

SEND Policy

Together We Make The Difference



Meaningful
Collaboration



Evidence Informed
Practice



Our family of schools
shape the direction

Document Control

Title	Special Educational Needs and Disability Policy
Date	September 2026
Date of next review	July 2027
Supersedes	February 2025
Amendments	2026: No changes. The SENDCO Learning Circle intend to review the policy throughout 2026-27 in light of development of system reforms. 2025: Addition of Attendance section Addition of Safeguarding section Addition of SEN Information Report section Revisions to relevant legislation Addition of responsibilities for SENDCo and Headteacher/SLT regarding the Equality Duty Parent changed to parent/carer consistently Clarity that the SEND policy is written by the SENDCo Learning Circle Changes from differentiation to adaptation. Some other small changes to wording without changing meaning Addition of ordinarily available provision and the five-a-day principles References to the new updated Complaints Policy Additional section relating to dyslexia in Appendix 2
Related Policies/Guidance	This is based on the statutory <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, <u>Keeping Children Safe in Education</u> and <u>working together to improve school attendance</u>. and the following legislation: <u>Part 3 of the Children and Families Act 2014</u> <u>The Special Educational Needs and Disability Regulations 2014</u> The <u>Equality Act 2010</u> The <u>Public Sector Equality Duty</u> The <u>Governance Guide</u> The <u>School Admissions Code</u>

	SEN information report The local offer Accessibility plan Equality information and objectives Supporting pupils with medical conditions policy Attendance policy Safeguarding / child protection policy Complaints policy School level Behaviour / Communication policies This policy also complies with our funding agreement and articles of association
Author	SENDCo Learning Circle
Policy Category	Statutory, MAT Wide

Aims:

The schools within the CLIC Trust seek to develop the full potential of each child, recognising the uniqueness of each individual. We aim to provide a relevant broad and ambitious curriculum within a caring and inclusive environment in which all pupils can thrive

Objectives:

The objectives of our SEND policy are:

- That our assessment arrangements ensure that pupils' special needs are identified as soon as possible.
- Assessment data and termly pupil progress meetings are used to inform decision making.
- To identify the roles and responsibilities of staff in providing for SEND needs through the school's provision mapping.
- Effective use is made of teachers, other professionals, facilities and resources from both within and outside our schools.
- Targeted learning challenges are set and reviewed on a regular basis.
- SEND pupils are actively involved and informed of their targets, where appropriate.
- Parents/carers are informed and actively encouraged to be involved in meeting the needs of their children in partnership with the school through engagement in reviews of their child's progress.
- Pupils with SEND are given access to a broad and balanced curriculum through personalised learning and/or removing potential barriers to learning.
- All children grow in their confidence, independence and self-reliance to become effective and capable learners.
- Ensure that all SEND practices adhere to the Equality Duty.

Legal definition of SEND:

- A child has SEND if s/he has a learning difficulty or disability which calls for special educational provision to be made for him/her.
- A child has a learning difficulty or disability if s/he has a significantly greater difficulty in learning than the majority of children of the same age and is not reaching age related expectations
- A child has a difficulty or 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.

The 3 key principles for inclusion at all levels of curriculum planning, as outlined in the Code of Practice 2015, are:

- Pupils with SEND are entitled to have suitable learning challenges set for them. This is achieved through appropriate adaptations and clear learning objectives linked to individual personalised targets.
- School ensure that action is taken to respond to pupils diverse learning needs through provision of appropriate resources, support and removal of barriers to learning
- Schools help to overcome potential barriers to learning and assessment for individual and groups of children by establishing an environment where they can achieve their personal best. Use is made of teachers, other professionals, facilities and resources from within our school and outside wherever possible.

Roles and Responsibilities

The **SENDCo's** responsibilities include:

- Determining the strategic development of the SEND policy (in partnership with the CLIC SENDCo Learning Circle) and provision with the Headteachers and governing bodies ensuring we continue to move forward in our inclusive practice.
- Adhere to the SEND Code of Practice.
- Detail annually any plans for the development and maintenance of resources in an Inclusion Action Plan, which will form part of each School Improvement Plan.
- Co-ordinate the provision for children with SEND.
- Taking day to day responsibility for the operation of the SEND policy and provision.
- Provide and maintain a clear administrative and organisational framework to enable effective support.
- Ensuring teachers establish personalised targets in line with SEND Support or EHCPs (Education, Health & Care Plans).
- Monitoring the progress of pupils with SEND by collecting data and assessing information termly.
- Monitoring the implementation of targets within the classroom.
- Supporting and advising class teachers to ensure that provision is matched to the needs of the children and monitoring provision mapping.
- Organising training, webinars, and dissemination of information for staff, including TAs, on training days and during directed time as required.
- Managing the deployment of TAs supporting pupils with SEND.
- Adapt resources and teaching materials to support all SEND learners.
- Liaising with outside agencies and respond to advice received (sharing with relevant staff to ensure implementation).
- Build effective working relationships with parents/carers as primary partners in children's education.
- Signpost parents/carers to other agencies and services for support and make referrals for children when relevant/ required.
- Leading on effective transition arrangements for pupils with SEND (incoming pupils and school leavers).
- Keeping up to date with new developments by attending courses provided by the LA and other organisations.
- Keeping the Headteachers and Governing Bodies in each school informed of developments as and when necessary.
- Review the child's progress through consultations and an ongoing plan, do and review cycle.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Contribute to the staff appraisal cycles

The **Class Teachers'** responsibilities include:

- To provide Quality First teaching for every child in the class including those with additional needs.

-
- Teachers to have SEND-friendly strategies (ordinarily available provision) embedded within their classroom practice for the benefit of all pupils.
 - Identifying pupils which make little or no progress in spite of adapted learning.
 - Planning for all children's participation in learning, physical and practical activities.
 - Helping children manage their behaviour and to take part in learning effectively and safely.
 - Helping children to develop self-esteem and confidence in their learning.
 - Provide the opportunities and resources necessary for the child to work at their targets.
 - Working with the SENDCo and parents/carers in collecting and recording information about the pupil in determining the action to be taken.
 - Setting suitable learning challenges to respond to diverse needs.
 - Planning and delivering appropriate targets and breaking down attainment into finely graded steps in order to aid progress and provide accurate indicators.
 - Recording progress towards the achievement of targets through termly plan, do, review cycles.
 - Working in an effective team, in partnership with TAs and other adults, for maximum impact upon pupils.
 - Implementing the SEND policy.
 - Implementing advice from the EEF (including the five-a-day principles) to improve outcomes for all pupils including those with SEND

Role of Executive Head Teacher and the Senior Leadership Team:

- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring that the SENDCo is a member of the SLT in each school
- Setting the costs of the SENDCo against the core or base budget, rather than against additional funds delegated to the school to meet individual needs.
- Supporting the SENDCo in communicating with other SENDCos and outside agencies, including provision of opportunities to disseminate information.
- Informing the Governing Body and SENDCo of each school of how the funding will be allocated to support special educational needs.

Role of Governors:

The governors of each school wish to ensure that:

- The SEND policy is in place and in line with the Code of Practice (April 2015).
- They publish a SEN information report on the school websites.
- Access to the policy is readily available for all staff/parents/carers.
- The policy is clearly articulated and consistently applied.
- The SEND governor liaise with the SENDCo on a regular basis.
- SEND Link Trustee will oversee the quality of SEND provision across the Trust.

Identification and Provision

Identification

The identification of children with SEND is the combined responsibility of one or more of the following, working in partnership: the class teacher, SENDCo, parents/carers, phase leaders, medical professionals and outside agencies.

Identification strategies that can be adopted are:

- Observation
- Teacher assessment (and discussions at Pupil Progress Meetings)
- Concerns raised by teaching staff, parents/carers, medical professionals and outside agencies.
- Results of standardised tests e.g. reading tests, SATs/QCA results.
- Where a pupil is making little or no progress in spite of receiving adapted learning opportunities.
- Where significant adaptations need to be made in order for the child to access the curriculum or take part in aspects of daily school life.
- Pupil voice or self-evaluation.
- Parent/carer voice

Following identification of a child's special educational needs the class teacher will respond and:

- Inform and liaise with the SENDCo.
- Consult the child's parents and carers (in consultation with the SENDCo) and obtain consent to be placed on the school SEND/Additional Needs register at SEN Support within one of the four areas of need (see appendix 1)
- Draw up personalised targets to cover identified targets and discuss these with the pupil, where appropriate.
- Provide relevant resources and opportunities necessary for the child to work towards their targets.

Under The UN Convention on the Rights of a child we adopt the rights and responsibilities outlined in:

Article 28 – Every child has a right to an education.

Article 29 – Education must develop every child's personality, talents and abilities to the full.

Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

SEN procedure when concern is raised by a parent/carer or teacher:

- Parent(s)/Carer(s) to meet with class teacher when there is a cause for concern.
 - Teacher gathers information about child's background and needs to inform classroom practice.
 - Teacher informs parent(s)/carer(s) about identification procedure (see SEN identification flow chart)
 - Teacher and parent/carer decide if SENDCo support is required.
- SENDCo to meet with parent(s)/carer(s) to share information about the child.

-
- Identify the child's strengths and difficulties.
 - SENDCo and parents/carers discuss possible barriers to learning
 - SENDCo observes the child to investigate possible barriers to learning and feedbacks to teacher any targets set.
 - SENDCo discusses concerns with class teacher and/or any other relevant key staff working with the child.

Provision

Each year a proportion of each school budget is allocated to the development of resources to support the progress of pupils with SEND. This will be a Graduated Approach in line with the Code of Practice (2015):

1. Monitoring Group:

A range of strategies are used to support the needs of these pupils in the Monitoring Group including:

- Quality First Teaching.
- Adapted learning materials or strategies.
- Special equipment or resources.
- Some group or individual support with TAs/teacher.
- Undertaking staff development and training.

2. SEN Support :

A pupil who continues to experience challenges in their learning or well-being in spite of receiving an individualised programme. A pupil continues to experience difficulties accessing the curriculum. A pupil is likely to need on going adaptations to the curriculum, teaching, provision or environment.

The class teacher will continue to respond to the child's identified special educational needs and:

- Inform and liaise with SENDCo
- Act upon the advice of outside specialists.
- Consult the child and parents/carers
- Identify and work towards outcomes.
- Review targets as part of ongoing practice.

3. Education Health Care Plan (EHCP):

If a child continues to experience challenges in their learning or well-being in spite of receiving a highly individualised and intensive programme and/or has a recognised severe and persistent Special Educational Need or Disability then the SENDCo will make a request for Statutory Assessment from the Local Authority. School will provide details of:

- SEND support paperwork
- Individual Targets
- Record of reviews and outcomes

- Assessment Information
- Educational Psychologist assessment
- Views of parent/carers and pupils
- Involvement of other professionals.
- Individual provision map showing support to date.
- Attendance records
- Medical information

An EHCP is a document that details the statutory provision a pupil is entitled to in order to meet their needs. The EHCP should be Child Centred and include their Educational, Health and Social Care needs.

The EHCP will be reviewed at least annually by the child, parents/carers and all professionals involved.

Parent/Carer and Pupil Voice

Pupils will be progressively more involved in their target setting through discussion with their class teacher where appropriate. They will be given access to a member of staff to discuss any difficulties or concerns and are also able to use communication systems in school to alert attention. They will be given opportunities to share their views as part of monitoring and evaluation.

At different stages of Special Needs progress the school keeps parents/carers informed and involved. We take account of the wishes, feelings and knowledge of parents/carers and encourage parents/carers to make an active contribution to their child's education. There is a collaborative approach with parents/carers and teachers to develop targets and review progress through the review process and parent's evenings.

Arrangements for complaints

Should any parent/carers have cause for complaint, they should follow the CLIC Complaints Procedure (available on the website and from the school office).

Criteria for success

The SEND policy will be reviewed annually. To evaluate the success of the policy it must be determined that:

- All teachers across the Trust have a copy of the SEND policy which is easily accessible at all times.
- Attainment, assessment and Screening tool results are reviewed annually by the Phase leaders and Inclusion team to ensure those children who are not achieving are quickly identified.
- The SENDCo is available to discuss concerns with any member of teaching staff, including teaching assistants.
- Any child identified in the annual review of assessment data as not achieving will be targeted for extra support either in a group or individually and recorded on the school provision map.
- To ensure outside agencies are used effectively, the SENDCo will liaise on a regular basis with outside agencies. There will be on-going communication with the Educational Psychology and Speech and language therapy service to prioritise identified children.
- parents/carers feel informed about their child's SEND needs in line with SEND policy.
- That SEND records are maintained by all staff and kept up to date.

SEN information report

Each school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support. Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

ASSOCIATED DOCUMENTS AND SOURCES

Appendix 1

The 4 areas of SEND:

- **Communication and Interaction**
Children with speech language and communication needs and children with ASC.
- **Cognition and Learning**
Specific learning difficulties including, dyslexia, dyspraxia and dyscalculia, severe and moderate learning difficulties and global learning delay.
- **Social, Emotional and Mental Health (SEMH)**
ADHD, attachment disorder, emotional difficulties, mental health difficulties.
- **Sensory and or Physical**
Hearing impairment, visual impairment, motor difficulties, physical impairment, sensory processing.

Appendix 2

Our approach to Dyslexia:

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

A working definition of Dyslexia, as formulated by the Expert Advisory Group (Rose Review, 2009)

The schools within our Trust are committed to supporting and including all pupils with SEND, including those with specific learning difficulties such as Dyslexia. The ethos and organisation of learning i.e. our teaching principles, make the greatest difference for all our children, including those with SEND.

The features of good practice identified by OFSTED and in the Rose review reflect our own ethos. In summary, effective learning for children with dyslexia depends on:

- i. A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupils.
- ii. Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these.
- iii. Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.
- iv. Access to additional learning programmes and resources to support development of key skills and strategies for independent learning

We use our resources to continually develop teacher knowledge and skills and work towards creating Dyslexia friendly classrooms. Our focus relates to meeting need rather than diagnostic assessment (this means that Dyslexia assessments are not systematically offered to pupils). The schools within our Trust will use a range of assessments and screenings to identify pupils who may have characteristic features of Dyslexia. Information gathered from these assessments will inform classroom strategies, appropriate intervention and suitable adaptations that promote inclusivity, challenge and independence.

SEND Identification Strategy



