

JOHN TAYLOR MULTI ACADEMY TRUST



S.E.N. Policy

Introduction

The policy sets out our expectations for all of our academies and those working with parents, local authorities and our health and social care partners. This will ensure that within the John Taylor Multi Academy Trust we are committed to offering an inclusive, broad, balanced and relevant curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. This policy was co-produced by the JTHS SEN team in liaison with the SLT and the SEN Governor. It was then discussed and agreed with other JT MAT members.

This updated policy has been formed as a result of changes to the law and statutory guidance from September 2014 and to reflect the *Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)* and *Staffordshire County Council's Educational Health and Care Needs Assessment: Criteria for children and young people with special educational needs and disabilities (SEND) 0-25 years (December 2016)*. It sets our vision and principles for children and young people with SEND.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) Chapter 3 and has been written with reference to, and should be read in conjunction with, the following guidance and documents:

- Equality Act 2010: advice for schools DfE (May 2014)
- Special Educational Needs and Disability (SEND) Code of Practice 0–25 (2015) and Regulations (Jan 2015)
- Statutory SEN information report contents (Jan 2015 SEN Code of Practice, pg106, 6.79)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England: Framework for Key Stages 104 (Dec 2014)
- Staffordshire County Council Local offer
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

Individual MAT members will publish specifics about their own SEN provision in the **SEN Information Report** to be found on each school's website.

Vision

Our vision for children and young people with Special Educational Needs and Disabilities is the same for all pupils within our MAT (Multi Academy Trust). We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision of social background, ability, ethnicity, religion, gender, or sexuality. We strive to ensure access for all and educational excellence in preparing young people for their futures, seeking continually to improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

Aims

The purpose of the JT MAT approach to SEND is to raise the aspirations of and expectations for all pupils with SEN. Schools within the JT MAT focus on outcomes for children and young people and not just hours of provision/support.

Schools within the JT MAT will raise the aspirations, expectations and progress leading to achievement for all pupils with SEN.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provide in the SEND Code of Practice
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-Ordinator (SENCO) who will effectively implement the SEN Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

The JT MAT Model

We will operate a model in all our academies for improving the outcomes for children and young people with Special Educational Needs and/or Disabilities. The model is based on 5 principles:

- Prioritising leadership of SEND
- Offering accurate identification of student needs
- Effectively tracking progress
- Successfully impacting on progress through effective interventions
- Improving provision through the development of partnerships

What are Special Educational Needs (SEN) or a Disability?

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or from, that made generally for others of the same age in a mainstream setting in England.*

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Disability: *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 long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. (Code of Practice 2015)*

Provision/Intervention

- Academies within the JT MAT will screen on entry by assessing a young person's skills and attainment and build on any information from previous settings if available.
- As part of the screening process academies will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.

- Academies within the JT MAT will have measures in place to accurately identify young people with SEN and ensure that this information is disseminated to staff.
- Academies within the JT MAT will aim to meet the needs of young people with SEN including delivering the educational elements of any Education, Health and Care Plans. Academies will aim to ensure that young people with SEN engage in and have access to activities of the academy alongside those who do not have a SEN provision.
- Academies within the JT MAT will designate a qualified teacher (SENCO) to be responsible for coordinating the SEN provision of young people.
- Academies will make parents/carers aware when they are making special educational needs provision for their child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.
- Within the MAT, academies will prepare an academy-specific SEN Information Report and publish it on their website. This report will outline in detail the implementation of the SEND policy within the individual academy.
- Each academy will designate a member of the local governing body or management board to oversee the academy's arrangements for disability and SEN.
- Academies will ensure that all staff accept that SEN is their responsibility, and that subject teachers take full responsibility for the progress of children with SEN whom they teach.
- The quality of teaching for pupils with SEN and the progress they make will be a core part of performance management arrangements.
- Regular assessments will be made by class and subject teachers supported by the SENCO and Senior Leadership team.
- This in turn will highlight needs and identify appropriate actions, particularly for those making less than expected progress, given their age and prior attainment.
- Academies within the JT MAT will make sure that the 'Graduated Approach' of the Code of Practice is used when making provision for students with SEN.

Working Across Education, Health and Care

- The JT MAT will work in conjunction with education, health and care bodies and professionals to secure effective outcomes for young people in our academies.
- Each academy within the JT MAT will cooperate with the relevant Local Authority in developing and reviewing the LA's Local Offer.
- Each academy within the JT MAT will make reasonable adjustments for disabled young people (including the provision of auxiliary aids and services) and will make arrangements to support those with medical conditions.
- We shall work with our academies and local and national providers to secure the services needed to improve outcomes for young people with SEND. These services could include; speech and language therapy, physiotherapy, occupational therapy, educational psychology, mental health services, and other health and social care professionals.

Reviewing the Policy

(Nasen recommend annually as schools change so rapidly these days.)

Appendices

- Equality Act 2010: advice for schools DfE (May 2014)
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Special Educational Needs and Disability (SEND) Code of Practice 0–25 (2015) and Regulations (Jan 2015)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Statutory SEN information report contents (Jan 2015 SEN Code of Practice, pg 106, 6.79)
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- The National Curriculum in England: Framework for Key Stages 104 (Dec 2014)
<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>
- Teachers' Standards 2012
<https://www.gov.uk/government/publications/teachers-standards>
- Staffordshire County Council Local offer
<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/ParentPacks/the-local-offer.pdf>