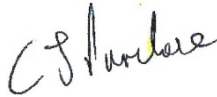




CASTLE Trust

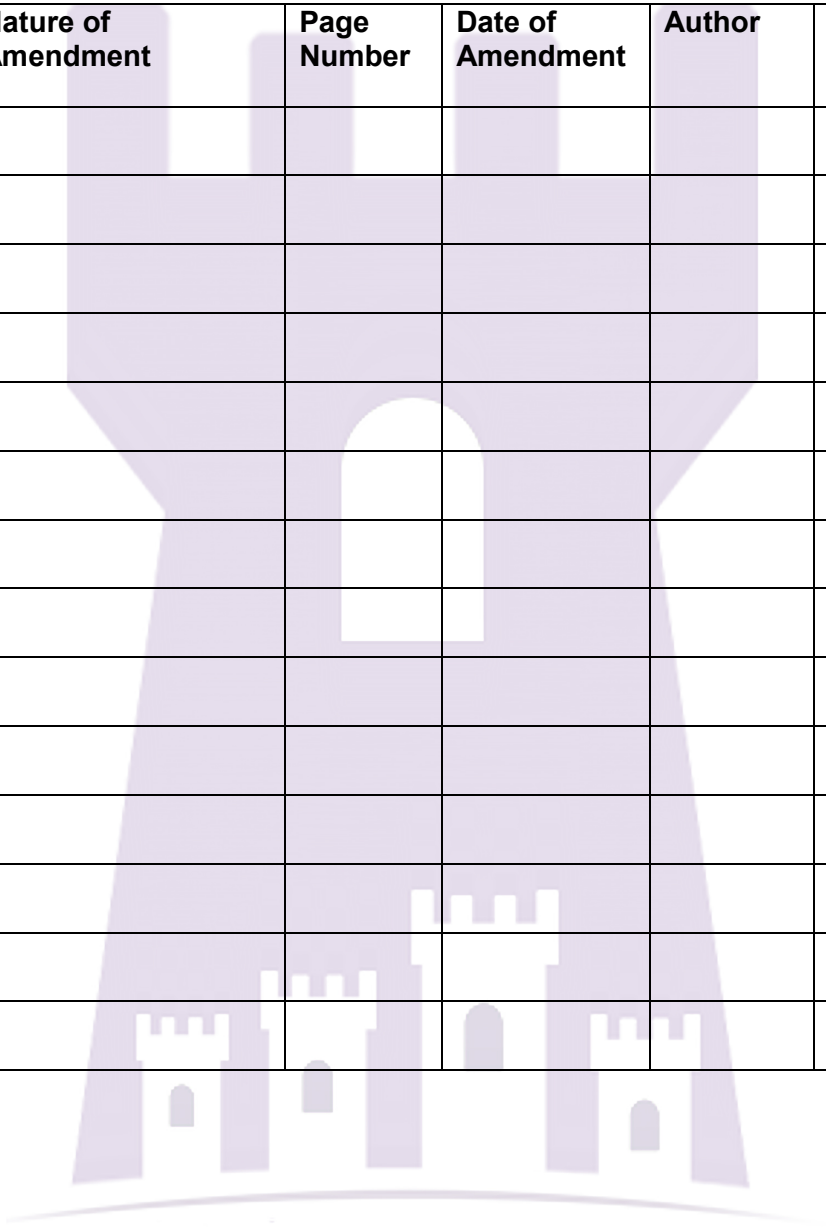
**CASTLE TRUST SPECIAL EDUCATIONAL NEEDS AND
DISABILITY (SEND) POLICY**

Review/Update By:	Karen White, CEO
Approved By Trust Board (signature):	 Chris Purchase, Trust Board Chair
Date Approved:	17 th December 2019
Next Review Due:	T2 2022

Learning For All, By All, With All

SEND Policy - Record of Amendments

Amendment No.	Nature of Amendment	Page Number	Date of Amendment	Author	Amendments approved & re-issued



Learning For All, By All, With All

Contents:

- 1. Trust Policy Statement**
- 2. Purpose**
- 3. Compliance**
 - 3.1. Is this a Statutory Policy?**
 - 3.2. Legal Framework**
 - 3.3. Sharing and Publication Requirements**
 - 3.4. Review and Update**
- 4. Definitions**
- 5. Practices and Procedures**
 - 5.1. Roles and Responsibilities**
 - 5.2. SEND Information Report**
- 6. Links to Other Policies**

1. Trust Policy Statement

The Castle Trust's Vision is for Learning For All, By All, With All. Our aims, for every child that attends one of our academies, are:

- Access to a broad, balanced and relevant curriculum
- Equality of opportunity
- Support to develop confidence, self-esteem and independence
- Support to develop an understanding of differences and respect for others
- Identification of and intervention for children with special needs happens early
- A consistent approach to the assessment and monitoring of achievement and needs
- Effective provision for Special Educational Needs (SEND)
- The views of the child and the parent are sought and valued
- A whole academy approach towards SEND

2. Purpose

The Castle Trust SEND policy aims to:

- Show how the academies in the Trust support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND across the Trust and within each academy
- Ensure that academies' individual websites are up-to-date and informative to enable Stakeholders visit them and understand current practice, procedures and SEND offer
- Ensure that each academy in the Trust has a detailed policy document and a SEND Information Report, which is updated annually reflecting the provision within each school and their specialist provision.

3. Compliance

3.1. Is this a Statutory Policy?

No. It does, however, set out the Trust's expectations of its academies in relation to the maintenance of a statutory SEND policy at academy level that is reviewed and updated at least every four years as well as a statutory SEND information report that is reviewed and updated at least annually.

3.2. Legal Framework

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

Learning For All, By All, With All

This policy also complies with our funding agreement and articles of association.

3.3. Sharing and Publication Requirements

The policy must be published on the Trust website with links to it from the academy websites. It must also be shared with academies' Local Advisory Committees, Senior Leaders and Special Educational Needs Co-ordinators (SENCOs)/Inclusion Leaders.

3.4. Review and Update

This policy will be reviewed at least every three years by the Chief Executive Officer (CEO) and any changes will be approved by the Trust Board.

4. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Practices and Procedures

5.1. Roles and responsibilities

The Special Educational Needs Co-ordinator (SENCO)/Inclusion Leader.

The SENCO/Inclusion Leader is named at each school, in their local policy.

They will:

- Work with the headteacher and Local Advisory Committee (LAC) SEND Champion to determine the strategic development of the SEND policy and provision in the school, ensuring that the academy policy reflects this Trust Special Education Needs Policy.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care (EHC) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- 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

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and LAC to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND, Inclusion and Enrichment Champion

Each Local Advisory Committee will appoint a SEND, Inclusion and Enrichment Champion, in accordance with the LAC Constitution and Terms of Reference. Their role in terms of SEND will be to:

- Help to raise awareness of SEND issues at LAC meetings
- Monitor the quality and effectiveness of SEND and disability provision within the academy.
- Promote the aims set out in the Trust SEND Policy and monitor to ensure that they are being achieved across the academy.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school, in line with the Trust SEND Policy.
- To ensure that SEND policies and information, or links to Trust documents, are published on the academy's website by academy staff in accordance with statutory requirements and the Policy and Key Document Review Schedule.
- To ensure that the academy has an Accessibility Plan and that this is published on the academy website by academy staff in accordance with the Policy and Key Document Review Schedule.
- To monitor to ensure that these policies are embedded within the academy.
- To monitor compliance with the Disability Discrimination Act requirements.
- Report back on the above to the LAC, which will hold the Headteacher to account for delivering the Trust's aims.

The Headteacher

The Headteacher in each academy will:

- Work with the SENDCO/Inclusion Leader and SEND, Inclusion and Enrichment Champion to determine the strategic development of the SEND policy and provision in the school, in accordance with the Trust SEND Policy
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability, ensuring that all pupils have access to a broad, balanced and relevant curriculum
- Promote the aims set out within the Trust SEND Policy and ensure that they are being achieved across the academy.
- Report regularly to the LAC with regard to the progress and outcomes of children with SEND as well as on the academy's delivery of the Trust's SEND Policy.

Class teachers

Learning For All, By All, With All

All academy class teachers in our Trust are responsible for:

- The progress and development of every pupil in their class.
- Promoting the aims set out within the Trust SEND Policy and ensure that they are being achieved for the pupils in their class.
- Working closely with specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the individual Academy SEND policy

5.2. SEND information report

Each Academy in the Trust will publish a SEND Information report covering their local offer and evidencing impact of this offer. The report should cover the headings below.

The kinds of SEND that are provided for

Academies in the Trust currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate SEMH difficulties with specialist units

Identifying pupils with SEND and assessing their needs

Academies in the Trust assess each pupil's current skills and levels of attainment on entry, which builds on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those 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
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

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

When deciding whether special educational provision is required, the academy professionals start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. This information will be used to determine the support needed

and whether it can be provided by adapting the academy's core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

All academies in the Trust are expected to work in partnership with parent and carers and the children so early conversations make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Gather strong evidence of the pupil's thoughts and views regarding their need
- Our schools take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. The schools in the Trust will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

Academies in the Trust follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views and those of their parents/carers
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

The Trust requires its academies to undertake effective transition for pupils, ensuring that plans are personalized to ensure smooth transition between year groups and between Key Stages. Information sharing with the school, college, or other setting the pupil is moving from or to will be General Data Protection Regulation (GDPR) compliant and all data will be protected through data sharing protocols. It is expected that parents/carers and pupils will have active involvement in the decision-making about information being shared.

Our whole academy approach to teaching pupils with SEND

In the Trust's academies, teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Academies will provide a range of support programmes and activities, which will be found in their SEND Information Report on their websites.

Adaptations to the curriculum and learning environment so that all children have access to a broad, balanced and relevant curriculum

Academies in the Trust will make the following adaptations to ensure all pupils' needs are met:

- Differentiating the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning.

Trust academies have a range of staff employed to support our inclusivity. Headteachers will determine what the right balance of staff hours and skills are required to meet the needs of the pupils in their school.

The Trust requires that its academies consider all SEND needs in determining staff ratios and skills including physical, learning and Social Emotional and Mental Health (SEMH), although this is not an exhaustive list.

Trust academies work with an extensive range of external professional individuals and agencies to provide support for pupils with SEND which will be driven by the local offer in each geographical location.

Expertise and training of staff

All Trust academies will have a fully qualified SENCO who will work full time, where possible, subject to their workplace requirements.

Each academy in the Trust will determine the level of staffing required to manage the SEND requirements in their school with reference to the notional SEND delegated budget. The Trust supports a comprehensive training package for all staff to ensure they are qualified to meet the needs of the SEND children in school. Training is planned both for general development, personal development and to cover specialist requirements when new pupils arrive at the school with explicit needs that are new to the academy.

The Trust supports the use of specialist providers and allocates funding to the academies to meet this need on an annual basis.

Securing equipment and facilities

The Trust supports each academy with premises adaptations on a needs basis.

Academies are responsible for choosing and purchasing equipment, which supports the SEND offer for pupils, from a delegated annual budget.

Evaluating the effectiveness of SEND provision

The Trust holds its academies to account over the outcomes for SEND pupils in their care, through the Local Advisory Committee. The Trust Executive report summary pupil outcome data to the Trust Board, which holds the CEO to account for delivering the aims set out in this policy across the Trust. As a result, the strategic plans are reviewed and adapted, when necessary.

The Trust ensures that the notional funding delegated to schools is effectively used for SEND pupils, using a range of appropriate KPIs.

Trust academies will review the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Trust academies provide a wide range of additional activities, events and trips. They are required to make these fully accessible to all pupils wherever possible. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

In our academies, the Trust requires that:-

- Arrangements for the admission of disabled pupils to be in place, where needs are investigated with parents and the pupil to ensure success.
- All staff are engaged in training to ensure that no pupil is discriminated against as a result of their SEND. Professional development for all staff improves their understanding over time. The Inclusion Leader/SENCO support staff with specific pupils in their class in order for them to achieve.
- Facilities in our academies are adapted where necessary, with Trust support for additional unplanned costs where funds are available.
- Each school has an accessibility plan, which is published on their individual website.

Support for improving emotional and social development

The Trust academies provide support for pupils to improve their emotional and social development. The local offer is determined by the Headteacher in discussion with the Inclusion Leader/ SENCO to meet the needs of their community.

There is a zero tolerance approach to bullying in all trust academies.

The Board requires LACs to strategically monitor key SEND data on a regular basis and challenge their findings with their Headteacher, raising issues to the Board and/or CEO as appropriate..

The Board monitor strategic SEND Key Performance Indicators that are reviewed annually.

Working with other agencies

Trust academies are required to work alongside external agencies effectively and in a timely manner, ensuring that the pupil is at the centre of the outcomes. The range of agencies is determined by the local geographical offer for each academy.

5.15 Complaints about SEND provision

Each Academy has a Compliments and Complaints policy, which is published on the website. There are a number of tiers which includes the Trust at the top.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

The Trust requires their academies to ensure that the website has contact details for the parents of pupils with SEND to access support.

Contact details for raising concerns

Please contact the School Office in the first instance:

Delce Academy: [Contact us.](#)

Greenway Academy: [Contact us.](#)

The local authority local offer

The details of the local authority offer and the school's contribution to it can be found in each school's SEN Information Report:

Delce Academy: [here](#)

Greenway Academy: [here](#)

6. Links to other policies

This policy links to trust and school policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- LAC Constitution and Terms of Reference