



# Special Educational Needs & Disability (SEND) Policy

<b>Implementation date:</b>		February 2021	
<b>Last review date:</b>		February 2021	
<b>Next Review date:</b>		September 2022	
<b>Statutory Policy:</b>		Yes	
<b>Date</b>	<b>Version</b>	<b>Reason for change</b>	<b>Source</b>
18.01.21	V1	Statutory changes Reviewed	R Beards

*To be read alongside all relevant Matrix Academy Trust policies and procedures*

## 1. Definition of Special Educational Needs

1.1 The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code. It was updated in January 2015 and revised again in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014.

1.2 Special Educational Needs (SEN) definition from SEN Code of Practice p15:

- 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
- A child of compulsory school age or a 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEN Code of Practice 2014, para xii)

1.3 This policy outlines Matrix Academy Trust's expectations for the provision of special educational needs and disability in our academies. It is a statutory requirement that each academy outlines their personalised Special Education Needs and Disability graduated response in their SEND information report (local offer) to accompany this policy. This will be published on the Trust school's website.

Note: Pupils whose language or form of language at their home is different from the language in which they will be taught, are not be regarded as having a learning difficulty solely because of this. Other factors must be evident.

## 2. Aims

2.1 Our aim is to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

## 3. Objectives

3.1 All of our pupils have an entitlement to receive high quality teaching that is differentiated and personalised so that all pupils make good progress and realise their full potential.

3.2 Each of our academies will offer a rich and varied curriculum that will be accessible to all abilities and needs.

3.3 Matrix Academy Trust schools will work in partnership with parents, carers and children and young people in developing those abilities and meeting the needs.

3.4 To identify pupils with a special educational need or disability as early as possible and ensure their needs are met.

3.5 To make sure all teachers and other adults are able to meet the needs of all pupils by providing relevant and up-to-date training.

3.6 Reasonable adjustments will be made to support any pupil with a protected characteristic so as they are able to realise their full potential.

3.7 At Matrix Academy Trust we recognise that there is a wide spectrum of special

educational needs that are frequently inter-related. The impact of these combinations on the child's ability to function, learn and succeed is taken into account.

3.8 These areas of need identified in the SEN Code of Practice (2014) are:

- communication and interaction
- cognitive and learning
- social, emotional and mental health
- sensory and/or physical

3.9 Whilst these areas of need and many other factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## **4. Roles and responsibilities**

### **4.1 Governors will:**

- Support and challenge provision and impact of provision for SEND pupils;
- Have regard for the Code of Practice in all decisions
- Agree each school's local offer for pupils with special educational needs and disabilities (to be published on each school website) see an example in Appendix 1.
- Monitor performance of pupils with special educational needs or a disability
- Have in place arrangements for dealing with complaints from parents
- Ensure the Public Sector Equality Duty is complied with, in particular monitoring progress towards the equality objectives relating directly to pupils with a special educational need or disability.

### **4.2 Leadership will:**

- Ensure a consistent whole school approach to SEND
- Appoint the person responsible for the pupils with special educational needs (SENDCo), who must be a teacher and, ensure the SENDCo has sufficient time to carry out the strategic role
- Ensure high quality teaching is differentiated and personalised to meet the needs of the majority of children and young people
- Ensure SEND pupils are able to access the same broad and balanced curriculum as all other pupils.
- Monitor the quality of teaching, impact of interventions and standards of pupils' achievements;
- Present an annual SEND report to Governors.

### **4.3 The SENDCo will:**

4.3.1 The SEND Coordinator (SENDCo), in collaboration with the Head Teacher and Governing Body, play a key role in helping to determine the strategic development of the Learning Support policy and provision in the school to raise the achievement of pupils with SEND. The key responsibilities of the SENDCo may include:

- Liaise with feeder primary schools
- Ensure parents, carers and young people are fully involved in the decision making process about their child's education
- Coordinate provision for pupils with special educational needs
- Review and monitor all pupils with SEND informing staff and parents of any actions resulting from the review cycle.

- Complete annual reviews for pupils with Education, Health and Care Plans.
- Liaise with external agencies including the Local Authority, educational psychology services, CAMHs and Speech and Language.
- Complete audits and as a result of these, complete applications of and for, extra provision
- Communicate with teachers via the SEND register the needs of a pupil and how to support their progress
- Ensure SEND pupils participate in a full range of activities in school and in addition to the curriculum
- Agree the appropriate access arrangements for pupils with learning difficulties and SEND to allow them to access external examinations
- Contribute to the continued professional development of staff
- Oversee the day-to-day operation of the SEND department, the maintaining of records on all pupils with special educational needs and manage the Learning Support team
- Write development plans in collaboration and consultation with the department and whole school targets
- Attend and participate in Trust-wide events to ensure consistent approach and up-to-date knowledge.
- Ensure that the needs of pupils with Special Educational Needs are met when the school is unable to open e.g. National Lockdown

#### **4.4 Assistant SENDCo** (if the position is present in the Trust school)

4.4.1 Support and monitor of the effectiveness of the review process under the guidance of the SENDCo.

- Provide guidance to employees on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- Work with the SENDCO and other employees to ensure that review paperwork such as Individual Education Plans or Pupil Profiles are used to set subject-specific targets and interventions to aid pupil progress.
- Deliver training to employees to promote inclusive practices and to aid the effective teaching of SEND students.
- Support the SENDCO in managing the implementation of an inclusive curriculum, including courses for pupils with Special Educational Needs.
- Establish and maintain professional relationships within the school, with other schools, other services or agencies, parents and pupils.
- Chair SEND reviews for pupils under the guidance of the SENDCo.
- Monitor the impact of interventions outside the classroom.

#### **4.5 Learning Support Assistants**

- Provide specialist support for pupils with Education, Health and Care Plans and working across the curriculum to support targeted individuals as directed by the SENDCo.
- Operate interventions outside of lessons to support pupils with literacy, numeracy, communication and interaction, social skills, emotional and physical challenges to ensure the development of the whole child.
- Work one to one with individual pupils as directed by the SENDCo.
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### **5. SEND register**

5.1 A register will be maintained in all schools of any pupils with Special Educational Needs and Disabilities. An example of how this register may be maintained in a Matrix Academy Trust school is shown in Appendix 1.

## 6. Graduated response

6.1 Matrix Academy Trust schools will adopt a graduated response to meeting special educational needs according to their individual Local Offer. An example of this from one of the schools in the Trust is in Appendix 2.

6.2 As part of the Graduated Response, pupils with an EHCP and pupils that require additional support will have regular reviews that may involve all interested parties. This will be followed up with the completion of a review document' one example of which is in Appendix 3. This document will set specific measurable targets for pupils to achieve that will support their progress in all aspects of school life.

6.3 These targets will be shared with staff along with the strategies that need to be employed for pupils to be supported to move towards successfully completing their targets.

## 7. School Request for an Education, Health and Care (EHC) Plan

7.1 For a few pupils, the help given by schools through the Local Offer may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to initiate an Education, Health and Care assessment.

7.2 Where a request for an assessment is made to the Local Authority, the pupil will have demonstrated significant cause for concern. The local authority **must** decide whether or not to proceed with an EHC needs assessment, and **must** inform the child's parent or the young person of their decision within a maximum of six weeks from receiving a request. (Code of Practice 9.17)

## 8. Disability and Inclusion

8.1 According to the Disability and Inclusion legislation, the Disability Discrimination Act, and Working Together to Safeguard Children, the school will do its best to meet requests for reasonable adjustments for pupils with Special Educational Needs and Disabilities given the age and construction of the school.

## 9. Adjustments in Exams for candidates with disabilities and learning difficulties

9.1 It is the responsibility of the SENDCo to ensure that pupils with disabilities and learning difficulties have appropriate access arrangements for exams.

9.2 This is determined using the JCQ document "Access Arrangements and Reasonable Adjustments" [www.jcq.org.uk](http://www.jcq.org.uk) at to decide whether a pupil is eligible for special arrangements or reasonable adjustments in any qualifications that the publication lists including GCSE, BTEC and GCE qualifications.

9.3 A pupil will be considered for access arrangements if they have a history of learning difficulties and if the arrangement has been their normal way of working in the school.

## Appendix 1

### Special Educational Needs and Disability register

Pupils on the register will be assigned a “Wave” according to the guidance below.

**Wave 3 pupils** will have been assessed awarded an Education, Health and Care Plan which will be reviewed annually. This will be very specific about the needs of the pupil and the strategies that will have to be employed to support the pupil and will be funded by the Local Authority.

**Wave 2 pupils** will be pupils with Special Educational Needs and Disabilities that are displaying one or more of the following:

- Making little or no progress even when teaching approaches are targeted particularly to a pupil’s identified area of weakness
- Showing signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presenting persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school
- having sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- having communication and interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- having obvious working memory problems
- having interventions from external agencies such as CAMHS or Speech and Language.

**Wave 1 pupils** will be pupils with Special Educational Needs and Disabilities that are making the expected progress according to their starting points.

## Appendix 2

### School Local Offer Graduated response

#### Stage 1

<p>Quality First Teaching</p> <p>Toolkit for teachers to support pupils with SEND</p> <p>Diagnostic Feedback</p> <p>Regular tracking of progress of all pupils at teacher, middle leader and senior leader level</p> <p>Catch ups after school</p> <p>Careers Advisor</p> <p>University trips</p> <p>Seating plans</p> <p>Peer mentoring</p> <p>Green pen: self and peer assessment</p> <p>Quality Continuing Professional Development for teachers and support staff</p> <p>“Grow your own” teachers through the SCITT and Teaching School alliance</p> <p>Quality Pastoral system</p> <p>Extra-Curricular activities</p> <p>Year 6 Transition programme</p> <p>Regular reading tests</p> <p>Literacy or Numeracy coaches supporting classes</p> <p>Cadets</p> <p>Duke of Edinburgh</p> <p>Maths Watch</p> <p>Educake (Science)</p> <p>Remote learning on TEAMS mirroring the in-school curriculum</p> <p>Revision links page for each subject on the website</p> <p>iCentre and iPads</p> <p>International Schools Award opportunities</p> <p>Cultural Capital Opportunities</p> <p>Beacon Values representative</p> <p>PSHE programme including SMSC and RSE</p> <p>Assembly programme including education on current events and preparation for next steps</p> <p>Report cards for effort, homework or behaviour</p> <ul style="list-style-type: none"><li>• Form Tutor</li><li>• Head of House</li><li>• Leadership</li></ul>
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## Stage 2

**SEND register/Pupil Profile**  
**SEND reviews Parent and Pupil (Assess/Plan/Do Review cycle)**

**Pastoral register/Pupil Profile**  
**Well trained support staff: coaches and LSAs**  
**Early Help**

Cognition and Learning	Social Emotional & Mental Health	Communication & Interaction	Sensory or physical needs
<p><b>Success centre Programmes:</b>  Employability Skills  Organisational skills</p> <p>Transition workshops at primary school and Barr Beacon School</p> <p>Dyslexia screening  Focussed reading programme  Small group literacy and Numeracy coaching after school  Spelling Bee programme  Sum Buddies programme  Literacy Skills Club  Fresh start  Accelerated reader</p> <p>SEND homework club  Coaches Homework Club</p> <p>Underachieving parental meetings  Effort monitoring report card  Elevate programme</p>	<p><b>Success centre Programmes:</b>  Behaviour modification Level 1-3 and SEND  Managing emotions and building resilience  Managing Exam Stress/Stress Management  Dove Body Confidence  Raising Self esteem  Keeping safe  Mental Health Support  School Counsellor</p> <p>Individual Behaviour Plans  Personal Support Plans  Pastoral report cards: Form Tutor, Head of House, Leadership  Mosaic mentoring  Pastoral Coach group support  Tigers Programme</p> <p>Elevated transition programme from Year 6 to secondary</p> <p>School based Social Worker support</p> <p>Medical Cards  Time Out cards  Early Leave Cards</p>	<p><b>Success centre Programmes:</b>  Social Skills  Friendship Skills  Adapting to Change</p> <p>SEND team building activities  SEND Communication and Interaction Club</p>	<p>Elevated transition programme from Year 6 to secondary</p> <p>Immediate Response register  Care Plans  School Health referrals/School Nurse  Medical Cards</p> <p>Time Out cards  Early Leave Cards</p> <p>Individual risk assessments</p>
<b>Outside Agencies</b>			
<p>Educational Welfare Officer  Local Authority SEND team</p>	<p>CAMHS  Forward Thinking  Educational Psychologist  Local Authority SEND team  Aquarius referral</p>	<p>Speech and Language team  West Midlands Autism  Local Authority SEND team</p>	<p>Occupational Therapy Team  Visual Impairment Team  Local Authority SEND team  School Nurse</p>



### **Stage 3**

- Bespoke transition plan year 6 to secondary involving all professionals
- Intensive leadership mentoring
- Pastoral coach one to one support
- Dedicated one to one support in lessons
- Education, Health and Care Plan application
- Senior LSA support
- Bespoke training (child focussed) for LSAs
- Individual Education Plan
- Annual and sixth month reviews of progress
- Child in Need Plan
- Bespoke reward projects
- Alternate placement for behaviour modification

### Appendix 3

#### Barr Beacon School review and monitoring paperwork example



Barr Beacon School  
www.barrbeaconschool.co.uk

### Pupil Profile

My Special Educational Need is

My future aspirations:

Things I find difficult when I am at school:

Targets I have set myself to improve are:

**My Teachers Must**

It helps me if teachers:

My teachers say to improve I must:

Strategies that have worked with me: