



Marches Academy Trust

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Special Educational Needs and Disability (SEND) Policy

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1. Basic information about Special Educational Needs Disability (SEND) provision

1.1 Objectives

Marches Academy Trust (the Trust) strives to create a sense of community and belonging for all our children and young people (CYP). We have an inclusive ethos with high expectations and set challenging targets for all our CYP. We deliver a broad and balanced curriculum for all CYP enabling them to aspire for the best opportunities as they advance through their education and enter adulthood. We focus on the outcomes of our CYP and not solely on hours of provision and support.

How we will achieve our aims:

- We will work within the guidance provided in the SEND Code of Practice 2015.
- We will identify whole school monitoring systems, wave reviews, and individual staff feedback, the CYP whose progress is inadequate or insufficient.
- We will operate a whole school approach to the management and provision of support for learners with special educational needs and disabilities – always considering the CYP as a whole.
- We will provide support and advice for all staff working with learners with special educational needs and disabilities.
- We will work in partnership with CYP and parents/carers to enable all CYP to aspire to achieve their best.

1.2 Principles and management

As defined in the SEND Code of Practice 2015, a pupil has SEND:

“Where their learning or disability calls for special educational provision, namely different from or additional to that normally available to CYP of the same age”. (6.15)

The Trust monitors the progress of all CYP and will identify CYP whose progress is:

- “significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child’s previous rate of progress;
- fails to close the attainment gap between the individual pupil and their peers;
- widens the attainment gap”. (6.17)

In particular we endeavour to monitor all CYP who are not making adequate progress in the four areas specified in the Code.

- Communication and Interaction (6.28/6.29)
- Cognition and Learning (6.30/6.31)
- Social, Emotional and Mental Health (6.32/6.33)
- Sensory and/or Physical Needs (6.34/6.35)

We believe in the principles of inclusive education and the vast majority of CYP are fully integrated into all mainstream classes.

We believe that all practitioners are teachers of learners with SEND and that the majority of pupil needs can be met within the classroom through high quality teaching, appropriate adaptations and differentiation, and in-class intervention.

The Trust recognises the right of the learners with SEND to access a broad and balanced curriculum and that teachers set high expectations of every student; however, it also recognises that a small number of CYP, whose needs are exceptional, will still benefit from access to a more specialist environment either in school or out.

We believe in equality of opportunity for all and understand we must make reasonable adjustments to meet the physical, emotional and intellectual needs of all CYP under the duties outlined in the Equality Act 2010.

We work closely with all parents/carers to listen to their views so as to build on CYP' previous experiences, knowledge, understanding and skills so that their child can develop in all aspects of the curriculum. In line with the SEND Code of Practice 2015 (6.65) we aim to meet parents/carers three times per year as part of our person-centred planning.

In addition, we work with the CYP to develop their own picture of their needs and the support that they find most beneficial.

Learners with SEND are fully integrated into the life of the school and the curriculum; we recognise the strengths of every individual as well as any areas for development. We aim to ensure that all CYP contribute to the social and cultural activities of the school.

Please refer to the Appendix A for people responsible for SEND within each Trust school.

1.3 Role of the Local Governing Body

Each LGB has Link Governor who monitors SEND provision within their school. This Link Governor is involved in questioning and challenging the Headteacher and SENDCO to help develop and monitor the school's provision and Trust policy. They will be up to date and fully informed about all matters relating to the department. They will be provided with information and data to secure knowledge of the school's provision, deployment of funding, equipment and personnel resources. SEND provision is an integral part of each school's School Development Plan.

The Link Governor, along with the wider Local Governing Body, should continuously check that the Headteacher and SENDCO are:

- ensuring that provision is made for CYP who have SEND;
- ensuring that the needs of learners with SEND are made known to all who are likely to teach them;
- ensuring that teachers are aware of the importance of identifying and providing for those learners with SEND;

- consulting the LA and the Local Governing Bodies of other schools when necessary or desirable in the interests of coordinated special educational provision in the area as a whole;
- ensuring that learners with SEND participate with all CYP in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision, their learning needs requirement and the effective education of the CYP with whom they are educated and the efficient use of resources;
- reporting to parents/carers on the implementation of the school's policy for learners with SEND;
- having regard to the SEND Code of Practice 2015 when carrying out its duties to learners with SEND;
- ensuring that parents/carers are notified of the decision of any extra provision being made for their child.

1.4 Admissions

- Provision for children with SEND is a matter for each school as a whole.
- All Trust schools welcome all children to our schools and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.
- CYP with Education, Health and Care Plans are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

2. Identifying special educational needs

2.1 Identification and assessment

All Trust schools monitor all CYP via the wave system (see Appendix B) to identify all CYP who are not making adequate progression in the four areas specified in the SEND Code of Practice 2015:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

This policy should also be read alongside individual Trust schools' SEND Information Reports (including the Local Offer), which demonstrates how we identify, assess and support these areas of difficulty appropriately and effectively.

We recognise individual strengths and look to use well-evidenced interventions to allow our CYP to grow.

Our partnership with parents/carers is key in the development of interventions to meet the need of the whole child to enable them to achieve their best, become confident individuals and make a successful transition into adulthood.

We also recognise that consideration needs to be given to other factors which may impact on progress and attainment but are not SEND:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being a child of servicemen/women

2.2A graduated approach to SEND support

- In the Trust we provide high quality teaching. This is regularly reviewed by senior and middle leaders.
- The class teacher is the first step in identifying CYP who are at risk of not making adequate progress. Teachers are responsible and accountable for the progress and development of CYP in their class – those CYP who are at risk of underachievement should, in the first instance, be receiving appropriate adaptations/differentiation and good quality personalised teaching. This is 'Quality First Teaching'.
- Through staff appraisal and a proactive approach towards Teaching and Learning, we look to provide staff with appropriate opportunities to improve their understanding of strategies to identify and support vulnerable CYP, and develop their knowledge of the areas of SEND.
- In considering whether a pupil needs special educational provision we will look at the overall desired outcomes – the teacher and SENDCO considering all the information within school, national data and expectations of progress. This will then determine whether something *different or additional is required*.
- Classroom teachers, where progress is not being made at the expected level, will be working on a graduated cycle of **ASSESS** – Assessments of CYP, **PLAN** – Planning for any additional in-class intervention, **DO** – Implementing intervention and then **REVIEW** – Reviewing the impact of the in-class work before a pupil should be identified as SEND.

2.3 The SEND register

- The SEND register is reviewed termly.
- Parents/carers are informed of consideration to changes of the level of input (increase or decrease) their child will receive - a discussion with the parent and child will be key in this process.
- CYP with Education, Health and Care Plans will have a One-Page Profile and/or Person-Centred Plan. The Plan, drawn up in agreement with parents/carers and CYP, will show what the CYP (and parents/carers) feel supports them and will suggest strategies for use in the classroom by the teacher.
- The Person-Centred Plan will have termly targets specifically looking at the identified areas of difficulty; progress will be measured against the expected outcomes. This review will take place by the SENDCO and SEND Team.

- CYP at SEND Support also have One-Page Profiles and/or Person-Centred Plans – these CYP may receive additional input through external services.

3. Partnerships

3.1 Partnership with external agencies

The Trust works effectively and proactively with a wide range of services when it is felt specialist advice is required. These services include, but are not exclusive to:

- Educational Psychologist
- Learning Support Advisory Team
- Targeted Youth Service
- Sensory Inclusion Service – visually and hearing-impaired CYP
- LA SEN Team
- Occupational Therapy Service
- Speech, Language & Communication Service
- CAMHS/BEEU
- Autism West Midlands
- Lifelines (Bereavement Service)
- Shropshire Youth (Shropshire Careers service)
- Early Help Team/COMPASS
- Child in Need Team
- Diabetic & Epilepsy Nurses
- Shropshire Carers
- Woodlands School
- Education Welfare Officer
- Family Support Worker
- Looked After Children Teams
- Multi-Cultural Service

Many of these services are now bought in and the Trust, and/or Trust schools, have a Service Level Agreement in place for some services that are used more regularly.

3.2 Partnerships with parents/carers

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings, as well as keeping a dialogue through other forms of communication specific to trust schools (email, text, DoJo, pupil planners, etc.)
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the IASS (Information, Advice and Support Service) for support and advice, or to bring an appropriate relative/friend to meetings if they wish to do so.

- We promote a culture of cooperation between parents/carers, schools, LAs and others. This is important in enabling learners with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.
- All Trust schools share their SEND Information Report on their individual school website.
- Parents/carers can also access other school policies including the Admissions Policy via Trust school websites.

3.3 Partnership with Children & Young People

- CYP, who are capable of forming views, have a right to receive and make known their opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- CYP participate where possible in all the decision-making processes by:
 - being central to person-centred planning in Assess, Plan, Do, Review meetings (person-centred meetings) and setting targets;
 - contributing to their One-Page Profiles and/or Person-Centred Plans through individual consultation with a member of staff;
 - discussing option choices;
 - discussing their needs and problems;
 - annual reviews and termly person-centred meetings.

3.4 Transition partnerships

- A member of the SEND Department attends SEND reviews at partner schools.
- All feeder primary schools/destination schools are visited by the SENDCO / assistant to gather information about incoming CYP/provide information for transition to destinations.
- Transition programmes are provided for vulnerable Year 6 SEND CYP, in liaison with parents/carers and the staff from other settings (dependent on whether the school is transitioning a child to or from their setting).
- Post 16 providers are invited to annual reviews for learners in Year 11 who have an Education, Health and Care Plan.
- Additional adult support is provided on taster days/interviews for vulnerable CYP.

4. Managing and supporting CYP with medical conditions in the Trust

The Trust recognises that CYP at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will make reasonable adjustments to comply with its duties under the Equality Act 2010.

5. Monitoring and evaluation of SEND

- Monitoring and evaluation of learners with SEND is through analysis of termly pillar data, regular contact with parents/carers within Assess, Plan, Do, Review meetings, termly review of intervention, impact and feedback from subject staff, access leaders' and teaching assistants' records of progress.
- The SEND Policy is subject to annual review and should be read alongside other Trust policies.
- The SENDCO regularly reports back to the Headteacher.
- The Link Governor completes an annual SEND report.
- There is at least an annual visit from the SEND Governor.
- All appropriate records should be kept, available for parents and will provide information to new teachers, schools or further educational establishments.

6. Reviewing the SEND Policy

- The SEND Policy is subject to a regular cycle of monitoring evaluation and review.
- The SEND Policy should also be read alongside the **Disability and Accessibility Policy** and the school's SEND Information Report.
- The LGB receive an amended/updated policy annually.

7. Accessibility

- The Trust has a duty under the Equality Act 2010 to increase its accessibility for disabled CYP.
- The Trust has an **Accessibility Plan – referred to as a Disability and Accessibility Policy** - which outlines its strategies.
- We endeavour to offer all curriculum opportunities and activities to all CYP and make reasonable adjustments where necessary to sustain an ethos of an inclusive environment.
- Staff receive input from Shropshire Sensory Inclusion Service to enable them to adapt their teaching methods, confidently use hearing monitors and adapt materials or the learning environment to support CYP with visual impairment.
- Parents/carers of CYP with disabilities receive information through letter, website, text and email and sometimes through a follow up telephone call depending on their preferred method of communication.

8. Procedures for concerns

The Trust endeavours to do our best for all CYP but if there are any concerns, we encourage those concerned to approach, in the first instance, the SENDCO directly and then if unresolved, the Headteacher. A response will be made as soon as possible.

Parents/carers are informed about IASS (Information, Advice & Support Service) so that they can obtain support, advice and information if they wish.

9. Review

This policy will be reviewed annually by the Trust Quality Assurance Director for SEND, P/LAC and Safeguarding and all Headteachers/Heads of Schools.

10. Appendix A - SENDCos for each school within the Marches Academy Trust

School	SENDCo
Marches Academy Trust	Amy Chevin-Dooley
Grange Primary School	Amy Chevin-Dooley Sarah Perrins
Grove School	Joel Vacara
Longlands Primary School	Jessica Mitchell
Lower Heath CE Primary School	Helen Hipkins
Marches School	Claire Tompsett
Oakmeadow CE Primary School	Helen Morris
Shrewsbury Academy	Michelle Marston
Sir John Talbot's School	Kat Edmonds
Tilstock CE Primary School	Helen Hipkins
Woodlands School	Rachel Butterfield

Policy Owner	Trust Quality Assurance Director for SEND, P/LAC and Safeguarding
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Date of approval	Approved by Headteachers in January 2022 and by Executive Lead Group and Board of Trustees in February 2022
Summary of last revision	Updated list of SENDCO's for each school Increased signposting to SEND Information Report
Related Policies/Documents	Safeguarding and Child Protection Policy. Disability & Accessibility Policy The school's SEND Information Report.
Policy control survey	Please complete this survey and provide feedback if you have had to use this policy https://forms.office.com/r/HMeZtB29Si