to their normal consultation evenings;
 - 6.1.13 there is support for small groups of children or young people that require additional support and one to one sessions are provided where appropriate;
 - 6.1.14 extra-curricular activities extend to children or young people with SEND in line with our inclusive policy;
 - 6.1.15 leaders seek to make buildings and facilities accessible to all.

- 6.2 In line with current legislation and as detailed in each school's SEND Information Report each school within the Trust will develop a graduated response procedure which details how individual children or young people will be identified and supported to make progress in school.

7 EVALUATION AND REVIEW

This policy will be monitored and evaluated by the AAT's Trust Board, each local governing body, Headteacher, leadership team and the governor responsible for SEND and SEND staff through:

- 7.1 annual reviews;
- 7.2 monitoring of children and young people's progress against set targets and participation in extracurricular activities;
- 7.3 school consultation meetings;
- 7.4 evaluation and review of special curriculum provision;
- 7.5 internal and external audit.