






Oak Trees Multi Academy Trust

SEND Policy

Issue Status: -

Date	Issue	Comment	By
October 2021	A		T Lacey

	<u>Signature</u>	<u>Name</u>	<u>Date</u>
Prepared:	 _____ Tony Lacey	Tony Lacey	6.10.21
Verified:	 _____ School Improvement Lead	Adrian Martin	6.10.21
Approved:	 _____ Chair of Trustees	Jane Owens	6.10.21

This policy should be read in conjunction with each Schools' SEN Information Report, which contains more detailed information on the implementation of the SEND policy at each individual Academy/school within the Trust.

1. Introduction

- 1.1 This policy refers to children and young people with special educational needs and disabilities (SEND), including why and how Oak Trees Multi Academy Trust works with them. The guiding principle informing this policy is to ensure that children and young people with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school community. Oak Trees Multi Academy Trust is an inclusive Trust. All our schools/Academies work hard to ensure that all children, no matter what their circumstances or abilities, thrive in our schools, and this policy sets out the key support in place to ensure that any child with SEND is well supported to meet their potential in all our schools.
- 1.2 The *Children and Families Act 2014* states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from, the provision generally made for pupils of the same age.
- 1.3 *The Equality Act 2010* defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.
- 1.4 It is therefore possible to be disabled under the Disability Discrimination Act (DDA) and not have SEN, and vice versa. It is also possible to be both disabled under the DDA **and** have SEN. Oak Trees Multi Academy Trust accepts that a medical diagnosis may mean that a child is disabled but does not necessarily have SEN. The school will always consider the child's educational needs as well as a medical diagnosis or disability.
- 1.5 Pupils with SEND admitted to an Oak Trees Multi Academy school could have difficulties with one or more of the following four areas of need:
 - cognition and learning
 - communication and interaction
 - social, emotional or mental health
 - sensory and/or physical

2. Aims

- 2.1 The aims of this policy are:
 - to ensure that each school complies with and implements effectively the requirements of the *Children and Families Act 2014*, the *Equality Act 2010*, the *SEN and Disability Regulations 2014*, the *SEND Code of practice 2014* and any other statutory guidance.
 - to ensure that every pupil with SEND has the maximum opportunity to make progress so that they:
 - achieve their best;
 - become confident individuals and live fulfilling lives;
 - make a successful transition into the next phase of schooling

3. The objectives of the governing body in making provision for pupils with SEND are to:

- do its best to ensure that the necessary provision is made for any pupil who has SEND.
- determine the role of the Special Educational Needs Co-ordinator (SENCo) in relation to the leadership and management of the school.
- determine the key responsibilities of the SENCo and monitor the effectiveness of the SENCo in undertaking those responsibilities.
- make sure that all staff are aware of the importance of identifying and making provision for pupils with SEND.
- make sure that parents are notified of a decision by the school that SEND provision is being made for their child.
- make sure that pupils with SEND join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the pupil receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- make sure that, where the school has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them.
- ensure that all staff are aware of the SEND policy of the school and work appropriately with all SEND children.
- have regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEND.
- report to parents on the implementation of the school's SEND policy.
- consult the LA and governing bodies of other local schools when it seems to be necessary or desirable, so as to co-ordinate SEND provision in the local area.
- provide the appropriate information to the LA for inclusion in the Local Offer by ensuring the school's SEN Information Report is updated annually and published on the school website.

4. Co-ordination and implementation of the school's special educational provision

- 4.1 All Oak Trees Academies will have a named Special Educational Needs Co-ordinator (SENCo).
- 4.2 Information regarding SEND and interventions will be recorded and updated on the SEN register. Staff are required to consult this register to support their teaching and further interventions.
- 4.3 The Academy Trust has regard to all the requirements of the *SEND Code of Practice (2014)*. The *SEND Code of Practice* promotes a cyclical and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help children who have SEND:
- achieve the outcomes that have been set for them;
 - make progress against the planned milestones, in line with the outcomes set;
 - successfully access an appropriate and broad curriculum.
- 4.4 The graduated response to meeting individual needs begins once it is decided that a pupil may have SEND and SEND provision is made for that pupil. The key objective is to establish if the pupil is not achieving the agreed outcomes, making at least adequate progress or is unable to access the curriculum. The approach follows an 'Assess – Plan – Do – Review' cycle. The school will inform the pupil's parents/carers as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.
- 4.5 The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom,

the books and materials they give to each pupil and the way they teach. All teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn and to personalise teaching and learning.

4.6 Strategies and interventions used are recorded and shared with staff as a teaching and planning tool. Intervention packages will vary according to the level and type of need and interventions can be employed across the four areas of need.

5. Identification of special educational needs

5.1 All teachers of Oak Trees Multi Academy Trust are teachers of pupils with SEND. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils. The SENCo will be alerted to newly arising concerns.

5.2 Each school's system for regularly assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. Information considered may include:

- assessment results
- standardised screening and assessment tools
- observations of social and emotional development
- existing EHCP and/or external agency reports
- assessments by a specialist service, identifying additional needs

5.3 In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs should be provided for by the class teacher within the whole class planning. Please see the SEN Information Report for more information.

5.4 Where progress remains unsatisfactory, further intervention in a small group or individually may be appropriate and this will be provided under the direction of the SENCo.

5.5 Should progress remain poor, or where the need is identified as being severe, additional support will be provided at *SEN Support* level.

5.6 *SEN Support*

Provision at this level often includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. The SENCo will inform parents of such interventions and of the progress made.

5.7 *Statutory assessment*

For a child who is not making adequate progress, despite a period of support on *SEN Support*, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary for the student to receive an Education, Health and Care Plan (EHCP). The school is required to submit evidence to the LA. The LA will then make a judgment about whether the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

5.8 *Education, Health and Care Plans*

A child who has an EHCP will continue to have arrangements as for *SEN Support*, and additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. Interim reviews will also be carried out when necessary. Interim or early reviews are called where the school identifies a pupil who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

- 5.9 For pupils who are placed on *SEN Support* or who have an EHCP, their name and needs will be recorded on the school's SEND register and the school will contact parents/carers to inform them of the proposed support and to give them an opportunity to express their opinions and wishes.
- 5.10 Wherever possible, the SENCo attends Year 6 annual reviews of pupils EHCPs that name the school. SEND staff also liaise with feeder schools / nurseries in the summer term to identify and plan to support children with known SEND.
- 5.11 Results from the previous Key Stage assessments are used to identify pupils working below national expectations.
- 5.12 Parents are encouraged to contact the SENCo if they have concerns about the progress of their child.

6. Staffing arrangements

- 6.1 Different aspects of SEND provision are supported by teachers, support staff, specialist services and health professionals.
- 6.2 The SENCo is responsible for:
- overseeing the day-to-day operation of the school's SEND policy;
 - liaising with and advising fellow teachers;
 - managing and supporting support staff in the delivery of interventions and support;
 - coordinating provision for pupils with SEND;
 - overseeing the records on all pupils with SEND;
 - liaising with parents of pupils with SEND;
 - contributing to the in-service training of staff, keeping up to date with new initiatives to support pupils with SEND and sharing good practice with staff;
 - liaising with external agencies, including educational psychology services, health and social services and voluntary bodies.

7. The role of parents/carers of pupils with SEND

- 7.1 Each school will ensure that parents/carers and pupils are involved in decisions about what SEND provision should be made. Oak Trees Multi Academy recognises that parents/carers hold key information, knowledge and experience to contribute to the shared view of the best way to support learning. The views of the pupils and their parents/carers will be heard and incorporated into the planning to meet their needs.

- 7.2 The overriding aim is to have a productive partnership between school and home by:
- ensuring that parents/carers are kept informed of the work done with their child and copies of any reports are sent home.
 - providing regular opportunities to share any concerns that parents/carers may have and to discuss the progress of pupils.
 - encouraging parents to contact the SENCo if there are concerns they wish to discuss.
 - inviting parents to contribute to review processes.
 - discussing ideas and materials for parents/carers to support learning at home.

8. Admission arrangements for pupils with SEND

- 8.1 Please see each school's general admission arrangements for information. Pupils with SEND are considered for admission to the school on exactly the same basis as for pupils without SEND.
- 8.2 All schools **must not** discriminate against disabled pupils or prospective pupils on the grounds of disability and **must** admit them. All schools when they have reached their admission limit can admit pupils according to criteria, but such criteria **must not** discriminate on the grounds of disability.
- 8.3 All schools **must not** discriminate against a disabled child:
- in the arrangements they make for determining pupil admission
 - in the terms on which they offer to admit a disabled child to the school
 - by refusing or deliberately omitting to accept an application for admission
- 8.4 The school **must** make clear:
- arrangements for the admission of pupils with disabilities
 - details of steps being taken to prevent disabled pupils being treated less favourably than other pupils
 - details of existing facilities to assist access to the school by pupils with disabilities
- 8.5 All schools **must** admit pupils with SEN who do not have an EHCP. They should admit pupils with already identified SEN, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with SEN who do not have an EHCP **must** be treated as fairly as all other applicants for admission.
- 8.6 All schools **must not** refuse to admit children in or outside the normal admission round on the basis of their poor behaviour, whether or not such behaviour is identified as a SEN. They also **must not** refuse to admit a child thought to be potentially disruptive, or to exhibit challenging behaviour, on the grounds that the pupil should first be assessed for SEN. At times schools may be approached by the Local Authority to accept a pupil on a 'Managed Move.' The school must engage fully in the process, and at all times adhere to the LA policy for managed moves.
- 8.7 For pupils with an EHCP, once the school is named in the EHCP they **must** admit the child. If any school believes that to admit the child would be incompatible with the provision of efficient education for other children, then it should make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However the LA may disagree with the school's arguments.

9. Monitoring, evaluation and review

9.1 The governing body evaluates the success of the education which is provided for pupils with SEND through:

- the School Improvement Plan presented at governors' meetings;
- provision mapping (audit of need and planning for support);
- School assessment and examination targets and results.

9.2 In addition the governing body will monitor the work of the SENCo through:

- considering head teacher reports that reflect the activities of the SENCo;
- considering reports and updates from the SENCo;
- having discussions between the SEND governor and the SENCo;
- inviting the SENCo to attend meetings to report in person.

9.3 The Trust Board monitors the attainment and provision for pupils with SEND through the Trust Performance Committee, reports to Trustees from the CEO and SIL and through outcomes information from individual schools.

10. Complaints

10.1 Regular communication between the school and home ensure that concerns are promptly acted on. Where this has not happened, however, and a parent/carer wishes to complain about SEND provision or the SEND policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation. If this fails to resolve the issues, a complaint can be made via our complaints procedures, available from the school offices and on the Oak Trees MAT website, which sets out the steps for making a complaint in more detail.

References;

SEND Code of Practice 2014 & Transition Guidance

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> SEN and Disability Regulations 2014

http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf