

Special Educational Needs and Disability (SEND) Policy

Date of last review: June 2023
Review date: June 2026
Contact: Chief Executive, Education Futures Trust

Our children. Our families. Our community.

Registered Charity Number: 1146171

Company Number: 7852922

Introduction

At Education Futures Trust our ethos is to respect and value each child as an individual, with their own unique needs.

We recognise that at different times during their school life a child or young person may have a special need or disability. In implementing this policy, we believe children will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents and caregivers, staff and children working together.

We have staff experienced in identifying a range of barriers to learning, skilled in differentiating the learning and adapting strategies to meet children's diverse needs and styles.

1. Legislation and Regulation

This Special Educational Needs and Disabilities (SEND) policy has regard to:

- The Education Act 2010;
- The Children and Families Act 2014;
- The SEN and Disabilities Code of Practice, 0-25 years 2014 (SEND Code 2015) DfE;
- The General Data Protection Regulation 2016 (GDPR).

2. SEND aims

- To provide a broad and balanced offer with access for all, whilst acknowledging that some children may need help in progressing towards goals that may be different.
- To promote effective liaison with outside agencies where necessary, with a focus on the primary academic setting.
- To work in partnership with parents and children and other stakeholders when addressing children's needs.
- To develop staff awareness of issues regarding SEND and the Code of Practice.
- To ensure regular liaison between staff to assist in addressing children's needs.
- To encourage children to reach their full potential.
- To make reasonable adjustments to adapt provision to meet the needs of individuals.
- To encourage a positive self-image for all our children by recording strengths and successes.

3. Definition of Special Educational Needs and Disability (Code of Practice 2014)

'A child or young person has SEND 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 SEND may also have a disability under the Equality Act 2010 – that is '...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'. Children and young people with such conditions do not necessarily

have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.' (Code of Practice).

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.

4. Identifying Special Educational Needs

Early identification of children' needs is the key to unlocking the potential of children who may have special educational needs. We adopt a graduated approach to ensure that children who do not develop age-appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible, working closely with the primary educational provider and other stakeholders to build this picture.

Four areas of primary need are identified, but it is recognised that many children do not easily fit into one area and/or may change over time.

To understand the learning needs of children, the four broad categories of need are set out in the SEN and Disability Code of Practice:

Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Children who experience difficulty with speech, language and communication, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.	Children who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy or numeracy. This includes children with moderate learning difficulties and severe learning difficulties, requiring	Children's needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. children who have difficulty paying attention or forming attachments with adults also fall into	Children who require special (educational) provision because they have a disability that prevents them from accessing the learning facilities that are generally available.

	support to participate.	this category.	
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Some children and young people may have SEND that covers more than one of these.

The following needs/factors are not considered SEND, but may impact on progress and attainment:

- disabilities (it is the duty of all to make “reasonable adjustments” to their setting to include children with disabilities as described in the Equality Act 2010 – this alone does not constitute SEND);
- attendance and punctuality;
- health and welfare;
- English as an Additional Language;
- behaviour - no longer a way of describing SEND but a sign that a child has an unmet need.

5. Roles and responsibilities

In line with the Code of Practice 2014, responsibility and accountability for the progress of children on the SEND support register rests with the staff delivering the project or activities. The responsibility of the management of the SEND policy falls to the Deputy and Education Manager, currently Shar Brown.

The key areas of responsibility for the Deputy and Education Manager are to:

- have a SEND policy in place;
- ensure that the policy takes into account National Legislation and current initiatives and strategies;
- ensure that the SEND policy is followed by all members of staff;
- provide training for staff as appropriate;
- review the SEND policy as indicated or if legislation changes.

The key areas of responsibility for the Deputy and Education Manager (Deputy) are to:

- oversee the operation of the SEND policy;
- co-ordinate provision for children with SEND;
- liaise with and advise staff regarding concerns and the content of sessions;
- oversee the provision of all children with special educational needs, including relevant risk assessments;
- review the progress of children for whom a concern has been raised;
- keep staff up to date with SEND issues and resources;
- ensure liaison with parents of children with SEND;
- contribute to in-service training of staff.
- liaise with external agencies.

6. Additional Support for Children

Some children may just need short term support to 'catch up' with their peers. They may not have a specific SEND need. Other children may need a more tailored approach to address a specific SEND need that is impacting on their

ability to participate.

7. Education, Health and Care Plans

An Education, Health and Care Plan (EHC Plan formerly called a Statement of Special Educational Needs), will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. An EHCP will include details of learning objectives for the child.

8. How children with SEND are included.

We seek to be inclusive by:

- reviewing needs to identify any barriers in the way of the child, and plan appropriate and reasonable action;
- ensuring that all children have appropriate SMART (Specific, Measurable, Achievable, Realistic and Timely) targets;
- valuing the diversity of our children of which SEND are a natural part;
- Seeking to make provision for SEND within routine provision wherever possible;
- encouraging children with SEND to play/learn and socialise with other children.

9. Management of SEND

When it is decided that a child does have SEND, the staff and Deputy will agree in consultation with the parent or caregiver (and other stakeholders where appropriate) and the child the adjustments and support to be put in place, with a date for review.

All staff who work with the child will be made aware of their needs, the outcomes sought, and any strategies or approaches that are beneficial. The support and intervention provided will be selected to meet the outcomes identified for the child.

The children's progress will be monitored at the end of each session with adjustments made within the session if required.

10. Partnership with Parents or Caregivers

Parents or caregivers will be kept informed and involved with the progress of their child.

11. Complaints about SEND Provision

Any complaints about our SEND provision will be taken seriously. In the first instance parents are asked to approach the Deputy, after which our usual complaints procedures apply.

Record of Concern	
Child's Name:	D.O.B:
Age:	
Staff Involved:	
Strengths and Interests:	
Reason for Concern:	
Evidence:	
Long Term Goals:	
Support Planned:	
Other Agencies Involved:	
Support from Parents:	
Deputy signature and date	
Staff signature and date	