

## Special Educational Needs (and Disability) Policy]

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### 1. Definition

1.1. According to the Special Educational Needs and Disability (SEND) Code of Practice (January 2015), Special Educational Needs are defined as *“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.”*

1.2. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have 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 or mainstream post-16 institutions

1.3. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

1.4. Special educational provision means that:

*“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.”* SEN CODE OF PRACTICE 2001

*“Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist*

*expertise in successive cycles in order to match interventions to the SEN of children and young people”.*  
*SEND Code of Practice (January 2015)*

1.5. As defined in the SEND Code of Practice the graduated approach used within all Future Academies schools is

- Assess
- Plan
- Do
- Review

## **2. Introduction and contact information**

2.1 SEND at every Future Academies Trust school is a whole-academy focus; every teacher is a teacher of SEND. Our mission is to support the whole academy to ensure that all pupils are able to engage in their own educational success. Our aims for students with SEND are the same as the three central priorities for all Future Academies students: Knowledge, Aspiration and Respect.

2.2 All students make outstanding progress in all their subjects to reach their end of year targets. We strive to ensure access for all to achieve educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

2.3 All students are committed learners, showing independence, curiosity and initiative in developing their knowledge, literacy and ability to articulate their ideas.

2.4 Students consistently demonstrate respect and compassion for and understanding of all members of the academy and wider community.

2.5 We do this by creating a truly inclusive academy for all students. In practice this means creating an ethos where all students are valued equally and are given opportunities to reach their full potential, with support given to both student and teacher to ensure the best outcomes for students. Improved outcomes are achieved by (i) ensuring students with SEND are missing minimal lesson time, and (ii) ensuring that any interventions are evidence-based, effective and set up with clear measures of success.

2.6 Our goal is to ultimately bridge any false divides between SEND provision and wider provision across the academy. This may mean additional or specialist support in class, adjustments to the curriculum where appropriate, or a range of other interventions from our highly skilled Inclusion team. We see parents/carers as key to any success for these students, and make frequent contact to hear the views of parents/carers, as well as give feedback about students' progress.

## 2.7 Named persons with responsibility for SEND at each Trust Academy:

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Churchill Gardens Primary Academy	Tamara Spring	<a href="mailto:t.spring@churchillgardens.futureacademies.org">t.spring@churchillgardens.futureacademies.org</a>
Millbank Academy	Aimee McMillan	<a href="mailto:a.mcmillan@millbank.futureacademies.org">a.mcmillan@millbank.futureacademies.org</a>
Phoenix Academy	Michelle Copeland	<a href="mailto:m.copeland@phoenix.futureacademies.org">m.copeland@phoenix.futureacademies.org</a>
Pimlico Academy	Lauren Reid	<a href="mailto:l.reid@pimlico.futureacademies.org">l.reid@pimlico.futureacademies.org</a>
Laureate Academy	Sam Carter	<a href="mailto:S.Carter@laureate.futureacademies.org">S.Carter@laureate.futureacademies.org</a>
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Future Academies Watford	Kerry Williams	<a href="mailto:k.williams@watford.futureacademies.org.uk">k.williams@watford.futureacademies.org.uk</a>
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Trinity Academy	Dea Riznar	<a href="mailto:inclusion@trinity.futureacademies.org">inclusion@trinity.futureacademies.org</a>

## 3. Principles

### 3.1. The principles underpinning SEND provision at Future Academies are:

- 3.1.1. Wherever possible, children and young people have the right to education in their local mainstream academy.
- 3.1.2. All students who attend an academy within the Future Academies Trust are valued equally.
- 3.1.3. All teachers within Future Academies are teachers of students with special educational needs and disabilities.
- 3.1.4. All students should have access to a broad, balanced and relevant curriculum.
- 3.1.5. Having regard to the child or young person's age and understanding, their views are sought and taken into account when planning the delivery of provision for students with SEND.
- 3.1.6. Partnership with parents plays a key role in promoting a culture of co-operation between parents, the academy, LAs and other relevant parties.
- 3.1.7. We shall work closely with and support the local authorities in which our academies are located to assist them in fulfilling their obligations under Part 3 of the Children and Families Act 2014 and its associated guidance.
- 3.1.8. We shall ensure that each of our academies has procedures in place which allow them to fulfil both their statutory duties and support the wider vision and ethos contained in the SEND Code of Practice (January 2015).

### 3.2. All academies will operate within the law including:

- [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](#)

### 3.3. All academies will follow the statutory guidance in full:

- [Special educational needs and disability code of practice: 0 to 25 years \(January 2015\)](#)
  - [Special educational needs and disability: managing the September 2014 changes to the system, Advice for local authorities and their partners, Fourth edition: October 2016\)](#)
- 3.4. All academies and Trust staff will comply with the requirements of the [Keeping Children Safe in Education \(September 2021\)](#) with respect to all children in our academies, including those on the SEND register.

## 4. Roles and Responsibilities

### 4.1 The Role of the Trust

#### 4.1.1 Trust responsibilities include:

- Identification of areas where academies can learn from one another, based on evidence from the outcomes for children, and ensuring best practice is shared between academies within the Trust
- Ensuring all academies and staff remain informed about evidence-based practice and up-to-date research
- Monitoring the effectiveness of SEND provision through scrutinising the SEND Development plan in each academy
- Monitoring the effectiveness of SEND provision through monitoring visits of each school within the Trust
- Using resources efficiently by purchasing or sharing services or goods as a Trust, where appropriate
- Centrally supporting all stages of recruitment to SEND roles
- Looking at similarities and differences in terms of SEND need across the academies within the MAT and adapting provision, where appropriate.

### 4.2 Governance

4.2.1 The Trust Board has important statutory duties towards students with special educational needs. It delegates some of these duties to the governors on the Local Governing Body (LGB) at each academy through the Trust's Scheme of Delegation.

4.2.2 The Trust Board decide the Trust's policy and approach to meeting students' special educational needs for those with and without Education, Health and Care (EHC) Plans. They will set up appropriate staffing and funding arrangements and oversee the academy's work within financial constraints.

4.2.3 The LGB as a whole and through the SEND link governor, will monitor and evaluate the academy's provision for students who have a special educational need or disability. This will include pupil outcomes, although may not necessarily solely focus on academic attainment. They will also approve the academy's SEN Information Report.

4.2.4 The LGB will ensure that students with special educational needs are able to join in the activities of the academy with students who do not have special educational needs. This may be dependent on the student's specific learning needs as far as reasonably practical and consideration will also be given to the education of the peers with whom they are educated and the efficient use of resources.

#### **4.3 Special Educational Needs & Disability Coordinator (SENDCo)**

4.3.1 The Special Educational Needs and Disability Co-ordinator (SENDCo), in collaboration with the Principal and LGB, plays a key role in implementing the SEND policy and ensuring the provision in the academy raises the achievement of students with SEND.

4.3.2 The SENDCo takes day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for students with SEND, working closely with staff, parent/carers and external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

4.3.3 The SENDCo will maintain an accurate SEND register.

4.3.4 The SENDCo will plan how to move SEND provision forward through an SEND development plan that is set annually and reviewed internally termly, and with the LGB annually.

4.3.5 The SENDCo also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. In addition the SENDCo manages the Teaching Assistants (TAs) and other colleagues working specifically within Inclusion, in providing support to these students.

4.3.6 The SENDCo/Inclusion Coordinator is responsible for monitoring and evaluating the progress of students identified as the cohort of students with special educational needs.

#### **4.4 The academy**

4.4.1 Provision for students with special educational needs and disability is a whole academy responsibility. In addition to the LGB, the Principal, SENDCo and Inclusion Department, all other members of staff have important operational responsibilities.

4.4.2 All teachers at Future Academies are teachers of students with special educational needs and disability.

4.4.3 Other classroom based and support staff will have an awareness of SEND within their classrooms and other specific needs where relevant

### **5. Assessment, Provision and Practice**

5.1 Academies will designate a qualified teacher to be responsible for coordinating the SEND provision (the SENDCo), who will have or be working towards attaining the National Award in Special Educational Needs Coordination.

5.2 Academies will monitor on entry by assessing a child or young person's skills and attainment and build on information from previous settings if available.

5.3 As part of the screening process academies will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.

5.4 Academies will have measures in place to accurately identify young people with SEND and will place such pupils on 'SEND Support' in consultation with their parents or carers.

5.5 Academies will do everything they can to meet the needs of young people with SEND including delivering the education elements of an Education, Health and Care Plan.

5.6 Academies will ensure that young people with SEND engage in the activities of the academy alongside those who do not have SEND unless a particular provision agreed with the parents

or carers and the young person is in place.

- 5.7 Academies will inform parents or 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.
- 5.8 Academies will prepare a SEN Information Report in accordance with paragraphs 6.79 onwards of the SEND Code of Practice and publish it on their website alongside this policy. The SEN Information Report will set out details regarding the implementation of the Future Academies SEND Policy in the academy.
- 5.9 Academies will ensure that all staff accept that SEND is their responsibility and in particular that class and subject teachers take full responsibility for the progress of children with SEND whom they teach.
- 5.10 Academies will ensure that the quality of teaching for pupils with SEND and the progress made by those pupils are a core part of performance management arrangements.
- 5.11 Class and subject teachers, supported by the SENDCo 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.
- 5.12 Academies 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 'SEND Support'.
- 5.13 For all young people receiving SEND Support, academies will make arrangements to meet the parents (or carers) at least three times a year to review progress and discuss support.
- 5.14 After consultation with the parent and young person we shall request the relevant local authority initiates an education, health and care needs assessment for any child or young person for whom we believe this is necessary.

## **6. Special Educational Needs Information Reports**

- 6.1 For specific information on the provision of each academy, please see the relevant SEN Information report:
- 6.2 Website links:
  - [Pimlico Academy](#)
  - [Pimlico Primary](#)
  - [Millbank Academy](#)
  - [Churchill Gardens Primary Academy](#)
  - [Phoenix Academy](#)
  - [Laureate Academy](#)
  - [Barclay Academy](#)
  - [The Grange Academy](#)
  - [Future Academies Watford](#)
  - [Trinity Academy](#)

## **7. Other policies**

- 7.1 Information regarding SEND can be found in many other of our policies including:
  - Admissions Arrangements

- Disability and Accessibility Policy
- Equality and Diversity Policy
- Behaviour Principles
- SEND Information Reports
- Child Protection & Safeguarding Policy

## **8. Complaints**

- 8.1 Future Academies' Complaint Policy and Procedures are published on each academy's website and available on request from each academy's office
- 8.2 Should a parent or carer have a complaint about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:
- discuss the concern with the SENDCo at the academy
  - discuss the concern with the Principal of the academy
  - discuss the concern with the Head of SEND
  - Should the complaint still not be resolved the matter may be raised with the CEO of the Trust. This will enter the Trust's Complaints Policy at Stage 3.

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