



Special Educational Needs and Disability (SEND) Policy

2023/24

Effective Date: 1st September 2023
Last Reviewed: June 2024
Reviewed By: Trustees
Next Review Date: July 2024
Version: 6



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Academy Directory

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Principal:

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Assistant SENCO:

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Principal:

SENCO:

Early years SENCO:

SENCO @ Kingfisher Provision (Autism):

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Principal:
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Assistant SENCO:
Early years SENCO:
SENCO @ Kingfisher Provision (Autism):



Jonathan Callender
David Washington
Helen Harrison
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Legal Framework

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (10 June 2014) **3.65** and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disabilities Act (SENDA) 2001
- SEND Code of Practice (2014)
- Disability Discrimination
- 1996 Education Act
- The Green paper – Excellence for all 1997
- Youth Matters 2005
- Meeting SEND Programme of Action 1998
- Removing Barriers to Achievement 2004
- National Service Framework for Children 2004
- Education Act 2001
- 10/99 and 11/99 Social Inclusion Guidance
- Section 52 Children Act 2004 Looked after Children
- Equality Act 2010
- Working Together to Safeguard Children (2013)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions ^[1]_(SEP) April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- SEND and Alternative Provision (AP) Improvement Plan: Right support, right place, right time 2023.

This policy has been created by The Shared Learning Trust Director of Inclusion in liaison with the Academy SENCOs & SEND Trustee. The policy is a co-produced document in the spirit of the 2014 reforms.

Introduction

The Shared Learning Trust is committed to the principle that every child has individual needs, has an entitlement to access the full curriculum offer and be fully included in all aspects of the life of every Trust academy, irrespective of ability, race, gender, Sexual orientation or need and should be respected and valued as individuals.

The Shared Learning Trust will address the needs of different groups of learners and deliver high quality learning and teaching practices, which will allow every learner to achieve their potential. Where required each academy will adapt the environment and equipment, as much as is practicably possible, as well as seeking specialist advice from outside the organisation to enhance its ability to support all learners. The Shared Learning Trust will seek to remove all barriers to learning and achievement.

Rationale and Aim

The aim of this policy is to:

- Enable the best possible outcomes, aspirations and achievement for children and young people educated within the Academy and to foster an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND).
- Inform as to how SEND is identified and provided for so that children and young people with SEND have access to a full and varied curriculum.
- Enable parents, carers and external agencies to work together with the trust schools so that the needs of children and young people with SEND are fully met.

Definitions:

The 2014 Code of Practice states that a child or young person has SEN if:

“They have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age”.

“A child or young person has a learning difficulty or disability if he or she has 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 educational facilities of a kind generally provided for others of the same age in mainstream schools”.

A disability is defined by the Equality Act 2010 is ‘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’.

Making higher quality adaptive teaching normally available to the whole class is likely to mean that fewer students will require such support.

Identifying SEND:

Students will be identified through on-going assessments by the child or young person’s teachers, and brought to the attention of the SENCO if they are making less than expected progress, in spite of high quality, adaptive classroom teaching targeted at the child or young person’s area of need.

Limited progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN.

The SENCO 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.

The Code of Practice 2014 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Improving outcomes

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education
- make a successful transition into adulthood, whether into employment, further or higher education or training

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. All early year's providers must follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted.

Special Educational Provision

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support assistants (LSAs) or specialist staff.

High quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEN.

The Academy will take a **graduated response** to supporting children and young people with SEND. The special educational provision in place should follow the four-part cycle:

1. Assess. This could involve a range of methods including, but not limited to, teachers' assessment of student progress, attainment and behaviour, results of standardised tests, screening and profiling tests, questionnaires of parents and young people and observations.

2. Plan. This is likely to involve the SENCO or Assistant SENCO, 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.

3. Do. The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all students, it is imperative that teachers work closely with any Learning Support assistants (LSAs) or specialist staff involved to plan and assess the impact of targeted interventions.

4. Review. The progress of students who are receiving K: SEN Support will be reviewed termly and the Academy will meet with parents at least three times a year. This may form part of the Individual Education Plan tracking process.

The Shared Learning Trust will outline its special educational provision in their provision map document, which will form the basis of the Academy's Local Offer.

Where a child has SEN that can be met with high quality, adaptive classroom teaching, they will be recorded as a 'Monitoring' (MEP) on the SEN profile so that all staff are aware of their needs and strategies to support them in the classroom.

When it is felt that a child or young person requires special educational provision, as outlined above, the Academy will enter their names on their SEN profile as requiring K: SEN Support, set up an Individual Education Plan (IEP) and review this termly with parents to review progress.

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 SENCO will follow the statutory guidance on requesting an assessment for an Education, Health and Care Plan. Children with EHC Plans under the 2014 Code of Practice will have an IEP set up, and have their progress reviewed termly with parents by a member of the SEN Dept.

Transition:

Each Academy will work closely to ensure smooth transition at all transfer points to make sure that there is clear communication about SEND. A transition LINK plan will be written annually and shared with parents as part of the transition programme.



Monitoring and Evaluation

This policy and the effectiveness of SEN support will be monitored throughout the academy year as part of the usual self-evaluation systems in schools. Every year, individual schools will publish, on their websites, a SEN Information Report & Local Offer in response to section 6.6 to 6.74 of the Code of Practice (Clause 65).

Implementation and Review

Teaching staff in each academy will implement this policy and the respective SENCO will oversee the day-to-day implementation. It will be published on each of the Academies website alongside the SEN Information report. Academy Trustee's will be informed at the review date, which will take place annually in the summer term of any new changes.

Author

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