SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY & PROCEDURE

TEMPLATE FOR SHARE ACADEMIES
INDIVIDUAL ACADEMY SEND POLICIES CAN BE FOUND ON ACADEMY WEBSITES

Version	3.0
Name of policy writer	Lauren McCaffrey
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Date of next review	July 2027
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1. Policy statement

The policy is intended to reflect the ethos, practice and aspirations of the whole Multi-Academy trust and reinforce its commitment to supporting all pupils who have special educational needs and disabilities.

Every teacher is a teacher of Special Educational Needs or Disabilities (SEND) and every leader is a leader of SEND.

Through successful implementation of this policy, the Trust aims to eliminate discrimination, raise aspirations, and promote equal opportunities by providing a high-quality education for pupils with SEND. We aim to swiftly identify and then tailor support to meet the needs of all pupils in our care.

We are committed to providing an inclusive education where all pupils belong, participate and achieve. Wherever possible, pupils with SEND will learn alongside their peers and access the full life of the academy.

2. Scope

2.1 This policy is a guide to all staff (including non-teaching staff and volunteers) and parents, outlining Academy's approach to ensuring that SEND is identified and suitable provision implemented to support need and remove barriers to learning. It should be read in conjunction with other relevant school policies.

3. Legal and statutory framework

3.1 This policy fulfils the requirements of 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
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy has due regard to guidance, including, but not limited to, the following:

- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'Keeping children safe in education 2022'

- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'.

3.2 This policy also complies with the SHARE Multi-Academy trust funding agreement and articles of association.

The academy will continue to operate in line with current SEND legislation and the SEND Code of Practice whilst monitoring national SEND reforms and updating practice where required.

4. Policy aims and objectives

4.1 Code of Practice Principles:

We work closely with the local authority to identify and meet pupils' needs. Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEND), must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions
- Parents/Carers being provided with the information and support necessary to enable participation in those decisions
- The need to support the child, and the child's parents/carers, in order to facilitate the development of the child.

4.2 Share MAT SEND Philosophy:

The core values of SHARE Multi-Academy Trust are 'valuing people, supporting personal best'. This drives our commitment to all pupils, especially those with additional needs, and at [Academy name].

At SHARE Multi-Academy, we believe that:

- All pupils have the right to receive high-quality teaching
- All pupils have the right to a broad curriculum that sets out high expectations, encourages independence and supports pupils to achieve their personal best
- Every teacher is a teacher of SEND
- High-quality adaptive teaching is the foundation of SEND provision.
- Inclusive practice benefits all pupils.
- Reasonable adjustments will be made to remove barriers to learning and participation.
- Everyone in [Academy name] has a responsibility to ensure that pupils with SEND have their needs recognised and supported fully
- It is important to develop a community based on collaboration which includes pupils, teachers, leaders, families and professional and eternal agencies
- All pupils are valued equally and offered the best education possible regardless of race, age, gender, social background, disability or ability
- All pupils have different needs
- Pupils' needs will be provided for effectively, as a natural part of the planned life of the Academy, by offering a broad, well-balanced curriculum which is skilfully implemented by teachers and matched to need appropriately.

We are highly ambitious for all pupils, and we strive to provide a consistent and systematic approach to special educational needs, which is characterised by features such as:

- An inclusive environment in all classrooms with equality of opportunity
- A recognition that all teachers are responsible for meeting their pupils' special educational needs
- An ethos which combines a culture of praise, recognition of achievement and success within a disciplined and caring environment
- A variety of approaches to implementing the curriculum which incorporate differentiation and develop pupils' academic confidence and self-esteem
- Early identification, assessment and intervention as part of a structured, systematic process of support
- Recording and regularly reviewing pupils' progress and needs to ensure high expectations for all so that pupils with SEND reach their full potential
- The integration of SEND pupils into all aspects of Academy life
- Involving pupils with SEND and their parents/carers in discussions about their provision and their future
- PRIMARY ONLY Helping pupils with SEND to transition successfully to secondary education
- SECONDARY ONLY Helping pupils with SEND to transition successfully to the next stage of education, employment and/or training.

4.3 Definition of SEND:

A child or young person has special educational needs and/or disabilities if they have a learning difficulty and/or a disability that means they need special health and education support. This is a term that is shortened to 'SEND'.

The SEND Code of Practice 2014 and the Children and Families Act 2014 gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than most children of the same age
- Have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age.
- Have greater needs than most of their peers for support with their social and emotional, mental health and wellbeing.

A child does not necessarily have a learning difficulty if:

- They are working towards age related expectation in some or most subjects
- They have gaps in their learning due to environmental factors such as poor attendance
- The language of the home is different from the language in which he or she is or will be taught
- Behaviour which does not meet the expectations of the academy is prevalent
- This is diagnosed purely from a parents' perspective.

At SHARE Multi-Academy trust, Special Educational Provision means:

- Educational provision, which is additional to, or otherwise different from, the Quality First Teaching provision made generally for children of the child's age in maintained schools, other than special schools, in the area.

The SEND Code of Practice groups the areas of need in which pupils may experience difficulties into four categories:

Cognition and Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences. These needs can manifest in many ways, including (but not limited to): • Challenging, disruptive or disturbing behaviour • The pupil becoming withdrawn or isolated.
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment. These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Under the Equality Act 2010 a person has a disability if he or she has a physical or mental impairment which has a substantial and long-lasting, adverse effect on their ability to carry out normal day- to-day activities.

The legislation for pupils with special educational needs does not specifically address the needs of able pupils. However, it is important that we recognise that able pupils also have very particular needs.

5. Roles and responsibilities

5.1 All SHARE Academies recognise that the provision for Special Educational Needs and Disabilities is a matter for the school as a whole and is everyone's responsibility. More specific roles and responsibilities are outlined below:

Board of Directors	The Board of Trustees should make sure that their trust complies with all aspects of discrimination law. The best way to do this is to ensure that they apply the principles of fairness and equality in everything that the school does. Our board of trustees will: • Review and adopt this SEN policy template, checking that it meets statutory requirements • Receive reports and evaluate full range of evidence, to ensure the needs of pupils with SEND are being met well • Ensure adequate resources, including staffing, and training are allocated to support pupils with SEND • Ensure the needs of pupils with SEND are sufficiently prioritised in the trust's overall strategic priorities • Challenge trust leaders where performance could be better. The Director Lead for SEND and Disability is Phillip Joy.
Local Governing Body Board of Directors	The local governing body should, in co-operation with the Headteacher, adopt the trust policy and amend it to suit the local academy's setting. They will scrutinise the effectiveness of provision for pupils with SEND and challenge local leaders where necessary. They may flag concerns to the Board or the CEO. With support from the Board of Directors, the Local Board must ensure: • The strategic development of the SEND policy • The necessary provision is made for any pupil with SEND • All staff are aware of the need to identify and provide for pupils with SEND • Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils • They have regard to the requirements of the SEND Code of Practice (2015) • Parents are notified if the Academy decides to make special educational provision for their child • They are fully informed about SEND issues, so that they can play a major part in the Academy's ongoing self-evaluation • They set up appropriate staffing and funding arrangements, and oversee the Academy's work for pupils with SEND • They, and the Academy as a whole, are involved in the development and monitoring of this policy • That SEND provision is an integral part of the Academy development plan

	• That the quality of SEND provision is regularly monitored.
Headteacher	The Headteacher has responsibility for: • Leadership and management of the Academy's work, including provision for pupils with SEND • Regularly providing information to the local governing body regarding SEND issues • Working closely with the SEND team within the school • Ensuring that the implementation of this policy and the impact of inclusion policies on the Academy as a whole are monitored and reported to governors.
The Special Educational Needs Co-ordinator (SENDCo)	At [Academy name] there is/are number of fully qualified SENDCOs who work collaboratively. The SENDCOs will be responsible for: • The day-to-day operation of this policy • Co-ordinating provision for pupils with special educational needs • Ensuring that an agreed, consistent approach is adopted • Liaising with and advising fellow teachers • Helping staff to identify pupils with special educational needs • Carrying out assessments and observations of pupils with specific learning difficulties • Supporting teachers in devising strategies and creating/implementing Pupil Passports/IEPs • Liaising with parents of pupils with special educational needs • Liaising with external agencies including the LA's support and educational psychology service, the CK Careers Service PA, health and social services and voluntary bodies • Overseeing the records on all pupils with special educational needs • Assisting in the monitoring and evaluation of progress of pupils with special educational needs through the use of existing Academy assessment information • Contributing to the in-service training of teaching and support staff • Managing the SEND team • Liaising with the SENDCOs in other schools/settings as appropriate • Attending LA in-service training as appropriate • Advising on the graduated approach to providing SEND support • Liaising/collaborating with designated teachers for LAC with SEND • Liaising/collaborating with the Designated Safeguarding Lead.
Teaching and support staff	All Teaching and support staff are responsible for: • Identifying Special Educational Needs and Disabilities of individual children • Knowing which pupils in their class are on the SEND register and at what stage • Contributing to reviews/meetings with parents (and child if appropriate) at least three times a year. • Actively reviewing ANPs and MSPs and monitoring progress against targets • Implementing and adapting the curriculum in order for SEND pupils to access knowledge at the highest possible levels • Creating an inclusive classroom for pupils with SEND that develops independence

	• Making themselves aware of this policy and the procedures for identifying, assessing and making provision for pupils with special educational needs and/or disabilities • Providing high-quality feedback to parents of pupils with SEND.

6. Procedures and implementation

6.1 Identification of SEND:

SHARE Multi-Academy trust believes that early identification of need is crucial in ensuring that pupils can achieve their personal best and in future be successful adults.

The SEND Code of Practice states that:

- High-quality teaching that is differentiated and personalised will meet the 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. … Special educational provision is underpinned by high-quality teaching and is compromised by anything less.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Quality First Teaching consists of:

- Highly focused curriculum and lesson design with clearly identified 'golden knowledge'
- Opportunities for pupils to recall previously learned knowledge to deepen understanding
- High demands of pupils' involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- High levels of engagement with pupils from the teacher, giving ongoing feedback and dynamically assessing progress
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

The classroom teacher should:

- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how a full range of resources are going to be used to help reach these
- Focus on outcomes for the young person: Be clear about the outcome wanted from any SEND support
- Be responsible for meeting special educational needs: Use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to improvement to the quality of education for pupils with SEND
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

Any concerns expressed by any adult having contact with the child - parents, teachers, support staff, health or social services professionals - should be passed

to the SENDCO by INSERT METHOD OF REFERRAL IN INDIVIDUAL SCHOOL HERE.

Teachers and support staff are at the heart of the SEND support system and are most equipped at identifying an initial need or concern.

At [Academy name], each pupil is assessed to ascertain the following when they arrive either at a natural transition point between educational phase, or through an in-year transfer:

- Levels of attainment in key subjects - This will build on information from previous settings and Key Stages, where appropriate
- Reading age/ability
- Spelling age/ability
- Any evidence that the pupil may have a disability will also be considered and reasonable adjustments will be made in order to accommodate these

If there is any evidence to support concerns around SEMH reasonable adjustments will be made to accommodate and support need.
If a child arrives at the Academy and further information is required as to ascertain starting points or to further investigate potential SEND, the following may be used:

- SDQ assessment
- Boxall profile
- Lucid Exact
- CoPS
- Dyslexia Screener
- SNAP Profiles - SPLD (Specific Learning Difficulties) and Behaviour
- Sensory Audits
- Bradford online tool kit
- Handwriting/transcription assessment
- Phonics assessment

All formal assessments sit along and will be used in conjunction with teacher assessments. Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap despite interventions.

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

6.2 In-year transfers for pupils with SEND

If a pupil with SEND starts at [Academy name], the parents/carers will be invited to meet with the SENDCO and, if needed, visit(s) to the previous school will be organised to support the transition. The Academy will work in a multi-agency way to ensure that as much relevant information is available to all staff before the pupil starts, so support can be put in place as early as possible. This is especially important if:

- Their previous setting has already identified that they have SEND
- They have a My Support Plan/equivalent from previous local authority
- They are known to external agencies

- They have an education, health and care plan (EHCP).

6.3 Supporting pupils with SEND:

SEND Graduated Response

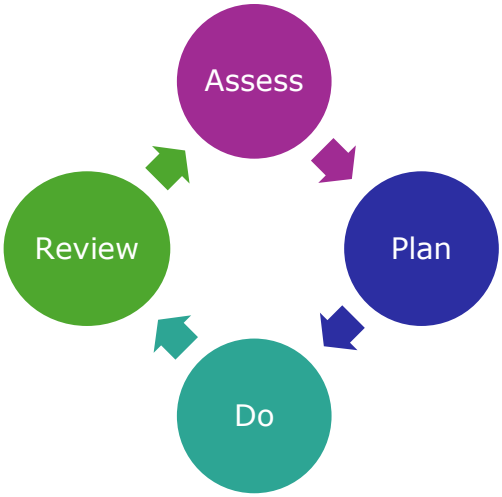
[Academy name] operates a graduated response to SEND needs, to ensure that all pupils' needs are met in a way which supports them to benefit from a full curriculum.

Once a pupil has been identified as having SEND, staff will take action to remove barriers to learning, putting effective provision in place.

This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Early identification and support are central to our approach. Provision will be implemented promptly, monitored carefully and adapted in response to need and progress.

The graduated response employs the model below:



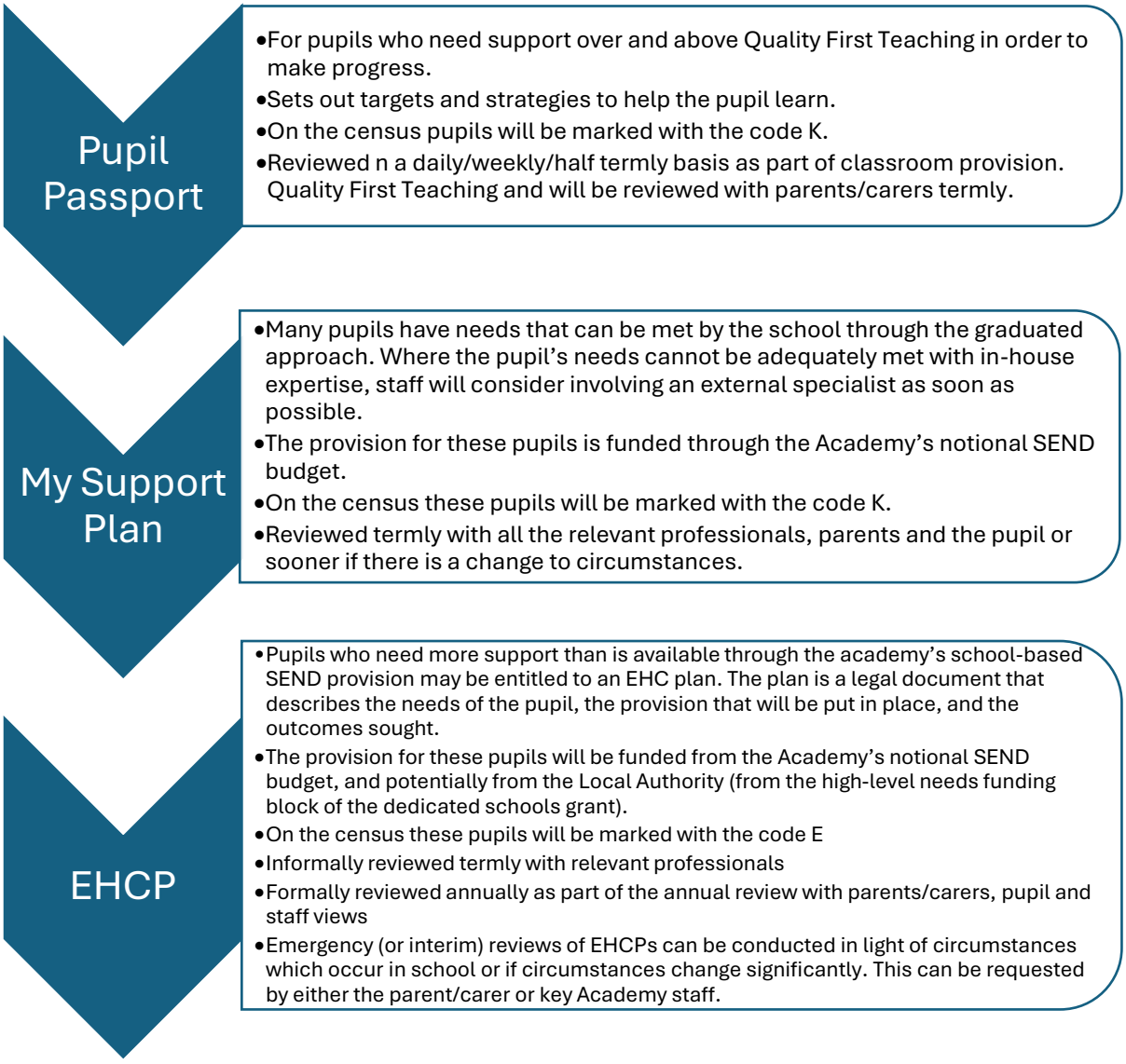
Assess:	Plan:
• The teacher and the SENDCO carry out a clear analysis of the pupil's needs – diagnosing what needs to be developed to help the pupil make progress • Views of the pupil and their parents/carers are considered. • The school may also seek advice from external support services.	• In consultation with parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions, targets and support will be put into place. Clear outcomes will be identified and a date set for review. • All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff in a Pupil Passport – with notes/further information added to CPOMs/Arbor. • Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Do:	Review:

• The pupil's teacher retains overall responsibility for their progress.
• Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil.
• Teachers will work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
• The SENCO will support the teacher and support staff in further assessing the pupil's strengths and weaknesses and in advising on how to implement support effectively.
	• The effectiveness of the support and interventions in achieving clear outcomes will be reviewed in line with the agreed date.
	• The impact and quality of support and interventions will be evaluated:
	• This evaluation will be based on:
	  • The views of the parents and pupil
	  • The progress the pupil has made towards their outcomes
	  ▪ The views of teaching staff who work with the pupil.
	• The teacher and the SENDCO will revise/adapt outcomes, and support/ provision, accordingly.

6.4 Levels of support:

Any pupil receiving SEND provision will be placed on the Academy's SEND register and will have a Pupil Passport, My Support Plan or EHCP in place to identify their additionality over and above quality first teaching.



6.5 Kirklees Local Authority Cluster Model

To more effectively support high-needs pupils, Kirklees local authority operates a 'cluster' model.

These clusters:

- Are arranged geographically, to help deliver effective support for pupils and families who require it
- Target resource at the highest needs cases as early as possible
- Will mean that additional funding is not solely linked to having an EHCP
- Will be surrounded by a team of professionals including early support co-ordinators and educational psychologists

All SHARE MAT academies take an active role in participating in these clusters.

6.6 Links with professional, external agencies:

SHARE Multi-Academy Trust recognises that its academies will not be able to meet all the needs of every pupil through their internal offer.

We recognise the importance of working in partnership with pupils, families, the local authority, health professionals and other agencies to secure the best outcomes for children and young people with SEND.

Whenever necessary [Academy name] will work with external support services such as:

- Speech and language therapists (SALT)
- Specialist teachers or support services (through Kirklees outreach)
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services (initially through Kirklees Duty and Advice).

6.7 Personal development for pupils with SEND:

The development of skills which enable pupils to thrive in modern day Britain – is important for all. However, at [Academy name] we understand that, for pupils with SEND, developing such skills can be challenging.

To ensure that pupils who leave [Academy name] can confidently navigate the challenges of life, adaptations, additions and adjustments to the personal development (PD) curriculum are made.
These are outlined below (INDIVIDUAL ACADEMIES TO DELETE/ADD AS APPROPRIATE):

- One-to-one mentoring, coaching and counselling
- Small group sessions targeting specific gaps in knowledge or misconceptions
- Bespoke support from The Base (drug and alcohol support service
- Dedicated mentoring time for EHCP pupils to work on life skills
- Thriving Kirklees referrals (mental health and emotional support).

6.8 SEND, Attendance, Behaviour and Safeguarding

The academy recognises that SEND can be linked to attendance, behaviour, wellbeing and safeguarding. When concerns arise, staff will consider whether unmet SEND may be a contributing factor and will respond appropriately.

6.9 Admission and accessibility arrangements:

Admissions into all SHARE academies are managed by Kirklees Local Authority's School Admissions service. As such, protocols for admissions for all pupils, including those with SEND, can be found here.

7. Monitoring and evaluation

7.1 Our quality assurance (QA) cycle is embedded into SHARE academies as routine. It is a continual cycle of review aimed at improving the provision and outcomes for all pupils, including those with SEND. The views expressed from parents/carer(s) and pupils will be reflected within this process.

This includes, but is not limited to:

- Classroom observations of teachers

- Observations of pupils with SEND and the impact of their support
- Analysis of the work completed by pupils with SEND
- Pupil voice
- Staff voice
- Parent/Carer voice.

When assessing the SEND provision in [Academy name], the views from all parties (including external agencies), monitoring data and any other available information will be used to inform the assessment of the area.

A summary will be shared with the Governing Body to discuss the effectiveness of the SEND provision in school. This will be used to identify areas to develop and to formulate the key goals for the development plan for SEND.

Leaders will review the effectiveness of inclusive practice, staff training and SEND provision to inform future priorities and improvement planning.

8. Training and awareness

8.1 A key component in ensuring that pupils with SEND are successful at [Academy name] is ensuring that staff in the Academy are equipped with the appropriate knowledge and skills to be able to skilfully support them.
This includes, but is not limited to, the following:

- National updates to SEND legislation
- Local updates pertaining to the SEND local offer
- Updates on internal systems, procedures and protocols linked to monitoring pupils with SEND
- Key updates on individual pupils
- Sharing of best practice by external experts
- Sharing of best practice from SHARE and [Academy name] colleagues.
- Ensuring that pupils who are disadvantaged – including those with SEND – is a key priority for the whole Multi-Academy trust's development plan and it is therefore a priority at [Academy name].
- Training, through continuing professional development (CPD), at [Academy name] is planned and sequenced and follows a programme which supports building knowledge for staff against the Academy's priorities.

CPD can include formats such as:

- After school training sessions
- INSET days
- Online webinars
- External courses
- National Professional Qualifications (NPQs)
- Early Career Teacher (ECT) Framework
- SHARE Multi-Academy trust departmental meetings
- Coaching
- Mentoring.

Broadly, at [Academy name], the training programme is planned as follows:

- Weekly CPD session
- Regular briefings with updates on individual pupils with SEND
- SEND bulletin provided to all staff.

Training will regularly be provided to teaching and support staff. Leaders at all levels and the SENDCO will continuously use QA to monitor provision for pupils with SEND to identify any staff who have specific training needs.

These needs will either be incorporated this into the Academy's plan for CPD if they are a broad need, but colleagues will be supported individually if it is more attuned to their individual practice.

9. Equality and diversity statement

9.1 Disability is protected from discrimination under the Equality Act 2010. SHARE MATs equality statement identifies the objective to advance equality of opportunity between people who share a protected characteristic (in this case potential disability) and those who do not.

See the following documentation for further information:

- Equality Policy and Procedure
- Equality Statements and Objectives

10. Linked policies:

This policy operates in conjunction with a range of Trust policies, including but not limited to, the following:

- Accessibility Policy
- Behaviour Policy and Procedure
- Curriculum and Assessment Policy and Procedure
- Health and Safety Policy and Procedure
- Pupil attendance Policy and Procedure
- Pupil Mental Health and Wellbeing Policy and Procedure
- Safeguarding and Child Protection Policy and Procedure
- SEND Annual Report
- Supporting Students at School with Medical Conditions Policy and Procedure

11. Schedule of Amendment

Version No	Amendment
3	• A strengthened inclusion statement (Section 1 - Policy Statement) • Added explicit adaptive teaching language (Section 4.2 - Share MAT SEND Philosophy) • Specificity in terms of SEND legislation/reform (Section 3.2 - Legal & Statutory Framework) • Earlier intervention wording updated (Section 6.3 - Supporting pupils with SEND) • Strengthened multi-agency and parental partnership wording (Section 6.6 - Links with professional, external agencies) • Addition of a SEND/attendance/behaviour/safeguarding section (Section 6.8 - SEND, Attendance, Behaviour and Safeguarding) • Added clarity on the link between SEND and improvement planning (Section 7 - Monitoring and evaluation)