



# SEND and Inclusion Policy

## Document Management

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Responsible for:	Trust SEND Leadership Group

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## **1. Introduction - The Trust Vision**

Swale Academies Trust is an organisation which is driven by the belief that all children, irrespective of need, deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

The Trust is committed to improving the lives of all children by giving them the best quality teaching, so that they develop a love of learning and have high aspirations for their own futures.

The Trust believes that collaboration through school-to-school partnerships enhances the quality of education provided for all its children. There are regular opportunities for SEND leaders to attend network meetings to share professional development.

## **2. Trust Aims**

- Enable primary and secondary schools in the Trust to work together in a mutually beneficial way to sustain excellence in teaching and learning for students with SEND through collaboration and on-going professional development.
- To foster the open exchange of information and the sharing of expertise across the Trust.
- To ensure that every student, whatever their needs, is successful in achieving their own personal goals through appropriately tailored support and intervention.
- To nurture the well-being, personal development, and progress of every child within the Trust.
- To support every student, whatever their needs, to prepare for successful transition to adulthood.

## **3. Trust Responsibilities**

The Trust Board will ensure that in line with the SEND Code of Practice legal requirements for each academy in the Trust there is a qualified teacher designated as SENCO. They must ensure that the appointed SENCO has completed the National Award within 3 years of starting the post, and that this is a postgraduate course accredited by a recognised awarding body.

There should be a member of the Trust Board with specific oversight of the schools' arrangements for SEND and Inclusion.

The Trust Board should, through its delegated responsibilities, ensure that each school has a Link Governor for SEND and Inclusion.

The Trust has a SEND and Inclusion Leadership Group which monitors and evaluates SEND provision in its schools (see overleaf).

Rachel Gough	SAT - School Improvement
January Lorman	DHT - The Sittingbourne School
Bob Moreton	SAT - Director
Tina Murphy	Executive Headteacher - primary
Simon Penney	SAT - Director
Julie Prentice	Executive Headteacher - primary
Ann-Marie Waite	SENCO - Peacehaven Community School

#### 4. Trust Expectations

SEND is the responsibility of everyone and all teaching staff are expected to take responsibility for meeting individual needs and progress made towards outcomes.

All schools have a duty to identify any additional needs at the earliest possible stage and promptly implement effective provision to improve the long-term outcomes for all learners.

All schools within the Trust will publish on their website their SEND Policy in compliance with the SEND Code of Practice 2014 and The Equalities Act 2010. This report will be updated annually at the start of the new academic year.

Each school's policy must comply with the regulations of the Children & Families Act 2014 and the revised SEND Code of Practice 0 - 25 years 2014 which requires schools to provide:

*“High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.” (CoP 1.24)*

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties must consider in advance what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. Where a child or young person is covered by SEN

and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.

Alternative provision and additional resources (including staffing) may be put in place to ensure students with special educational needs are fully included in all aspects of school life, including the curriculum, extra- curricular programmes, and school trips. Any decisions in relation to the above will be taken by the appropriate people, including the Headteacher and SENCO, and in consultation with parents/carers.

Individual schools should seek to ensure value for money and the most effective and efficient deployment of resources when supporting students with SEND.

Schools must understand the Local Offer published by the Local Authority, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible, and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

## **5. Definition of SEN**

*“A 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. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.” (CoP 2014)*

There are 4 broad categories of need outlined in the SEND Code of Practice 2014:

1. Communication and interaction - speech, language and communication needs (SLCN).
2. Cognition and learning – moderate (MLD); severe (SLD); profound and multiple learning difficulties (PMLD; specific (SPLD).
3. Social, emotional and mental health difficulties.
4. Sensory and/or physical needs – include visual impairment (VI); hearing impairment (HI); multi-sensory impairment (MSI); physical disability (PD).

Students identified as having a SEN fall into one of two categories:

1. SEN Support (K)

Students require some form of additional support over and above the normal curriculum e.g. reading support, Social Skills group.

## 2. Education and Health Care Plans (EHCPs)

A minority of students will have an Education, Health and Care Plan (EHCP); these documents include details of the student's special educational need and the arrangements needed to support that student in school. The EHCP is a legal document and the school must follow its guidance.

N.B. All previously held statements, that continue to be relevant, will have been transferred to an EHCP by April 2018 in accordance with the SEN Code of Practice.

This policy should be read in conjunction with each individual school's SEND policy and procedures. Each school's policy must address:

- How student needs are identified;
- Support arrangements available within that school;
- How teachers initially respond to an identified need and the procedure for initiating specialised support from the SEND department;
- Access to external services e.g. educational psychology;
- Physical access to buildings and site;
- The monitoring of student progress and how this is reported to parents / carers;
- The range of home / school links available;
- Contact details for key members of staff.