

Special Educational Needs & Disability (SEND) Policy

TEAM Education Trust



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List of Associated Policies:	TEAM Accessibility Plan TEAM Admissions Policy TEAM Anti-Bullying Policy TEAM Behaviour Policy TEAM Careers Guidance Policy TEAM Child Protection Policy TEAM Exam Contingency Plan TEAM Exclusions Policy TEAM EYFS Policy TEAM LAC Policy TEAM Late Collection of Students Policy TEAM Pupil Attendance Policy TEAM RSE Policy TEAM Supporting Students with medical conditions Policy TEAM Trips & Visits Policy	

Version History

Version	Date	Detail	Author
1	29.5.20	Original document	
2	12.5.21	No legislation changes – all of the reforms in 2014 are now embedded, as of Sept 2019	SBA
3	1.5.22	Reviewed by Trust SENDCo: Section 4, additional references to the SEND and AP Green Paper	LBR
4	19.5.23	Reviewed by Trust SENDCo: Section 4 references to SEND and alternative provision improvement plan 2023. References to utilisation of the TEAM SEND toolkits	LBR
5	7.2.24	Added Nicola Rees into 6.1, removal of assistant SENDCo role, addition of section regarding 'piloting findings of SEND and AP Green Paper' Section 4	LBR

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1. The Scope of this Policy

This foundation Special Educational Needs/ Disability (SEND) policy has been developed and published to outline the TEAM Education Trust commitment, to a best practice approach in ensuring the best possible outcomes for all children and young people, dependent on their needs and starting points. The policy enables schools to reflect their context and meet their cohorts' needs in a more personalised manner.

Each school will ensure they have their own separate policy, accessibility plan and information report available on their websites with contact details for their SENDCo which is clearly in line with current legislation and guidance.

2. Ethos

We believe that all our schools should provide a caring, positive, safe, nurturing and stimulating environment that promotes social, physical, moral and academic development of each individual child.

The SEND information report expectations are included in statutory documents within the SEN Code of practice (2014). This will be reflective of each school context in the trust to explain their specific approach, learning environment and support available at the school.

3. Definitions

The Trust utilise a SEND pathway approach to identification (Appendix 1) and have adopted the following definition:

A pupil has SEND if they have a learning difficulty or disability which 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 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. 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 co-ordinators (SENDCos) and the SEN information report
- The SEND and AP Improvement plan 2023 which sets out reforms to the SEND and alternative provision (AP) system and seeks to make sure more young people with SEND get the support they need in a timely manner.

As an inclusive trust we are keen that our vision is reflected throughout the SEND and Inclusion Policies.

We pledge our commitment to act on the findings of the SEND and AP Improvement Plan 2023. With selected authorities now piloting the proposals, TEAM remain committed to being a forward thinking Trust and have already started to align our systems to correlate with the national direction e.g. digitising the EHCP process and ensuring 'SEND standards' underpin our inclusive practice. We endeavour to ensure consistent standards across TEAM Trust

which facilitate a more inclusive system that enables more children and young people to have their needs met in high-quality provision with high aspirations, a confident and expert workforce and access to high-quality targeted support as needed.

Our vision is for all TEAM Education Trust schools to offer nurturing, inclusive learning environments led by teachers who collaborate as a *TEAMtogether* to meet the needs of each and every student. Through our high quality curriculum offer and embracing the latest technology, our children and young people will have the best possible foundation to be successful in their future lives, jobs and relationships.

5. Roles and responsibilities

It is important to note as a special school the role of the SENDCo isn't statutory, however we have chosen to adopt the best practice model to support the statutory framework around EHCPs (Education Health Care Plans) and consider wider specialist involvement as it is needed where it isn't set out within the child's provision, or to coordinate wide intervention if further identification is required (see Appendix 2).

All our SENDCos are either completing the national qualification of SEND within the timeframe required or hold this qualification/or their work is directly line-managed by the Trust SENDCO.

5.1 The SEND Champion

The Champion role for SEND supports the Trust SENDCo, with overview documentation and development of key areas around SEN for the trust e.g. identifying training needs, sharing resources etc. They meet the Trust SENDCo regularly and support the development of the networks.

5.2 The SENDCo (Special Educational Needs Co-ordinator)

The SENDCo of each school in the trust will:

- Work with the Principal, local governing body representative and Trust SENDCo, to determine the strategic development of the SEN policy and provision in the school, including how this is shared in the information report and accessibility plan. The SENDCo will update their SEND overview document (Nutshell document Appendix 2), termly in line with the assessment collection points, please refer to the Trust Calendar for dates. This document will support discussions with the SEND Trust Champion with other Trust SENDCo staff. Discussions will relate to relevant bespoke CPLD to guide and inform the SEND and support staff networks.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- 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.
- Support staff with the utilisation and development of the SEND toolkits
- Advise on the graduated approach to providing SEN support.
- Utilise the SEND pathways document (Appendix 1) to ensure that early identification occurs where appropriate.
- Make referrals to the 'Early Help' and TEAMready managers.
- 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 and its support services.

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Principal of school and governing board 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 with SEND up to date.
- Arrange appropriate quality assurance, utilising the Trust SENDCo and the wider Trust offer booklet (Appendix 3).
- Attend SEND networks.
- Promote support staff networks.

5.3 Local Governing Body

All schools will have a SEN/D local governor, further details can be cross referenced within the Governance handbook

The SEN local governor will:

- Help to raise awareness of SEND issues at local governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within their school and update the board on this.
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in their school.

5.4 Principal

The Principal will:

- Work with the SENDCo, Trust SENDCo and SEND local governing body representative to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

5.5 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.
- Utilising SEND toolkits to support students.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

6. Monitoring arrangements

This policy will be supported through the SENDCos own statutory documentation to reflect their context

This policy will be reviewed by the Chief Executive Officer (CEO) and taken to the Trust Board annually. However, the SENDCos within each school are responsible for updating their school policies annually, along with their information report and accessibility plans as well as keeping their website section compliant.

The information report will be:

- Reviewed every year by the SENDCo/Principal.
- Updated if any changes to the information are made during the year, involving discussions with the SEND Champion/Trust SENDCo.
- Both documents will be approved by the Principals with the CEO through Trust Education Leadership meetings in the policy cycle and ratified by their Local Governing Bodies.

6.1 Monitoring for Academic Year 2024-25

- The Trust Champion for SEND - Laura Brooks, Model Village
- The Trust Education, Attendance and Safeguarding manager - Nicola Rees, Central TEAM
- The Trust SENDCo – Laura Brooks, Central Team