



Enable Trust

SEND Policy

Our Vision

Achieving More Together

Our Mission

Working together passionately to achieve the best outcomes for our SEND children and young people

Reviewed by:	Headteacher & SENDCO
Ratified by:	LGB and Achievement Support & Outreach Committee
Ratification Date:	7 th Dec 2023
Review Frequency: <i>Annual, Bi-Annual</i> (Subject to Academy Trust or national policy change)	Annually
Review Date:	Sept 2024
Related Policies:	<ul style="list-style-type: none">• Accessibility plan• Behaviour policy• Equality information and objectives• Supporting pupils with medical conditions policy

Contents

1. Policy Aims	1
2. Legislation and guidance.....	1
3. Definitions.....	1
4. Roles and responsibilities	2
5. SEND information report	3
6. Complaints about SEN provision.....	7
7. Contact details of support services for parents of pupils with SEN.....	7
8. Contact details for raising concerns.....	7
9. The local authority local offer	7
10. Monitoring arrangements.....	7

Version Control

Version No.	Details	Date
V1.0	Policy created	21/07/2023

1. Policy Aims

All of our pupils have special educational needs and an Education & Healthcare Plan (EHCP). Our SEND policy and information report aims to:

- Set out how our Trust will support and make provision for all our pupils needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

We have a clear mission to give a stronger voice to pupils with complex, severe, multiple and profound learning difficulties in our schools. This policy supports the Trust's vision and aims:

- To work together to protect, improve and sustain the educational provision for children and young people with complex, severe, multiple and profound learning difficulties
- To collaborate to ensure we maximize all potential for sustainable school improvement
- To work together to shape the future – influencing provisions and services that our pupils need.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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.

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 by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Be responsible for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils up to date.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of all the different SEND issues at governing board meetings
- Monitor the quality and effectiveness of provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of pupils.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEN that are provided for:

Our schools currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, chromosomal disorders
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and co-existing/multiple learning difficulties.

5.2 Consulting and involving and parents

We will have regular discussions with parents to discuss special educational provision and parents are formally involved in the annual review of the EHCP. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes and the required provision for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

5.3 Assessing and reviewing pupils' progress towards outcomes

We will use Evidence for Learning as our key assessment tool.

Data drops occur three times per year and are evaluated by the Senior Leadership Team, Enable Trust's Assessment Group, and governors.

The SLT and class teacher will draw on a range of evidence when assessing progress:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views wherever possible
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We attend transition sessions with the pupil at their new setting to support them with the move and we meet staff at the new setting in order to provide all the relevant information.

We arrange for secure transfer of pupil data to ensure that pupil records are up to date at the new setting.

5.5 Our approach to teaching pupils

We provide a differentiated curriculum for all pupils and a personalised pedagogy. Class sizes are kept to a minimum.

We will also provide the following interventions:

- Speech and Language Therapy
- Occupational Therapy
- Hydrotherapy

- A variety of other therapies linked to the needs of the pupils, for example, emotional needs and ELSA groups.

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- High staffing ratios and adapting our resources and staffing as required
- Using recommended aids, such as iPads, communication aids, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.7 Additional support for learning

Our schools have teaching assistants are trained to support and deliver the differentiated curriculum pathways and deliver interventions such as:

- bespoke SALT interventions,
- emotional regulation strategies,
- OT approaches to support vestibular and proprioception needs and sensory regulation, physiotherapy programmes designed by NHS physiotherapists,
- TAC Pac
- See and Learn

Teaching Assistants and Carers will support pupils on a 1:1 basis when required.

5.8 Expertise and training of staff

Our SENCOs have over 7 years' experience in the role, worked as Class Teachers and are member of the Senior Leadership Team

They are allocated 1-1.5 day(s) per week a week to manage SEN provision.

All class-based staff receive specialist training to support them in their role.

In addition to all compliance, safeguarding and health and safety training, in the last academic year, staff training has included the following: Team Teach, Monster Phonics, Bug Club Phonics, Early Reading, De-escalation and approaches to social, emotional and mental health needs, trauma informed approaches, Autism and leadership training with foundations of leadership course.

5.9 Securing equipment and facilities

We work with the relevant agencies to ensure that the pupils have access to the equipment they require, including communication aids, iPads, wheelchairs, walking aids, etc. Where appropriate, we arrange for this equipment to be serviced and repaired.

We install and maintain lifting equipment in all areas of the school where this is required.

We install and maintain hygiene rooms to ensure that children with toileting needs are supported.

We have policies and procedures in place to ensure that pupils with medical needs are appropriately supported in school.

As a special school, any premises improvements are designed with the physical and sensory needs of the children in mind.

We regularly review our Accessibility Plan to ensure that pupils' needs are met and improvements are made where necessary.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after appropriate intervals
- Using pupil and parent voice
- Monitoring by the SENCO/Deputy Headteacher and Headteacher/Subject Leads.
- Using provision maps to measure progress
- Whole school tracker and Evidence for learning to measure progress.
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities

We design our curriculum to provide our pupils with opportunities to benefit from activities in the local community.

We have a programme of external visitors who come into school to provide the pupils with a range of engaging activities, e.g. animals in school.

We plan school trips in order to provide pupils with a wide range of learning experiences and support curriculum aims.

We plan a wide range of school activities to support learning and physical health, e.g. sports days, outdoor learning including forest school and Duke of Edinburgh Awards as appropriate.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Working with other agencies

As a trust we seek to work collaboratively with any other agencies that support our pupils. Our Schools work collaboratively as part of multi-agency teams where possible and have effective links with:

- Social Workers and social care teams, attending EHAP/TAC/CIN meetings
- The Local Authority SEND Team
- NHS e.g. School Nurse Team and Community Paediatricians
- South Gloucestershire Council e.g. Educational Psychologist, Inclusion Service
- CAMGS LD
- Sirona Care
- Charities that support specific needs (e.g. Jigsaw Charity, Thornbury)
- Clinical Psychologist

6. Complaints about SEN provision

Please refer to our Complaints Policy available on the Enable Trust website.

7. Contact details of support services for parents of pupils with SEN

We regularly signpost parents to support services which are relevant to the needs of their children. Details can also be found on the school websites.

8. Contact details for raising concerns

Please contact the school Headteacher - via the School Office.

9. The local authority local offer

Our Trust CEO and Head Teachers regularly attend meetings with the LA and neighbouring Special Schools in order to provide input and challenge to the SEND local offer.

Our local authority's local offer is published here: [South Gloucestershire Local Offer](#)

10. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher and the Local Governing Board **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Achievement Support and Outreach Committee.