

Greenshaw Learning Trust Special Educational Needs and Disability (SEND) Policy

Date: July 2022

This Greenshaw Learning Trust (GLT) Policy applies to the Greenshaw Learning Trust as a whole and to all the schools and service units in the Trust, in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust. The Greenshaw Learning Trust, including all the schools and services within the Trust, their Trustees, governors and staff, must abide by this GLT SEND Policy.

This Policy describes Greenshaw Learning Trust's policy and provision for pupils with SEND and has been produced in accordance with the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This Policy is subject to the GLT Scheme of Delegation. If there is any ambiguity or conflict then the Scheme of Delegation and any alteration or restriction to the Scheme approved by the Board of Trustees takes precedence.

If there is any question or doubt about the interpretation or implementation of this Policy, the GLT SEND Lead or GLT CEO should be consulted.

Approval and review:

This policy is the responsibility of: GLT Head of SEND.

This policy was approved by the Board of Trustees on 22 July 2022.

This policy is due for review in July 2025.

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1. INTRODUCTION

This policy has been updated following changes to the law and statutory guidance of September 2014 and to reflect the *Special Educational Needs and Disability Code of Practice: 0–25 years* (July 2014). It sets our vision and principles for children and young people with SEND.

It sets out the expectations the Board of Trustees places on all the schools in the Trust and on joint working with parents, local authorities and health and social care partners of the Trust and its schools. These expectations will ensure that the Trust and its schools are compliant with both the letter and spirit of the SEND reforms and serve to improve outcomes for young people. It also outlines the Trust’s improvement model and the support available to all Trust schools.

1.1. RESPONSIBILITIES, APPROVAL AND REVIEW

This Policy is the responsibility of the GLT Chief Executive Officer. This Policy was agreed by the Board of Trustees on: 22 July 2022. This Policy is due for review by: July 2025.

1.2. TERMINOLOGY

The Trust means the Greenshaw Learning Trust (GLT).

- School means a school within the Greenshaw Learning Trust.
- Headteacher means the headteacher or principal of the school.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Governing Body means the committee of the Board of Trustees to which Trustees have delegated appropriate powers and functions relating to the governance of the school.

In this Policy all references to the Greenshaw Learning Trust will be read as including the Greenshaw Learning Trust shared service and all schools in the Greenshaw Learning Trust.

1.3. APPLICATION

This GLT SEND Policy applies to the Greenshaw Learning Trust as a whole and to all the schools and service units in the Trust. The Greenshaw Learning Trust, including all the schools and services within the Trust, their Trustees, governors and staff, must abide by this GLT SEND Policy.

In implementing this policy and associated policies and procedures the Governing Body, Headteacher and school staff, and Trust shared service staff, must take account of any advice or instruction given to them by the GLT School Improvement Lead for SEND, the GLT CEO or Board of Trustees. If there is any question about the interpretation or implementation of this policy, the GLT Head of SEND or GLT CEO should be consulted.

2. VISION

The Trust's vision for children and young people with special educational needs and disabilities is the same as for all children in the Trust's schools. The Trust is committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now and in the future. We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

3. POLICY STATEMENT

The Trust shall:

- Ensure that all GLT schools have regard to the views, wishes and feelings of the child or young person with SEND and the child's parents/carers.
- Work closely with and support the local authorities in which each GLT school is located to assist them in fulfilling their obligations under Part 3 of the Children and Families Act 2014 and its associated guidance.
- Ensure that each GLT School has procedures in place which allow them to fulfil both their statutory duties and support the wider vision and ethos contained in the SEND Code of Practice (January 2015).

All GLT schools will operate within the law:

- Part 3 of the Children and Families Act 2014.
- The Special Educational Needs and Disability Regulations 2014.
- The Special Educational Needs (Personal Budgets) Regulations 2014.
- The Equality Act 2010.

All GLT schools will follow the statutory guidance in full:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014).
- Transition to a new 0-25 special educational needs and disability system (August 2014).

4. PRINCIPLES

The Trust will operate a model in all GLT schools for improving outcomes for children and young people with special educational needs and/or disabilities. The model is based on six principles:

1. Prioritising **leadership** of SEND (intent).
2. Ensuring all pupils with SEND receive **high quality teaching** (implementation).

3. Supporting accurate **identification** and provision mapping (implementation).
4. Successfully impacting on progress through effective and evidenced-based **interventions** (implementation).
5. Maximising the impact of **teaching assistants** (implementation).
6. Excellent **outcomes** for those with SEND (impact).

5. DEFINITION OF SEND

- A child or 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.
- 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 or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

6. WORKING ACROSS EDUCATION, HEALTH AND CARE

The Trust and its schools will work jointly with education, health and care bodies and professionals to secure effective outcomes for young people in our academies.

Each GLT school will cooperate with the relevant local authority(ies) in developing and reviewing its local offer.

Each GLT school will make reasonable adjustments for disabled young people (including the provision of auxiliary aids and services) and will make arrangements to support those with medical conditions.

The Trust and its schools will work with, local and national providers to secure the services needed to improve outcomes for young people with SEND. These services could include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.

7. PROCEDURES: EARLY YEARS AND NURSERY PROVISION

The Trust will ensure that in its Early Years and Nursery provision, screening procedures are in place to identify children with SEN to ensure early identification and to ensure that they receive the support they need.

In the Trust's mainstream provision, children with SEN will be educated alongside children who do not have SEN.

The Trust's Early Years and Nursery provision will designate a qualified teacher to be responsible for coordinating SEN provision (the "SENCo") who will either be an experienced SENCo or have or be working towards the prescribed qualification.

We shall inform parents/carers when we are considering making special provision for a child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.

The Trust's Early Years and Nursery provision shall adopt a graduated approach with four stages of action: assess, plan, do and review as set out in the SEND Code of Practice 5.36-5.46.

Each Nursery provider shall prepare an annual report on the implementation of this SEN Policy including:

- arrangements for the admission of disabled children
- steps being taken to prevent disabled children from being treated less favourably than others
- the accessibility plan and how it will be improved over time.

8. PROCEDURES: MAINSTREAM AND SPECIALIST PROVISIONS

GLT schools will screen on entry by assessing a young person's skills and attainment and build on information from previous settings if available.

As part of the screening process the school will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them. This includes adhering to The Joint Council for Qualifications Community Interest Company and the Standards and Testing Agency annually updated regulations and guidance regarding Access Arrangements, Reasonable Adjustments and Special Considerations. Each provision has a duty to explore and provide access to suitable courses of study, submit applications for reasonable adjustments to the relevant organisations and make reasonable adjustments to the services and education provided to SEND children and young people.

All GLT schools will have measures in place to accurately identify young people with SEN and will place such pupils on 'SEN Support' in consultation with their parents/carers.

GLT schools will do everything they can to meet the needs of young people with SEN including delivering the education elements of an Education, Health and Care Plan.

In mainstream settings GLT schools will ensure that young people with SEN engage in the activities of the school alongside those who do not have SEN, unless a particular provision agreed with the parents/carers and the young person is in place.

Each GLT school will designate a qualified teacher to be responsible for coordinating the SEN provision (the "SENCo"), who will have or be working towards attaining the National Award in Special Educational Needs Co-ordination.

GLT schools will inform parents/carers when they are making special educational provision for their child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.

Each GLT school SENCo will a SEND Policy and information report for their school using the 'GLT Model SEND Policy' as approved by the Board of Trustees and in accordance with paragraphs 6.79 onwards of the SEN Code of Practice, that will set out details regarding the implementation of SEND Policy in the school. The SEND Policy and Information Report will be approved by the school's Governing Body and published on the school website.

Each GLT school Governing Body will designate a link governor to take oversight of the school's arrangements for SEN and disability.

The Headteacher will ensure that all staff in their school accept that SEN is their responsibility and, in particular, that class and subject teachers take full responsibility for the progress of children with SEN whom they teach.

The Headteacher will ensure that the quality of teaching for pupils with SEN and the progress made by those pupils are a core part of performance management arrangements.

Class and subject teachers, supported by the SENCo and senior leadership team, will make regular assessments of the progress for all pupils and identify appropriate actions, particularly for those making less than expected progress given their age and prior attainment.

The Headteacher will ensure that a Graduated Approach as set out in paragraphs 6.44-6.56 of the Code of Practice is in place for all young people on 'SEN Support'.

After consultation with the parent and young person, the Headteacher and SENCo shall request the relevant local authority initiates an education, health and care needs assessment for any child or young person for whom we believe this is necessary.

9. SUPPORTING OUR SCHOOLS

The Trust Shared Service will provide advice and support to GLT schools in the implementation of the Trust and school SEND Policy and to help improve outcomes for all children and young people with SEND. This will include:

1. Due Diligence SEND Audit.
2. GLT Model Development Plan for SEND.
3. GLT Model SEN Policy and SEN Information Report.
4. Full SEND Review.
5. 1 to 1 SENCO Meetings - half termly.
6. SEN working group - half termly.
7. Learning walks and book comparisons.
8. Data analysis including provision map support.
9. Support with meetings.
10. Training in SEN Responsibilities, Autism, Specific Learning Difficulties, Working Memory and Maximising the impact of teaching assistants.