



**DISCOVERY**  
EDUCATIONAL TRUST

## **Special Educational Needs and Disability (SEND) Policy**

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## Special Educational Needs and Disability Policy

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### Updates since last edition

Throughout	Text amended to move to gender neutral language.	
Clause 12	Wording amended to reflect KCSiE 2022	

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## 1. Introduction

The Discovery Educational Trust (DET) is a Trust of Opportunity and its Schools offer its children and young people a high-quality inclusive education, a broad, balanced and ambitious curriculum and a safe and stimulating place to grow, learn and develop. All pupils are fully prepared to seize the opportunities of the rapidly changing world and become active and responsible global citizens.

There is effective support for the wellbeing of pupils and collaborative multi-agency working. Pupils in the DET Schools have a positive attitude to their education, reflecting a respectful culture and high expectations for behaviour.

DET and its Schools have high expectations for all pupils and are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), achieve the best possible educational and other outcomes. In line with the National Curriculum, teachers are expected to plan high quality lessons for all pupils, identifying and overcoming barriers to learning, wherever possible. DET and its Schools also ensure that pupils with SEND have access to the wider curriculum and are able to participate in a range of enrichment and extra-curricular activities.

The implementation of this Policy is overseen by the School SEND Coordinators (SENDCos). Details of how the Policy has been implemented in each of the DET Schools are set out in each School's *SEND Information Report*, which are available on School websites.

The Policy draws on the following statutory guidance and legislation:

- *Children & Families Act 2014*;
- *Equality Act 2010*;
- *Special Educational Needs and Disability Regulations 2014*;
- *Special Educational Needs and Disability Code of Practice: 0–25 (2015)*.

This document should be read in conjunction with the following policies:

- School Accessibility Plans;
- School Anti-Bullying Policies;
- DET Children with Health Needs who Cannot Attend School Policy;
- DET Safeguarding and Child Protection Policy;
- School behaviour policies;
- DET Supporting Pupils with Medical Needs Policy.

## 2. Definitions of SEND (SEND Code of Practice: 0-25 (2015))

**SEN:** A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them. 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 different from**, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Defined under the Equality Act 2010 as ‘...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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### 3. Aims

The aims of the DET SEND Policy are to:

- Encourage the participation of children, their parents/carers, and young people in decision-making;
- Focus on the early identification of children and young people's needs and early intervention to support them;
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils;
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need;
- Maintain a focus on inclusive practice and on removing barriers to learning;
- Support pupils as they reach transition points in their education.

### 4. Identification of SEND

DET and its Schools follow the guidance contained in *the SEND Code of Practice 0-25 (2015)*. The graduated response, adopted in the DET Schools, recognises that there is a continuum of needs. Children's needs and requirements may fall within, or across, four broad areas identified in the *SEND Code of Practice: 0-25 (2015)*. These are:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical needs.

Pupils' current skills and levels of attainment are assessed on entry, with attention also given to information received from a pupil's previous schools or setting. Ongoing assessment is a key element of the Class Teacher's role and the progress of all pupils is discussed at termly pupil progress meetings. Particular attention is focused on pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Widens the attainment gap between the child and their peers;
- Is a cause for concern by School staff and/or the child's parents/carers.

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment do not automatically mean that a pupil is recorded as having SEND.

Through assessment, observation and discussion with all involved, Class Teachers seek to identify the barriers to learning, which are limiting progress, and address those through class teaching and targeted interventions. Where necessary, the SENDCo is consulted and may choose to undertake further assessments.

## 5. Provision for Pupils with SEND

DET and its Schools follow the graduated approach outlined in the SEND Code of Practice: 0-25 (2015):

- Assess;
- Plan;
- Do;
- Review.

**Assess:** This is part of the identification process, but also an ongoing element ensuring that any provision is closely matched to the needs of the pupil concerned. The assessment may include standardised and diagnostics tests, but is also based on progress towards current targets, review of recent work, observations and feedback from pupils and their parents/carers. Other possible barriers to learning are also explored, for example, attendance and motivation.

**Plan:** Based on the outcomes of the assessment, a plan is drawn up detailing the desired long- and short-term outcomes and how these outcomes are to be met. The plan should identify the provision, which is **additional to or different from** what is generally provided. This may include intervention within or outside of the classroom; adaptations to the curriculum and how it is presented; access to extra-curricular activities; resources to support learning; and how parents/carers can support the plan at home.

**Do:** Those involved ensure that the agreed plan is carried out, and they monitor the impact it is having on the identified area or areas of need.

**Review:** Progress towards the short-term outcomes are reviewed regularly by all involved. Where outcomes have been achieved, new ones are agreed. Other outcomes are reviewed and, if necessary, changed to reflect current needs. Where appropriate, a decision about future support is agreed: where outcomes have been achieved, the pupil may no longer need SEND support; where progress towards outcomes has been limited, a decision may be made to involve outside agencies or, for pupils on SEND Support, to request an Education and Health Care Plan (EHCP).

## 6. Pupils with Medical Needs (Statutory Duty Under the *Children and Families Act*)

Pupils with medical needs have a detailed Health Care Plan, compiled in partnership with the School Nurse (or equivalent), other professionals, parents/carers and, if appropriate, the pupils themselves.

All medicine administration procedures adhere to the Local Authority (LA) policy and Department of Education (DfE) guidelines included within *Supporting Pupils at School with Medical Conditions* (DfE) 2014. Where necessary, training is given to staff, who administer the medicines, to ensure that they do so safely.

Refer to the DET Supporting Pupils with Medical Conditions Policy.

## 7. Involvement of Parents/Carers and Pupils

DET and its Schools aim to work in partnership with parents/carers. In line with the *SEND Code of Practice: 0-25 (2015)*, every effort is made to ensure that parents/carers are involved in the

decision-making process, and that their views are listened to with care and respect. They are invited to attend regular review meetings and have access to the appropriate staff at other times, as needs arise. DET and its Schools value the contribution of parents/carers and seek to work with them in order to achieve the best possible outcomes for their child.

Pupils are also invited to be involved in the review process to share their aspirations and the support that they need to achieve them.

Information about each School's approach to SEND, including the current *SEND Information Report*, is available on each School's website. In addition, parents/carers are signposted to the *Local Offer* and to other relevant channels of support.

## **8. SENDCo Contact Details and the Role of the SENDCo**

### **Chase High School (CHS)**

Mrs. Daisy Ringrose – daisy.ringrose@chasehigh.org

Mrs. Emma Wright – emma.wright@chasehigh.org

### **Larchwood Primary School (LPS)**

Mrs. Dawn Jaycock – senco@larchwood.essex.sch.uk

### **St. Martin's School (SMS)**

Mrs. Seniz Hamit - SENCO@st-martins.essex.sch.uk

A SENDCo's role is to:

- Oversee the day-to-day operation of the DET SEND Policy;
- Coordinate provision for children with SEND;
- Liaise with the relevant Designated Teacher, where a looked after pupil has SEND;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively;
- Liaise with parents/carers of pupils with SEND;
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Act as a key point of contact with external agencies, especially the LA and its support services;
- Liaise with potential next providers of education to ensure that a pupil and their parents/carers are informed about options, and a smooth transition is planned;
- Work with the Headteacher (HT) and Local Governors to ensure that the School meets its responsibilities under the *Equality Act (2010)* with regard to reasonable adjustments and access arrangements;
- Ensure that the School keeps the records of all pupils with SEND up to date.

## **9. Monitoring and Evaluation of SEND**

DET Schools regularly review their SEND provision as part of their ongoing schedule of monitoring and evaluation. This takes account of:

- The effectiveness of the SEND Policy, which is reviewed annually;
- The progress of pupils with SEND;
- Feedback from parents/carers and pupils;
- The extent to which pupils with SEND are included in all aspects of school life;
- Feedback from external agencies such as the LA and Ofsted.

## 10. Funding

SEND funding is provided from:

- A proportion of the funds allocated per pupil to the School to provide for their education called the **Age Weighted Pupil Unit**.
- The **Notional SEND Budget Additional Support Funding**. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- **Top-Up Funding** for those pupils with the most complex needs. The Schools may be allocated additional educational needs funding from the **LA's High Needs SEND Funding** allocation.

This funding is used to provide the equipment and facilities to support pupils with SEND.

## 11. Transition Arrangements

DET Schools recognise that transition points can be a particular source of stress and difficulty for pupils with SEND. They seek to work closely with local schools and settings and with parents/carers and pupils to ensure the smoothest possible transition.

## 12. Safeguarding

*Keeping Children Safe in Education 2022* recognises that, “...children with special educational needs or disabilities (SEND).....can face additional safeguarding challenges both online and offline. These can include:

- *assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;*
- *these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;*
- *the potential for children with SEND.....being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and*
- *communication barriers and difficulties in managing or reporting these challenges;*
- *cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.....*

*Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.”*

Refer to the DET Safeguarding and Child Protection Policy for detail as to how DET and its Schools minimise the risk of these challenges.

### Complaints Procedure

Refer to the DET Complaints Policy and Procedure.

### **13. SEND Information Report**

For further information, please refer to each School's *SEND Information Report*, which is available on School websites.