

Special Educational Needs & Disabilities (SEND) Policy



Greywood
Multi-Schools Trust
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Registered Charity No 11885406
registered in England and Wales

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Policy Links To	
<p>School Information Report - SEND Local Offer (individual schools) Accessibility Policy / Plan (individual schools) Admissions Policy Equalities Policy Health and Safety Policy</p>	

Introduction

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.

The Special Educational Needs (SEN) Definition from SEN Code of Practice (p15) states that:

- “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.”

This policy outlines Greywood Multi-School’s Trust’s pledge and expectations for the provision of special educational needs and disability in our schools.

It is a statutory requirement that each school outlines their personalised Special Education Needs and Disability Procedure in their school information report to accompany this policy.

It is the aim of The Trust to provide every pupil with the best education possible.

We promote a fundamental belief in the equality of opportunity in the classroom and throughout The Trust (for more information see our Equalities Policy).

All pupils should be fully included into the life and curriculum of our academies communities. Reasonable adjustments will be made so as all pupils can be fully included.

Each of our schools will ensure all of our children and young people access their entitlement to receive quality first teaching so that all pupils make good progress and realise their full potential.

Each of our schools will offer a rich and varied curriculum that will be accessible to all abilities and needs;

Schools will work in partnership with parents, carers and children and young people in developing those abilities and meeting the needs:

- To identify children and young people with a special educational need or disability as early as possible and ensure their needs are met/supported.
- 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.
- Reasonable adjustments will be made to support any pupil with a protected characteristic so as they are able to realise their full potential.
- The Trust supports the guidance as set out in the admissions arrangements for all of our schools.
- The accessibility policy and plan will outline how the schools will consider any issues which may be a barrier to participation in school life.

The Trust expects the Headteacher to:

- Have regard to the Special Educational Need and Disabilities (SEND) 2014 Code of Practice in school planning.
- Determine the use of financial resources, staffing levels and staff deployment.
- Support the SENCO in compiling the school information report and ensure it is reviewed and updated at least annually and published on the school website.
- Ensure staff development, in-service planning for Governors, teachers and teaching assistants.
- Ensure that the SENCO is a trained teacher.

The Trust expects Governors to:

- Appoint a Governor to support and challenge provision and impact of provision for SEND pupils, particularly those pupils eligible for pupil premium and on SEND register and report back to the full governing body.
- Have regard for the Code of Practice in all decisions.
- Appoint the person responsible for the special needs (SENCO), who must be a teacher and ensure the SENCO has sufficient time to carry out the strategic role.
- Agree the school's offer for pupils with special educational needs and disability (to be published on the school website).
- To monitor performance regularly of pupils with special educational needs or a disability.
- Have in place arrangements for dealing with complaints from parents with SEND pupils.
- 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.

The Trust expects the SENCO to:

- Ensure a consistent whole school approach to special needs and disability.
- Ensure parents, carers and young people are fully involved in the decision making process about their child's education.

- Ensure high quality teaching is differentiated and personalised to meet the needs of the majority of children and young people.
- Monitor the quality of teaching, impact of interventions and standards of pupils' achievements.
- Support all staff in the identification, assessment, planning and evaluation process.
- Maintain the upkeep of an appropriate special educational needs register and review when necessary.
- Review at least annually the school's information report which outlines the support and provision available in the school for pupils identified with special educational needs or disability.
- Present an annual SEND report to Governors.
- Seek advice and support from other agencies.
- Ensuring SEND pupils participate in a full range of activities, including examinations in school and in addition to the curriculum.

The Trust expects teachers to:

- Take responsibility for the needs of all the pupils.
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs.
- Plan for the needs of all pupils.

The Trust expects parents and carers to:

- Be fully involved in the identification, planning and evaluation process.
- Communicate regularly with the school.

NB - This Policy should be read in conjunction with the school's Information Report.

Accepted by Trust Board - December 2021