

1 INTRODUCTION

This policy provides a framework to guide school staff and strengthen decision-making as they make provision for pupils with special educational needs and disabilities (SEND)

This policy is based on

- The statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 0-25 years' graduated approach for pupils not making expected progress
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Great Academies Education Trust (GAET) Vision and Values
- Tameside/Rochdale Local Offer

2 PURPOSE AND OBJECTIVES

Purpose

This policy aims to ensure that The Trust can be confident that each of its academies are inclusive academies which focus upon the well-being and progress of every child. In line with the SEND Code of Practice and Tameside/Rochdale Local Offer, we value all our children and young people and are committed to tackling issues of disadvantage and underachievement of different groups.

Objectives

Our SEND policy and academy SEND information reports aim to:

- Set out how our schools will identify, 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
- Explain what the schools' what our schools do in practice to achieve the best outcomes for pupils with SEND and disabilities

3 GUIDING PRINCIPLES

This policy is guided by legislative duties, national guidance and the GAET Vision and Values

Key legislative duties and national guidance

- The statutory Special Educational Needs and Disability (SEND) Code of

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Practice which explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

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

GAET Vision and Values

Vision

Great Academies Education Trust will be a truly outstanding, outward facing multi-academy trust supporting its academies, from their starting points, to become outstanding.

All pupils will make exceptional academic progress in all subjects and regardless of age or stage will be work and college ready.

Our academies will be places where pupils are valued as individuals, where they will have opportunities to achieve highly, lead strongly and develop into confident, responsible and successful young adults.

All pupils with Special Educational Needs and Disabilities are expected to make exceptional progress. Academy staff work with key stakeholders to ensure this, and to support these young people into the next phase.

Values

All individuals will embody our values

Genuine - mutually trusting, open, honest and reflective.

Respect(ful) to all.

Excellent at what they do, striving for excellence and intolerant of mediocrity.

Achievement focussed-understanding that academic excellence is the goal and high aspirations key to each child achieving their academic potential .

Together-believing that we can make the biggest difference when we work as a strong team.

Academy staff are genuine in their discussions with SEND pupils and their families about the provision delivered. Members of our academy communities are respectful in all their dealings with pupils with SEND and all their conversations. The provisions we offer for pupils with SEND are excellent, and school leaders will continuously seek to improve that provision. All planning with and for pupils with SEND focuses upon academic excellence, through a culture of high aspirations. Academy staff work together with pupils, their families and other stakeholders to make the best possible provision for pupils with SEND.

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4 EQUALITY

The Great Academies Education Trust ensures that all pupils with SEND access appropriate provision within a culture of high expectations for them. We recognise the protected characteristics under the Equality Act 2010. We do not discriminate against anyone on the grounds of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. This is line with the Equality Act 2010 and covers both direct and indirect discrimination.

5 IMPLEMENTATION GUIDANCE

5.1 Academy Provision

Each academy will make provision for pupils with SEND in line with the relevant legislation and guidance. Each academy will describe its provision in the academy's SEND Information Report and publish this on its website. Each academy will also ensure it has and publishes, an accessibility plan.

5.2 SEND Information Report

Each school will have its own SEND information report which will cover:

- The kinds of SEN that are provided for
- Strategies for identifying pupils with SEN and assessing their needs
- The ways in which we consult with and involve pupils and parents
- How we assess and review pupils' progress towards outcomes
- Supporting pupils moving between phases and preparing for adulthood
- The school's approach to teaching pupils with SEND
- Adaptations to the curriculum and learning environment
- Additional support for learning
- Expertise and training of staff
- Securing equipment and facilities
- Evaluating the effectiveness of SEND provision
- Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND
- Support for improving emotional and social development
- Working with other agencies
- Contact details for raising concerns
- Making and dealing with complaints about SEND provision
- Contact details of support services for parents of pupils with SEND
- The local authority local offer

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6 ROLES AND RESPONSIBILITIES

GAET

- Ensures a written SEND policy is drawn up and implemented
- Requires each academy to produce and publish a SEND Information Report on their website, in line with DfE requirements
- Requires the academies to comply with their legal duties in respect of pupils with Special Educational Needs

The SENDCO:

- Works with the principal and SEND governor to determine the strategic development of the SEND provision in the school in line with the DfE Code of Practice
- Produces and publishes a SEND Information Report on the school's website in line with DfE requirements
- Has day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Is responsible for the oversight, design, organisation and monitoring of support services for pupils with SEND and school systems, procedures, policies and interventions
- Has responsibility for developing clear procedures for identifying pupils with SEND, and a 'plan, do, review' model for meeting pupils needs
- Has responsibility for putting in place appropriate provision to ensure progress of learners with SEND and/or a disability
- Provides 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
- Advises on the graduated approach to providing SEND support
- Ensures there is a coherent map of levels of support and interventions for pupils with different needs and degrees of need
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensures that the school meets the requirements of the Code of Practice in relation to the involvement of pupils and parents in SEND provision
- Is the point of contact for external agencies, especially the local authority (Tameside MBC & Rochdale MBC) and its support services
- Leads regular review meetings with parents of pupils with SEND, especially those with EHCPs;
- Liaises with previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Works with the principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with

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- regard to reasonable adjustments and access arrangements;
- Ensures the school keeps the records of all pupils with SEND accurately and that they are up to date and secure;
- Coordinates appropriate training related to SEND and individual pupils' needs for relevant school staff;
- Evaluates the quality of provisions and interventions based on outcomes and feedback;
- Has direct line management responsibility for support staff specifically employed to support children with additional needs, including performance management.

The SEND Governor:

- Helps to raise awareness of SEND issues at governing board meetings
- Monitors the quality and effectiveness of SEND and disability provision within the school and updates the Governing Board on this
- Works with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Principal:

- Works with the SENDCO and SEND Governor to determine the strategic development of the SEND provision in the school
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability
- Has overall responsibility for ensuring that the academy workforce complies with its legal duties in respect of pupils with Special Educational Needs
- Has overall responsibility for the deployment of the school's delegated budget, top-up funding and other resources to meet pupils' needs effectively

Teachers:

Each teacher is responsible for:

- Planning to meet the needs of **all** the pupils they teach
- The progress and development of **every** pupil in their classes
- Adapting the curriculum appropriately, using approaches which enable all pupils to be taught effectively
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Having an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision

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- Ensuring that their working practice adheres to the Code of Practice by following the SEN policy

Teaching assistants and other specialist staff for pupils with SEND:

Each member of SEND support staff is responsible for:

- Supporting identified pupils in full class, small group and individual learning
- Promoting pupils' independence and employing strategies to recognise and reward achievement of self-reliance
- Working closely with teachers, the SENDCO and other specialist staff to provide appropriate support to identified pupils
- Working with the SENDCO and class/subject teacher to review each pupil's progress and development to influence any changes to provision necessary
- Contributing to the development and implementation of learning, behaviour and medical plans for individual pupils
- Being responsible for keeping and updating records as agreed with the SENDCO, contributing to reviews of systems and records as requested
- Liaising sensitively and effectively with parents/carers as agreed with the SENDCO and participate in feedback sessions/meetings with parents with, or as directed by, the SENDCO
- Ensuring that their working practice adheres to Code of Practice by following the SEND policy

7 LINKS TO OTHER POLICIES

This policy should be read in conjunction with national and local guidance and the following GAET/Academy policies:

Academy SEND Information Reports
Academy Accessibility Plans
The Trust's Behaviour Policy
Equality information and objectives
The Trust's policy for Supporting pupils with medical conditions

8 SOURCES CONSULTED

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 0-25 years' graduated approach and the following legislation:

Part 3 of the Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

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

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