

Special Educational Needs & Disability (SEND) Policy

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SEND Policy

Aims and Objectives of the policy:

Leigh Academy Trust's vision and values are shared on the Trust's website:
<https://leighacademiestrust.org.uk/>.

The Trust also has a SEND Strategy which details our commitment to SEND:

At Leigh Academies Trust we are passionate about eradicating disadvantage for pupils with SEND. Our Excellence Charter details our commitment to all children, regardless of their ability, or personal circumstances, and this includes pupils with SEND.

- **We are committed to** providing outstanding leadership and governance, knowing that excellent leaders will prioritise the needs of the most vulnerable.
- **We are committed to** providing an engaging and inclusive curriculum, knowing that higher quality teaching is the key to addressing SEND.
- **We are committed to** ensuring that all pupils make good progress, and to diminishing the differences between groups of pupils.
- **We are committed to** developing pupils' characters, ensuring they leave school with desirable 1 qualities; guaranteeing that even our most complex pupils will have employable skills and be ready to be active future citizens.

- **We are committed to** ensuring that pupils are well-behaved, confident and respectful; knowing that all pupils achieve best in safe, supportive environments.
- **We are committed to** providing our pupils with high-quality staff who receive regular professional development as we recognise that pupils with SEND are being diagnosed with ever more challenging needs, which requires us to be passionate, lifelong learners of SEND.

We are proud of our inclusive academies, many with specialist provisions, and our exceptional special schools, providing outstanding education to our most vulnerable pupils. Across LAT we will continue to work together, utilising our broad expertise, so we can provide top quality education to all our pupils.

Legislation and Guidance:

This policy is written in line with the requirements of:

- Children and Families Act 2014;
- SEN and disability code of practice 0 to 25 years (2015);
- Equality Act 2010;
- Schools Admissions Code, DfE September 2021;
- The Special Educational Needs and Disability Regulations 2014;
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators;
- Schedule 1 regulation 51– Information to be included in the SEN information report;
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer;
- The School Information (England) (Amendment) Regulations 2012;
- The School Information (England) (Amendment) Regulations 2013.

This policy should be read in conjunction with the following Trust and academy policies:

- Behaviour/Discipline Policy;
- Equalities Policy;
- Safeguarding/Child Protection Policy;
- Homework Policy;
- Complaints Policy;
- Attendance Policy;
- Supporting pupils with medical conditions;
- Accessibility Plan.

SEND Information Report:

In accordance with the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) each academy within Leigh Academies Trust produces a SEND Information Report, specific to their own academy. The SEND Information Reports are reviewed and updated annually and are published on academy websites, for the academic year, by the end of September. All SEND Information Reports are reviewed by Trust Leadership each year for accuracy.

Definitions:

In line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), Special Educational Needs refers to a child or young person with difficulties which range from mild degrees of learning difficulties to profound and multiple disabilities. Learning difficulties may be caused by hearing or visual impairment, physical disability or emotional and behavioural difficulties.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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 will be taught.

Special Educational Provision:

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Definitions of the Disability Discrimination Act:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Acronyms used in this policy

APDR Assess, Plan, Do, Review. (Also known as The Graduated Approach)

CPD Continuing Professional Development

EHCP Education, Health and Care Plan

LA Local Authority

LAT Leigh Academies Trust

LSA Learning Support Assistant

SEN Special Educational Needs

SENDCo Special Educational Needs and Disabilities Coordinator

SEND Special Educational Needs and Disabilities

SLT Senior Leadership Team

Identifying Special Needs:

There are four key areas of Special Educational Needs outlined in the SEND Code of Practice:

- Cognition and Learning – e.g. moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia
- Communication and Interaction – e.g. speech and language needs and autism
- Sensory and Physical – e.g. physical disability, visual and hearing impairment
- Social, Emotional and Mental Health - e.g. attachment difficulties, attention deficit hyperactivity disorder, eating disorders, anxiety

The needs of young people should be identified by considering all of their needs, which will include not just the special educational needs of the pupil. This then allows us to personalise our educational offer to them. The following may impact on progress and attainment but are not SEND:

- Disability (the SEND Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of a serviceman/woman
- Behaviour.

Key Principles

- SEND is a whole school responsibility requiring a holistic approach.
- All pupils should receive a broad, balanced and relevant curriculum.
- Staff should accurately identify any pupils with additional needs and make appropriate provision. Teachers will make regular assessments of progress of pupils and identify those whose progress is a concern. This may include progress in areas other than academic attainment, for example, social or communication needs.
- When deciding whether special educational provision is required, the process starts with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. Partnerships between home and school are important to ensure pupils and their families are treated with respect and have their views taken into account.
- Staff should have opportunities to liaise with each other and appropriate external agencies in order to effectively meet the needs of pupils.
- All staff working with pupils with SEND should be provided with appropriate levels of support and advice. The needs of a pupil can and will change over time. It is the responsibility of all academy staff and additional agencies working with the pupil to respond to changing needs in order that the pupil may develop and meet their full potential.

At Leigh Academies Trust we recognise the negative impact that being identified as having SEND can potentially have on a child's potential future success (Support and Aspiration, a new approach to SEND, DfE, 2011). Therefore, before identifying a child as having SEND, academies will consider whether the child meets the following criteria, as detailed in the SEND Code of Practice (2015).

The child:

- has an identified need that fits within the 4 broad areas of need
- is academically behind their peers
- has failed to make progress despite class based intervention and support
- requires 'additional to and different from' provision in order to make progress.

Inclusion in the IB:

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate programmes, 2010:3)

As an IB Middle Years Programme and IBCP school we recognise and respect that our students come from a variety of backgrounds, cultures and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open minded. We recognise that our students come from a variety of backgrounds and will exhibit a range of learning profiles supported by the IB's approaches to teaching and learning. Varied teaching strategies are utilised to differentiate so that all students have equal access to the curriculum.

The following practices require us to demonstrate our support for a diversity of learning.

A9 The school supports access for students to the IB programme(s) and philosophy. The MYP is the only curriculum offered in years 7, 8 and 9. The principles of the IB are delivered throughout all year groups in various formats. Post 16 has the option of studying the IB Career Related Programme.

B1:5 The school develops and implements policies and procedures that support the programmes. This is evident via staff training and development where the policies and procedures are made transparent and explicit to all.

B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers. An example of this can be seen via the Quality First Teaching strategy that the school follows. Numerous interventions are available if required, as well as teaching assistant support where needed. The needs of our students are communicated regularly to staff via various methods. Regular training and development and the sharing of resources are part of the SEND ethos and daily practice.

C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles. An example of this can be seen during inset days, where teaching staff work closely with the SEND team to ensure that lessons are inclusive to all and that strategies for differentiation are utilised effectively.

C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles. An example of this can be seen in lesson planning and regular lesson observations. This in turn enables our students to progress and experience a positive learning environment.

Roles and responsibilities:

The *Principal* will:

- Have overall responsibility for the provision and progress of pupils with SEND within their school.
- Ensure that SEND is a whole school priority and maintain a culture and ethos of inclusion.
- Work with the SENDCO to agree and progress strategic development priorities within each school.
- Ensure that "Every Leader is a Leader of SEND" at the school.
- Ensure that the SENDCO has the knowledge, expertise and is given appropriate time to undertake their role effectively.
- Ensure that the whole school CPD includes a robust SEND CPD offer linked to the priorities identified within both the SEND review and strategic priorities of the school.
- Maintain an up-to-date knowledge of national and local legislation, guidance, and initiatives which may affect the educational establishments' relevant policies and practice relating to SEND.

The *SEND Coordinator (SENDCO)* will:

- Promote a culture of inclusion within their school setting enabling equitable access for all pupils.
- Work collaboratively with stakeholders to coordinate the provision for pupils within their school.
- Ensure that resources are appropriately identified and utilised to effectively meet the needs of pupils with SEND within their school.
- Prepare and share information jointly with leaders and stakeholders promoting a culture of person centred learning linked to improved outcomes for learners with SEND.
- Identify training needs and work with staff to promote the graduated approach within school.
- Provide guidance and support to colleagues and work with staff, parents and external agencies to ensure pupils with SEND receive effective support linked to high quality teaching.
- Maintain up to date knowledge of legislation and guidance which may affect SEND practice.
- Collect, collate data relating to progress of pupils with SEND and use this to inform decisions pertaining to support and shared strategies within the school.
- Use analysis of data to inform the strategic priorities linked to positive outcomes for pupils with SEND.
- Ensure that exclusion and attendance rates for pupils with SEND are monitored and compared with all other pupils directing interventions to support SEND learners.
- Ensure that the school keeps accurate and up to date SEND records.
- Chair meetings using a person-centred approach with a focus on outcomes for CYP with SEND.
- Manage internal processes ensuring that SEND statutory regulations are met, e.g. Production of SEND Information Report, co-production of Education Health Care Plan (EHCP) for pupils with SEND and annual reviews.
- Ensure the views of parents, carers and pupils with SEND are heard and inform decision making within their school.

- Take responsibility for the operation of the SEND policy and coordination of specific provision made to support pupils with SEND.

Each *teacher* is responsible for: As stated in the SEND CoP “Every Teacher is a teacher of SEND”

- The progress and development of every pupil in their class, including those with SEND
- Adapting teaching and curriculum for pupils with SEND and incorporating guidance provided by the SENDCo and external professionals.
- Working closely with any additional adults to assess, plan, do and review support and interventions for each pupil with SEND in their class
- Working with the SENDCO to review each pupil’s progress and development and decide on any changes to provision
- Setting high academic and behavioural expectations for all pupils, including SEND pupils and supporting their achievement.
- Identify pupils with SEND in their class.
- Engage in on-going SEND CPD offer

Each academy has a designated SENDCo who meets with the requirements as outlined in the SEND Code of Practice (2015), they are delegated the responsibility for the leadership of SEND within their academy. Each academy leadership team contains a senior leader with responsibility for championing SEND pupils. Details on the SEND Leadership within each academy is detailed on their website and within their SEND Information Report.

Class teachers, with the assistance of Learning Support staff, are responsible for the pupils on a day to day basis. Subject leaders ensure that curriculum plans are adapted to meet the needs of the pupils with SEND, and class teachers differentiate these plans to meet the needs of individual pupils within their classes. Subject leaders and class teachers ensure that the curriculum plans are suitable to ensure SEND pupils can make progress. High quality teaching is our first step in responding to pupils who have SEND. The following adaptations are made to ensure all pupils’ needs are met:

- Adapting teaching to ensure all pupils are able to access the curriculum. This might include: giving longer processing times, pre-teaching of key vocabulary, chunking texts, reading instructions aloud, or Providing small groups or 1 to 1 interventions to focus on key skills. etc.
- Adapting our resources and staffing.
- Using our deep knowledge and understanding of our pupils and information about their additional needs that is shared with all staff, for example so that they are aware of the ‘every day, every lesson’ adaptations that need to be made for pupils to maximise their learning.
- Using recommended aids, such as laptops, visual timetables, larger font, etc.

Admissions of pupils with disabilities:

Primary age pupils who have a current EHCP are admitted into the academy through the primary to secondary phase transfer period, and we will evaluate their needs as part of the consultation process, advising the local authority as to whether we deem the academy an appropriate setting. We can then put support in place as per the pupil’s EHCP.

As part of our robust transition process, any other pupils with disabilities without a current EHCP will have their needs assessed thoroughly through taster days, primary visits and liaising with the SENCO at the pupil’s primary school. Visits and additional meetings will be offered to pupils as and when deemed necessary. This is to ensure that appropriate support can be put in place for the pupil’s arrival at the academy.

Exams Access Arrangements:

- Work with the Principal and Leadership team to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements. More detail around GCSE examinations access arrangements information can be located within the [examination policy](#). More detail around IB examination access arrangements can be found [here](#).

Working in partnership with pupils and families:

The Trust recognises the importance of working collaboratively with children and their families to ensure provision for pupils with SEND meets their needs. Academies ensure that they meet with the requirement of the SEND Code of Practice (2015) by offering parents termly meetings to engage in the co-production of pupil plans. During these discussions the views and aspirations of the pupil and their families will be gathered, and these views will contribute to the provision planning for the pupil to ensure shared ambitions are met.

In addition to the statutory meetings, academies will each provide additional opportunities for pupils and their families to liaise with academy staff on SEND. Further information on these opportunities are detailed within the academy's SEND Information Report.

Supporting pupils with medical conditions:

The Trust maintains a separate policy on supporting pupils with medical conditions. This policy is available on all academy websites.

Facilities provided to support disabled pupils:

The academy and school site is fully accessible to our pupils with disabilities. We have a functioning lift so pupils can access all floors and can also fully access the outside areas, including the courtyard and outside dining area.

Inclusion of gifted pupils:

The academy is fully committed to supporting students of all abilities, including our most able and gifted students. Our core values of 'Dream Believe Achieve' show that we strive for the highest levels of excellence for all students. Our gifted students are included and supported through strategies such as:

- Differentiated questioning and learning tasks in curriculum lessons through quality first teaching, that ensures all students are provided with academically challenging content
- Our comprehensive co-curricular offer including competitions and the MYP community project that enables individualised learning
- Use of 1:1 Chromebook devices promote individual research and digital skills

Monitoring and Evaluation of SEND provision:

Teachers undertake regular assessments and monitor progress. This is reported at least 3 times a year and monitored by the academy SLT and Trust leadership. Where pupils may not be making expected progress, staff, including the SENDCo, will review the reasons for this and decide if the pupil meets the criteria for identification of SEND.

Academies follow The Graduated Approach as detailed in the SEND Code of Practice (2015), this means that pupil support is planned, delivered and reviewed using the Assess, Plan, Do, Review process. Each term SEND provision will be reviewed and findings will contribute towards the next plan.

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENDCO will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents and all staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. The teacher will also liaise closely with support assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENDCO, parent and pupil. This will inform the planning of next steps.

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The effectiveness of SEND provision is evaluated by:

- Reviewing pupils' individual progress and attainment each term
- Reviewing the impact of interventions
- Using pupil and parent questionnaires to gain feedback
- Monitoring by the SENDCO, SLT and Principal
- Holding annual reviews for pupils with EHC plans
- Use of Curriculum Development Reviews

Training and resources:

Leigh Academy Trust prioritises the training and development of its staff, and provides a robust training programme for all within the Trust on a range of teaching and learning priorities, including SEND. In addition each academy creates their own annual CPD programme, which includes training for staff on meeting the needs of pupils with SEND.

The Trust is committed to providing high quality resources for all pupils, including those with SEND. These resources include digital engagement tools, well resourced classrooms and research-proven interventions. In addition the Trust commissions additional support for pupils with SEND including Educational Psychologists, Occupational Therapists and Speech and Language Therapists.

Reviewing the policy:

This policy was developed in consultation with parents across all the Trust's Academies and members of the Trust Board. It will be reviewed annually.

Dealing with complaints:

The normal arrangements for the treatment of complaints within the Trust are used for complaints about provision made for SEND. Parents are encouraged to discuss their concerns with the class or subject teacher, SENDCO or Head of Pastoral Care. Principals should meet with parents to resolve issues before a formal complaint is made to the Trust. Further details on the academies approach to complaints regarding SEND can be found within their SEND Information Report.

If the complaint is not resolved after it has been considered by the Trust, then a disagreement-resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-Tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP, in which there is a statutory right for parents to appeal against a decision of the local authority. Complaints which fall within this category cannot be investigated by the Academy.

Monitoring of this policy:

This policy will be reviewed annually by the SEN Advisor. This policy will reviewed in September2026