

EQUITAS ACADEMIES TRUST



EQUITAS
— ACADEMIES TRUST —

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

1. DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND).

- 1.1 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- 1.2 This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.
- 1.3 **SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR** – Each Academy within the Trust has a SENDCo on site.
- 1.3.1 At Aston Manor Academy the SENDCo, Bhupinder Oubhie is an Assistant Headteacher based in the Inclusion Department and member of the Senior Leadership Team. She can be contacted on 0121 359 8108, or emailed bkoubhie@astonmanoracademy.com
- 1.3.2 At Chilwell Croft Academy Ruksana Fazil has responsibility for SEND. Ruksana is Assistant Headteacher and member of the Senior Leadership Team. She can be contacted on 0121 464 3402 or emailed at rfazil@chilwellcroftacademy.com
- 1.4 The SENDCo's work with strong teams in their respective Inclusion Departments. They work with pupils, parents, and teachers and outside agencies to ensure that all needs are met
- 1.5 Equitas Academies Trust strives to support all pupils to achieve their full academic and social potential. In order to do this many steps are taken to support pupils through their learning journey. Quality teaching is vital. Every teacher is a teacher of every pupil. However, for some pupils there are occasions when they need further provision that is different from and additional to that made generally for others of the same age.

2 AIMS

- 2.1 The Trust aims to provide every pupil with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs and Disabilities Code of Practice 2014*.
- 2.2 The Trust's aims are:
- a) To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed, and catered for within the school with high expectations for the best possible progress.

- b) To encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- c) To develop and challenge the full potential of each child, recognising the uniqueness of each individual. We aim to provide a relevant, broad based curriculum within a caring environment in which all pupils can develop towards their full potential, regardless of ability.
- d) To ensure that every pupil is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- e) Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning.
- f) To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their families/carers.
- g) To employ a Special Educational Needs Co-ordinator (SENCo) at both academies who will be responsible for the implementation of the SEND Inclusion Policy.

3.0 LEGISLATION AND GUIDANCE

3.1 This Equitas Academies Trust policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, and the following legislation.

- a) Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- b) The Special Educational Needs and Disability Regulations 2014, (Regulation 51, Schedule1) which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report.

4.0 A Graduated Approach to Equitas Academies Trust SEND Support

4.1 Our approach to SEND support is based on a continuous cycle of the graduated approach. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes.



4.2 Teachers are responsible and accountable for the progress and development of all the pupils in their classrooms, including those who access support from Teaching Assistants or other specialised staff. High quality teaching, including differentiation for individual pupils is the first step in the Trust's response to pupils who may have SEND.

- 4.3 All teachers are regularly observed and reviewed regarding the quality of their teaching and learning of all pupils, including those who are at risk of underachievement. We aim to keep all school staff up to date with relevant ongoing training and developments in teaching practice in relation to the needs of pupils with SEND. We recognise the need to train our entire staff and SEND Governor on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.
- 4.4 The decision to make special educational provision is made by relevant staff and the SENDCo when all available evidence is gathered, including data from any specialised assessments. This will include high quality accurate formative assessment, which is compared to National data and expectations of progress. Additionally, outside agencies may support and advise at this point.
- 4.5 Specialist support and advice is bought into our Academies from outside agencies when a need is identified.
- 4.6 If, after consecutive reviews and monitoring, the pupil has reached the desired outcomes and the teachers assess that the child no longer has any areas of concern, then the pupil will be removed from the SEND register. Pupils presenting with more complex needs will have the support of an Education Health Care Plan and in some cases additional funding. If all professionals and parents/carers agree that the EHC plan and funding to provide the appropriate provision is no longer appropriate and serves no purpose, then it will be ceased after an Annual Review takes place involving all concerned. It will be recorded as a Statutory Assessment with SENAR on behalf of Birmingham City Council.

5.0 TYPES OF NEED AND WHAT THAT COULD LOOK LIKE:

- **Cognition and Learning (C+L)**

Pupils who work at a slower pace than their peers, even with appropriate differentiation.
Pupils with specific learning difficulties, eg Dyslexia, Dyspraxia

- **Communication and Interaction (C+I)**

Pupils with speech, language and communication needs.
Pupils with Autistic Spectrum needs.

- **Social, Emotional and Mental Health difficulties (SEMH)**

Pupils who may experience a wide range of Social and Emotional difficulties which manifest themselves in many ways eg. Attention Deficit and Hyperactivity Disorder (ADHD).

- **Sensory and/or Physical needs**

Pupils who require Special Educational provision for conditions that would otherwise prevent them from accessing educational facilities generally provided. Eg. Hearing Impairment (HI), Visual Impairment (VI).

- 5.1 The Trust operates a 'whole pupil, whole school' approach when considering needs and will include not just those relating to the special educational needs of the pupil

5.2 The Trust also considers individual needs that would not be categorised as SEND but which may impact on progress and attainment. These would include:

- a) Disability (The Code of Practice outlines the 'reasonable adjustment' duty for all settings provided under current Disability Equality legislation – these alone do not constitute SEND).
- b) Attendance and Punctuality (and any underlying cause).
- c) Health and Welfare.
- d) English as an additional language (EAL).
- e) Being in receipt of a Pupil Premium Grant.
- f) Being a Child in Care.
- g) Being a child of a Serviceman/Woman.
- h) Being a child of a Travelling Community.

5.3 REFERRALS - moved from 8.1

All Outside Agencies or other Professional support is organised by the SENDCo/Senior staff/Family Support Worker or the Headteacher. This may be arranged at the request of a parent/carer, or by a teacher. Formal referrals are made which state the concerns and perceived needs of the pupil; the agency will then decide whether they can provide appropriate support and accept or reject the referral. Referrals are made to organisations, for instance Forward Thinking Birmingham (formerly CAMHS), or to support services who gather a number of agencies under one roof to provide multi-agency support for a whole family. For example, Early Help Assessment.

6.0 PARENTAL INVOLVEMENT

- 6.1 Equitas Academies Trust welcomes parental involvement in our pupils' education. We hope that parents/carers will participate as fully as possible in decisions regarding their child's education. We will have regard to the views, wishes and feelings of the pupil and their parents, so that we can facilitate the development of the pupil and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- 6.2 There is open access for parents and carers to speak to, email or visit the key members of staff. Any member of staff can be contacted including the Headteacher. This is the ethos of the Equitas Academies Trust and all our pupils and parents/carers are made aware of it.
- 6.3 The Trust links into the Birmingham Authority Local Offer, and fulfils statutory requirements by publishing our SEN Information Report on our websites – www.astonmanoracademy.com and www.chilwellcroft.bham.sch.uk This outlines the SEND provision in both academies.
- 6.4 Free impartial, confidential information and advice for the Trust, as well as parents and carers of young people with SEND can be found at www.birmingham.gov.uk/sendias Telephone Number: 0121 303 5004. This was formerly known as PARENT PARTNERSHIP. Further information about Birmingham City Council's SEND provision in the city can be found at www.birmingham.gov.uk/SEND

7.0 PUPIL INVOLVEMENT

Each Academy within the Trust listens to the wishes and feelings of all pupils and involves them in planning and decisions; we provide them with all the support and information needed to make those decisions. We support them formally and informally by providing high quality provision to help remove any barriers to their learning and their social development. Systems for collecting feedback are established and consistently applied. Their targets are incorporated into plans.

8. EXAMS AND NATIONAL/STATUTORY ASSESSMENTS

8.1 The Trust provides Access Arrangements (before the exam) which reflect the students' normal way of working, and Special Considerations (after exam) to all pupils who require it. It is a statutory requirement to make 'reasonable adjustments' for all pupils in our Academies.

9.0. TRANSITION

9.1 Equitas Academies Trust follows a Transition Programme.

9.2 At Chilwell Croft Academy, Reception pupils are visited where possible before they start school. Additional transition arrangements will take place for SEN/Vulnerable pupils plan, pupils who need them have transition plans to support the change from one-year group to the next.

9.3 At Aston Manor Academy the Transition Manager visits all feeder Primary schools through the year, building relationships with the Year 6 pupils and staff, to ensure that they have a personalised plan in Year 7. SEND pupils have the same support but with extra individualised programmes, which are designed to answer the need of the pupil. For example, ASD pupils may be invited to lunch once a week in the summertime, if it is appropriate, so that they can become more familiar with school and the lunch procedures.

9.4 Once they have joined Aston Manor Academy, whilst they settle in, all pupils are escorted around from lesson to lesson.

. At each Key Stage SEND pupils have a Transition meeting where their Preparation for Adulthood support is planned. In order to support SEND pupils during Key Stage 4 and beyond, planning meetings take place to ensure that the most appropriate placement is found.

10.0. SUPPORTING PUPILS WITH MEDICAL CONDITIONS

For full information please see our *Policy Supporting Pupils with Medical Conditions and Medical Policy*, can be found on our website

10.1 Equitas Academies Trust recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE.

10.2 Arrangements within each of the Trust's Academies and the training of staff is carried out, monitored and reviewed regularly.

The list of First Aid trained staff is published in school, along with a list of those willing to administer an EpiPen.

- 10.3 We encourage all students to be independent with their medical needs and to carry their own inhaler; emergency generic inhalers are kept in both schools.
- 10.4 At Chilwell Croft Academy, inhalers are stored in classrooms. Emergency generic inhalers are stored in the school office, the welfare office and the Assistant Head's office. EpiPen's are stored in the main office. Emergency generic Epi-pens are also available in the front office.
- 10.5 For some pupils with medical conditions it may be appropriate for them to have a care plan.

11. TRAINING AND RESOURCES

- 11.1 All staff regularly attend on-going training and development both in and outside school, to ensure quality teaching and provision in order to respond to the strengths and needs of all pupils.
- 11.2 The SENDCo regularly attends SENDCo Network meetings, in order to keep up to date with local national changes in SEND, which is then cascaded to relevant staff within the Trust and new initiatives are put in place, where necessary.

12. ROLES AND RESPONSIBILITIES

- 12.1 Provision for pupils with SEND is a matter for the Trust as a whole.
- 12.2 The SENDCo's have a strategic overview of SEND across the Trust and will support and challenge both Academies at Leadership level to ensure high quality provision for, and progress of, pupils with SEND.
- 12.3 Teaching Assistants are deployed within subject areas and where possible work in areas where they can use their individual expertise. s. TA's support teachers in class with some planning, preparation, marking and giving feedback. They may further support the learning by teaching small intervention groups.-. They also come together as a team, supporting the SENDCo with responsibilities within the Inclusion Department.

13. SAFEGUARDING

- 13.1 There is a team of DSLs (Designated Safeguarding Lead) in the Trust. Children in Care are managed by the Family Support Worker at Aston Manor Academy, and the Community Welfare and Safeguarding Officer at Chilwell Croft Academy.

14. STORING AND MANAGING INFORMATION

- 14.1 As part of the application of this policy, the Trust will collect, process and store personal data and special categories of data in accordance with our data protection policy. We will comply with the requirements of the Data Protection Legislation (being (i) the General Data Protection Regulation ((EU) 2016/679) (unless and until the GDPR is no longer directly

applicable in the UK) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018), in relation to how we collect, hold and share special category personal data. Records will be kept in accordance with our Staff Privacy Notice and in line with the requirements of Data Protection Legislation.

15 THE TRUST

15.1 The Trust Board have a duty to ensure that both academies adhere to the SEND Code of Practice under the *Children and Families Act 2014*.

15.2 Some of the key responsibilities of the Trust Board are:

- a) To appoint a Trustee who is responsible for Special Educational Needs or Disabilities – currently, Simon Harris. The Trustee for SEND will champion the issue of special educational needs within the work of the Trust and have specific oversight of the schools' arrangements and provision for meeting special educational needs.
- b) To ensure that the Trust's SEND policy and SEND report is on the Equitas Academies Trust website.
- c) To ensure that all appropriate safeguarding procedures are in place for all pupils, including those with SEND.

16.0 EVALUATING SUCCESS

16.1 The success of the Trust's SEND Policy and provisions is evaluated through;

- a) Monitoring Learning Plans and strategies used by teachers
- b) Monitoring classroom practice through lesson observations
- c) Monitoring academic progress through the Work Scrutiny process
- d) Analysis of pupils' tracking data for SEND and vulnerable pupils
- e) Monitoring of procedures and practice by the SEND link Trustee
- f) School Self-Evaluation
- g) The Academy Development Plan
- h) OFSTED Inspection arrangements
- i) By Annual Reviews of EHC Plans and SEND Support Provision Plans.
- j) By Outside Agency reviews of targets, ie Educational Psychology Service, Pupil and School Support Service, Communication and Autism Team and the Speech and Language Therapy Service.

17.0 MAKING A COMPLAINT

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo. If your complaint is still not resolved, please refer to the complaints procedure.

18.0 REVIEWING THE POLICY

18.1 This Policy is kept under review by implementing changes as they occur in the statutory arrangements both locally and nationally. The policy will undergo a review annually.

Reviewed and approved by:	Date approved:	Next review date:
Trust Board	September 2023	September 2024