

The 3-18 Education Trust

Special Education Needs and Disability Policy

Every individual is in a great school.

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Introduction

This policy applies to all schools in The 3-18 Education Trust (Trust). It sets out the vision and aims of our work with our children and young people with special education needs and disabilities (SEND). It is a standalone document, but it may be read in conjunction with other documentation, specifically the individual school's SEND Information Report and the SEND Local Offer by the Local Authority.

The SEND Information Report from each school outlines the school's provision for children and young people with SEND and how the school implements this policy. This is updated annually and published on each school's website.

The SEND Local Offer is a single place for information, services, and resources for children and young people aged 0-25 years with special educational needs and/or disabilities, their families, and the practitioners who support them. Each Local Authority is responsible for their Local Offer. The Local Authority families should refer to is the authority area in which they live. For our schools, this will normally be Shropshire Council or Telford and Wrekin Council. You can access the Local Offers through these links:

[Shropshire Council Local Offer](#)

[Telford and Wrekin Council Local Offer](#)

For families who live in other Local Authority areas please review their websites for their Local Offer.

The Trust's Statements of Intent and Principles

The Trust's Mission Statement

To celebrate the diverse nature, culture, and identity of our individual schools, whilst collaborating and enjoying the benefit of the team.

The Trust's Vision for SEND

Through fostering collaboration and shared principles, our goal is to cultivate a collective sense of responsibility amongst all members of our school communities for meeting the needs and aspirations of all our children and young people in particular, those with SEND.

Our aspiration is to forge an inclusive and nurturing educational environment that enables every child and young person, including those with SEND, to excel academically, socially, and emotionally. Together, we are committed to empowering each individual with a spectrum of choices and opportunities as they progress through their education and into adulthood, all the while celebrating their unique abilities.

Underlying Principle: All teachers are teachers of Special Educational Needs

Every teacher is responsible and accountable for the progress and development of all children and young people in their class including those children and young people who access support from teaching assistants or specialist staff. Whilst the Special Educational Needs and Disabilities Coordinator (SENDCo) at each school is responsible for overseeing the strategy and provision for SEND, the responsibility of support and monitoring individual children and young people remains with their teacher.

We believe in being inclusive through providing support to those that need it and simultaneously being ambitious for our children and young people. This ethos is the golden thread which defines our work and is woven into the leadership and management of our school's approach to SEND.

Quality First Teaching

Quality first teaching is that which is adapted to meet the needs of the majority of children and young people. Some children and young people will need something additional to and different from that which is provided for the majority of children and young people; this may include provision outside of the mainstream classroom. This is special educational provision, and we will use our best endeavours to ensure that provision is made for those who need it.

Provision for Children and Young People with SEND

We aim to ensure that the necessary provision is made for any child and young person who has a special educational need or disability. The Trustees, Local Governors and staff of all our schools aim to secure choices and opportunities for all children and young people with SEND to enable them to reach their full potential. These children and young people are fully included within the school community and are provided with the same opportunities as all other children and young people through our inclusive ethos. Reference in our Trust name to the age range (3-18) demonstrates that inclusive ethos i.e. the only dimension which defines the intake is an age range. Our purpose is therefore to enable our children and young people to make successful transitions between educational establishments (as they transition through phases) and ultimately into adult life. Meeting the needs of children and young people with SEND requires partnerships between all those involved – the child or young person themselves, parents/carers, the Local Authority, school, children's services and other relevant agencies.

Aims and Objectives

Aims

To provide the structure for a person-centred process that engages children and young people, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the individual school and where appropriate, consistent across all schools in the Trust. This is to ensure all our children and young people are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

This policy's objective is to reflect the principles of the SEND Code of Practice: 0-25 Years (2015). These are to:

- Ensure that we meet the Equality Act 2010 duties for children and young people with disabilities.
- Enable us to meet the needs of children and young people with special educational needs.
- Consider the views of the child or young person with special educational needs and to consult individual parents/carers.
- Encourage excellent communication and partnerships with parents/carers of children and young people with special educational needs.
- Facilitate full access to a broad, balanced, relevant and appropriate curriculum for children and young people with special educational needs.
- Make arrangements to support children and young people with medical conditions and to have regard to statutory guidance supporting children and young people at school with medical conditions.
- Implement a graduated approach to meeting the needs of children and young people using the Assess, Plan, Do, Review process.

- Develop a culture of inclusion valuing high quality teaching for all children and young people, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with children and young people with SEND, their families, staff within school, other external agencies including those from Health and Social Care.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the children and young people and their families.
- Share expertise and good practice across the Trust's schools and learning communities.
- Make efficient and effective use of school resources.
- Have regard to the SEND Code of Practice: 0-25 Years (2015) for the identification, assessment, support and review of special educational needs.

Roles and Responsibilities

The Trust Board

The Trust Board has a strategic leadership responsibility for ensuring the Trust takes a whole Trust approach to SEND as outlined in this policy and that the Trust complies with duties under the related legislation and guidance listed later in this policy. The Trust Board has delegated some responsibilities, although retains accountability, as follows.

The Chief Executive Officer (CEO)

The CEO ensures:

- Each Trust school has a designated SENDCo who has the appropriate status and authority to carry out the duties of the post and is provided with the time, funding, resources, and support needed to carry out their role effectively.
- Each Trust school adheres to this policy and has procedures in place (in line with the SEND Code of Practice) that are implemented effectively and comply with the Trust's duties under the related legislation and guidance listed later in this policy.
- The Trust has adequate executive leadership by appointing:
 - Trust Safeguarding and SEND Consultant (TSL): Sadie Howson
- All staff are knowledgeable and confident in carrying out their SEND duties in line with training and the related legislation and guidance listed later in this policy.

The SEND Link Trustee

The Trust Board has appointed a SEND Link Trustee who is responsible for meeting with the Trust Safeguarding and SEND Lead each term and reporting back to the Trust Board normally by a written report.

SEND Link Trustee: Ann O'Brien

Local Governing Bodies (LGB)

Under the Scheme of Delegation, the Trust Board has delegated monitoring of the effectiveness and implementation of SEND arrangements at school level to LGBs. Each individual LGB will appoint a SEND Link Local Governor. Each SEND Link Local Governor is responsible for leading on the governance oversight of SEND arrangements. They meet with the SENDCos on a termly basis and report back to the LGB normally by a written report.

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children and young people with special educational needs.

SENDCo

In collaboration with the LGB and Headteacher the SENDCo determines the strategic development of the SEND provision for their individual school with the ultimate aim of working towards our vision.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children and young people, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children and young people with special educational needs.

Through analysis and assessment of children and young people's needs, and by monitoring the quality of teaching and standards of children and young people's achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children and young people is given equal priority. The responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating provision for children and young people with SEND and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet children and young people's needs effectively.
- Monitoring relevant children and young people with SEND for all staff.
- Managing staff who are responsible for supporting children and young people with special educational needs; this may include reference in performance management to their support and management of pupils with SEND.
- Overseeing the records of all children and young people with SEND and ensuring they are up to date.
- Liaising with parents/carers of children and young people with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with primary schools and other secondary schools.
- Liaising with potential next providers of education to ensure a child or young person and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for children and young people with SEND.
- Leading on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with relevant members of the Senior Leadership Teams to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Teaching and Support Staff

The responsibilities for teaching and support staff include:

- All teaching and support staff being aware of the Trust's SEND policy and the procedures for identifying, assessing and making provision for children and young people with special educational needs.

- Class teachers being fully involved in providing high quality teaching, differentiated for individual children and young people. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable children and young people and their knowledge of the most frequently encountered SEND.
- Class teachers being responsible for measuring the progress of all children and young people, including those with SEND. Where progress is not being made at the expected level, class teachers are responsible for implementing the graduated cycle of Assess, Plan, Do, Review with the support of the SENDCo.
- Class teachers being responsible for setting suitable learning challenges and facilitating effective special educational provision in response to a child or young person's diverse needs to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the child or young person's needs, drawing on the teacher's assessment and experience of the child or young person as well as previous progress and attainment.
- Teaching assistants liaising with the class teacher and SENDCo on planning, the child or young person's response and progress in order to contribute effectively to the graduated response of Assess, Plan, Do, Review.

Identifying Children and Young People with Special Educational Needs and Disabilities

Children and young people have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him/her/them, namely provision which is additional to or different from that normally available in a differentiated curriculum. In line with the SEND Code of Practice: 0-25 Years (2015), our schools regard children and young people as having SEND if they:

- have a significantly greater difficulty in learning than the majority of CYP of the same age, or;
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Areas of Special Educational Need

Under the SEND Code of Practice: 0-25 Years (2015) children and young people identified as having a special educational need will be considered within one or more of the following categories.

Cognition and Learning

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder

Communication and Interaction Needs

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical Needs

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

Supporting Special Children and Young People with Special Educational Needs and Disabilities

The school will consider the SEND Code of Practice: 0-25 Years (2015) when carrying out its duties towards all children and young people with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a child and young person's school career when they are identified as having SEND. Children and young people must not be regarded as having a learning difficulty solely because the language or form of language spoken in their home is different from the language in which they will be taught. Children and young people identified with a SEND will be provided with intervention and/or support that is additional to or different from the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many children and young people with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

How the Trust Identifies and Supports Children and Young People with Special Educational Needs and Disabilities – The Graduated Approach

Early Concerns

The progress made by all children and young people is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used and outcomes where appropriate. This can then be used in later discussions if concerns persist.

Identifying Children and Young People with Special Education Needs and Disabilities

All children and young people's attainment and achievements are monitored by their teacher who must provide quality first teaching and learning opportunities, differentiated for individual children and young people. Where a child or young person is making inadequate progress or falls behind their peers, additional support is provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peer.
- Match or improve on the child or young person's previous rate of progress.
- Close the attainment gap between the child or young person and their peers.
- Prevent the attainment gap growing wider,

Where a child or young person continues to make inadequate progress despite support and high-quality teaching, the class teacher will work with the SENDCo to assess if a child or young person has a significant learning difficulty and agree appropriate support. This would be classed as SEND support and these children are included in the school's Additional Needs Register.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the CYP's parents/carers.

Supporting Children and Young People with Special Education Needs and Disabilities through the Assess, Plan, Do, Review Cycle

Where a child or young person is identified as having SEND, the school will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person's needs and of what supports the child or young person in making good progress and securing strong outcomes. This is known as the graduated approach – Assess, Plan, Do, Review.

Assess and Plan

In identifying a child or young person as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the child or young person's needs. This should draw on the teacher's assessment and experience of the child or young person, their previous progress and attainment, as well as information gathered from other areas of the school.

Parents' views and experience, the child or young person's views and, if relevant, advice from external support services will be recorded. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create a graduated support plan.

The graduated support plan will be reviewed regularly to ensure support and intervention are



matched to need and barriers to learning are identified and overcome, so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the child or young person responds to an intervention.

Do and Review

The class teacher remains responsible for working with the child or young person on a daily basis and will work closely with staff who support specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the class teacher in the further assessment of the child or young person's needs in problem solving and advising on the effective implementation of support.

A review takes place to evaluate the impact and quality of the support and interventions. This review will feed back into the analysis of the child or young person's needs, then the class teacher, working with the SENDCo, will revise the support considering the child or young person's progress and development.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Removal From the School's Additional Needs Register.

When a child or young person has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND support. At this point, through discussion and agreement the child or young person will be removed from the school's Additional Needs Register.

Resources

Resources are allocated to support children and young people with identified needs. Support may take the form of differentiated work in class, support from a member of staff in focused intervention in groups, or for individuals within a classroom setting. Specialist equipment, books or other resources that may help the children and young people are purchased as required.

Statutory Assessment of Needs (Education and Health Care Plan)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs and/or disabilities of the child or young person, the child or young person has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment.

Before naming the school on an Education Health and Care Plan (EHCP), the Local Authority must consult the governing body of the school (the Trust Board). The Trust Board has delegated this consultation and decision process to the school's Headteacher and SENDCo.) The school will then cooperate with the Local Authority in developing the Local Offer for that child or young person.

Where a child or young person has an (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools hold annual review meetings on behalf of the Local Authority and complete the appropriate paperwork for this process. These are held in collaboration with parents/carers and, where appropriate, the individual child or young person.

Meeting Children and Young People's Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support children and young people with medical conditions. Individual healthcare plans will normally specify

the type and level of support required to meet the medical needs of such children and young people.

Where a child or young person also have a SEND, their provision should be planned and delivered in a coordinated way. For those children and young people with an EHCP, this will be used as it brings together health and social care needs and their special educational provision.

Our schools recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Please see the school's 'Supporting Pupils with Medical Conditions' policy for further details.

Supporting Children and Young People and Their Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At our schools, we endeavour to support parents/carers so that they can:

- feel fully supported and taken seriously should they raise a concern about their child.;
- recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- understand procedures and documentation.
- make their views known about how their child is educated.
- access information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child or young person with SEND support will have the opportunity to meet with the SENDCo at least once a year formally and also informally when needed.

Parents/carers are also encouraged to visit their Local Authority's (the authority area in which they live) website.

[Shropshire Council Local Offer](#)

[Telford and Wrekin Council Local Offer](#)

The website provides valuable information about support, services and activities available for children and young people with SEND and their families.

For families who live in other Local Authority areas please review their websites for their Local Offer.

Children and Young People's Voice

We hold the views of children and young people in high regard and recognise the importance of understanding children and young people's views in promoting the best children and young people

outcomes. Children and young people are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, and at the end of a targeted intervention.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all children and young people. We recognise that this can be incredibly challenging for some children and young people with a SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to children and young people and families. We liaise closely with previous settings, parents/carers and children and young people during these transitions. We will do the same when a children and young people with SEND leaves our schools and all information is transferred to the new setting. This will be overseen by the SENDCo and any other member of staff overseeing transition.

Children and Young People in Care

When a child or young person is in care, the carers are afforded the same rights and responsibilities as parents. All Trust schools have both a designated teacher for Looked After Children.

Schools' SEND Information Report

Each of the Trust's schools will ensure that the SEND Information Report is accessible on the school website. The Trust Board has a legal duty to publish information on schools' websites about the implementation of the policy for children and young people with a SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Schools' Partnership with External Agencies

Schools are supported by a wide range of different agencies and teams. The SEND Information Report details which agencies the school has worked with in the last 12 months. Each report can be found on the individual school's website and is updated annually.

Monitoring and Evaluation of SEND Provision

Regular monitoring of the quality of provision for all children and young people including those with a SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that children and young people with a SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate children and young people's progress and to meet children and young people's needs.

Staff Training

All staff at the school engage in staff meetings where Quality First Teaching is addressed.

The SENDCo, Senior Leadership Team and teachers provide regular Continuous Professional Development (CPD) to other staff in school in specific aspects of meeting the needs of children and young people with SEND. All staff have regular CPD meetings. The progress of all children and young people, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual children and young people needs as necessary.

External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.

Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a children and young people.

Accessibility

All Trust schools are compliant with the Equality Act 2010 and accessibility legislation. Each school has an Accessibility Plan which can be obtained on request from the school.

Storing and Managing SEND Records

Children and young people's SEND records will be kept in accordance with the Data Protection Policy which is available on all the Trust's websites.

Responding to Concerns about SEND Provision

In the first instance, concerns about the provision or organisation of SEND are dealt with through the procedures outlined in the Trust's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the relevant Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before a tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Policy Monitoring and Review

Monitoring

The Deputy Chief Executive Officer and Trust SEND Lead will monitor the outcomes and impact of this policy on an annual basis.

Review

Member of Staff Responsible	Deputy Chief Executive Officer and Trust SEND Lead
Relevant Guidance/Advice/Legal Reference	The SEND Code of Practice: 0-25 Years. January 2015 The Equalities Duties Act 2010 Part 3 of the Children and Families Act 2014 and associated regulations
Policy Adopted By	Trust Board
Consultation	Local Governing Bodies, staff, children and young people of the Trust community.
Date of Policy	Spring Term 2024
Review Period	Annually
Date of Next Review	Spring Term 2025