



THE CONSORTIUM  
ACADEMY TRUST

# Special Educational Needs and Disabilities Policy

The Consortium Academy Trust (TCAT)  
An Exempt Charity Limited by Guarantee  
Company Number 07665828

Status:	Live
Policy Owner (Position)	CEO
Statutory / Recommended	Statutory
Date Adopted	16 July 2018
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Advisory Committee	HT Board
Linked Documents and Policies	SEN Code of Practice

## **1. Statement of intent**

The Consortium Academy Trust (the “Trust”) values the abilities and achievements of all of its learners and is committed to providing the best possible experience and environment for learning for all. We aim to help learners with SEND to fulfil their potential and to promote their self-confidence, motivation and commitment.

## **2. Definition of Special Educational Needs and Disabilities (SEND)**

A child or young person has special educational needs if he or she has 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 –

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) 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.

Learners must not be regarded as having learning difficulties solely because their language is different from that in which they were taught.

The 2014 SEN Code of Practice suggests that it is helpful to see learners’ needs and requirements as falling within 4 main areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

Many young people have difficulties which fit clearly into one of the areas; some have needs that span two or more areas; for others the precise nature of their needs may not be clear from the outset. It is not our intention to fit a learner into a specific category, but to meet the needs of the whole child.

Learners must not be regarded as having learning difficulties solely because their language is different from that in which they were taught.

## **3. Definition of special educational provision**

For children of 2 or over, educational provision which is additional to, or otherwise different from, the educational provision generally made for children of this age in mainstream schools in this area.

## **4. Aims**

- To follow the SEND Code of Practice and know that there is a continuum of SEND education

- To provide equal opportunities for all learners to be educated alongside their peers, with an emphasis on developing their independence to the full extent of their capabilities
- Early identification and thorough assessment of learners with SEND
- To provide a whole school approach to meeting the needs of all learners, which recognises the responsibility of all staff for the education SEND
- To work in close partnership with parents/carers, learners and external agencies
- To create, maintain and actively support awareness and understanding within the school of the needs of learners with SEND so that staff share the responsibility throughout the curriculum, promoting a 'whole-school' approach
- To support learners' progress through full and equal access to a broad, balanced and relevant curriculum, differentiated to take into account their individual needs and matched to provide an appropriate challenge
- To provide all of our learners with an education that enables them to make the best possible progress, so that they become confident individuals living fulfilling lives and make a successful transition into adulthood

## **5. Admission policy**

This is determined by The Consortium Academy Trust on an annual basis and is in line with current National Admissions guidance. The Trust strives to be fully inclusive at all times. Learners are not discriminated against on the grounds of their learning difficulties or any other SEND requirements. However, where admission to schools becomes untenable in terms of impact on provision or finance or the learning of others, the Headteacher will make representation to the appealing body in consultation with the Local Board responsible for the appropriate sector of education.

## **6. Personnel**

All Trust staff accept a shared responsibility for all learners with SEND. However, in line with the SEN Code of Practice, a designated person (SENDCo) will oversee the day to day operation of the SEND policy on each site and will:

- Co-ordinate the provision for learners with SEND
- Provide information and support to all members of staff to ensure they are aware of their responsibilities towards learners with SEND
- Manage and lead a team responsible for the day to day provision of learners with SEND
- Co-ordinate the development and implementation of school based strategies for the identification and assessment of learners with SEND
- Liaise with parents of learners with SEND
- Collate and maintain accurate records of all learners with SEND
- Track and analyse the progress of learners with SEND
- Analyse the effectiveness of support and intervention in place for learners with SEND
- Liaise with external agencies
- Co-ordinate provision for of exam access arrangements and prepare evidence for JCQ inspections
- Contribute to and co-ordinate staff training

- Liaise with school staff to ensure smooth transition
- Liaise with school SEND governor regarding current issues for learners with SEND

**Further details of named persons with specific duties under SEND may be found on each school's website within the SEND Report.**

## **7. Site accessibility**

All sites within The Consortium Academy Trust are fully accessible to all. There is specialist equipment on each site to meet physical needs, in conjunction with advice and support from the Sensory and Physical Teaching service, Occupational Therapists and Physiotherapists.

## **8. Identification and Assessment**

A variety of strategies may be used, as appropriate, to identify learners with SEND across the Trust. Use may be made of the following:

- Information from parents
- Information from previous setting or school
- Information from external agencies
- Information records
- Standard Assessment tests (SATs),
- Cognitive Ability Tests (CATs),
- Monitoring assessments
- Diagnostic assessments
- Educational Psychologist assessment

Learners may be referred at any time, upon which appropriate tests will be given according to the learners identified difficulties.

In order to identify the impact of any additional educational provision delivered as a result of the above assessments, regular monitoring assessments take place.

## **9. Provision**

All schools within the Trust recognise the continuum of SEN and adopt a gradual response in order to help learners with SEND. All learners are fully integrated into the curriculum and so are taught in their mainstream groups/classes where appropriate. Support may be given in the classroom, where personalised tasks and resources are used.

All staff are constantly updated on the individual needs of each learner with SEND and are given up to date advice on effective strategies to be used in delivering education which will aid the progress of all learners. Personalised Quality First Teaching is a requirement of all teaching staff for all learners. The Learning Support departments on all Trust sites will provide advice and guidance on appropriate strategies and resources.

Alongside this, identified groups of learners or individuals with SEND *may* be withdrawn for literacy (reading, comprehension and spelling) and numeracy skills. Learners may be

withdrawn in order to deliver this support, either individually or in small groups of learners with similar needs.

Teaching/Learning Assistants may be assigned to a particular year group, teaching group or an individual, as directed by the member of staff with the assigned role of SENDCo. This is clearly detailed within the Learning Support Department's provision map of interventions.

In addition to supporting individuals in line with Education, Health and Care Plans, Teaching/Learning Assistants may also deliver literacy/numeracy/social skill interventions. To avoid overdependence, Teaching/Learning Assistants are not usually assigned to a particular learner, other than where specific training to meet the needs of the learner is required. In line with this, unless specific training is required, learners with an Education, Health and care Plan may be supported by a number of Teaching/Learning Assistants in the course of fulfilling statutory requirements. This will also be detailed within the Provision Map.

All Teaching/Learning Assistants are required to have a minimum of a Level 2 or equivalent qualification in English and Maths. Training specific to the role will be undertaken when necessary.

## **10. Collaboration**

### **10.1 External agencies**

All schools within the Trust work closely with a range of external agencies to support identification and provision for learners with SEND. We may liaise with and gain advice and support from the following as necessary:

- Educational Psychologist
- Inclusion Practitioners
- SAPTs – Sensory and Physical teaching Service
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- CAMHs/MIND
- YFS – Youth and Family Support
- PET – Prevention in Education Team
- Health Services
- Northcott Outreach Service

### **10.2 Learner Voice**

It is vitally important that all young people are central to any decisions made about their education and are fully able to exercise their choice and opinions.

We strive to help them achieve this by encouraging them to:

- State their views about their education and learning through formal learner voice, provision reviews and annual reviews
- Informal discussions and during intervention sessions
- Identify their own needs and learning styles.

- Participate in reviewing their progress and further target setting.

### **10.3 Partnership with parents**

A strong working partnership between school and parents is at the heart the Trust's ethos. We feel this is the best way to ensure all learners are supported in the best manner possible in order to fulfil their potential. Parents/Carers have a unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership. Parents of all learners are encouraged to be fully involved with all aspects of their child's education.

This is achieved in a variety of ways:

- Invitations to attend meetings with the Learning Support department
- Parents' Evenings – where class teachers, tutors, and members of the Learning Support department can be seen
- Contact with members of the Learner Services teams
- External agency meetings

In addition, parents/carers are encouraged to contact the school via phone at any time, after which a member of the Learning Support department will return the call or arrange a meeting

### **11. Effective continuum of education (Transition)**

Transition may occur at several stages, including:

- Transition from primary to Secondary
- In-Year transition from another school
- Transition from KS3 to KS4
- Transition from KS4 to post 16 education

A great deal of effort is made by Transition teams on each site to aid and support movement between phases and schools. This is particularly important for learners with SEND. On these occasions, additional visits may be arranged as necessary.

The appointed SENDCo for each site maintains regular contact with all feeder schools and regular meetings take place in which information regarding transition may be shared in order for transition between any school or key stage to be as smooth as possible.

### **12. Continuing Professional Development.**

The Trust is committed to raising the awareness and understanding of staff, parents/carers and learners in order to ensure the difficulties experienced by learners with SEND in mainstream school are addressed. This takes the form of:

- Sharing good practice
- 'In-house' training – staff with particular skills are asked to share their expertise with other staff during training sessions
- The use of formal, external training providers

### 13. Impact Evaluation

Success of the investment in the Learning Support Programme is evaluated in the following ways:

- The extent to which learner progress and achievement is in line with, or exceeds, projections
- The currency and accuracy of the SEND register
- Lesson observation evidence that SEND learners are being provided for appropriately during mainstream lessons
- Reviews of curriculum and standards
- Learner Voice
- Parental feedback
- Fixed Term/Permanent exclusions are monitored in respect of SEND learners

The Monitoring and Evaluation of the effectiveness of our provision for SEND learners may be carried out in the following ways:

- Classroom observations by senior leaders, middle leaders and the SENDCo
- Assessment of progress made by learners within intervention groups.
- Work sampling
- Informal feedback from teaching staff and Teaching/Learning Assistants.
- Learner discussions within intervention groups and individual learner voice.
- Learner progress tracking via data trawls and provision mapping
- Liaison with Pastoral Managers at reviews meetings and informal discussions in response to need.
- Attendance monitoring
- Behaviour monitoring
- Review Meetings with External Agencies
- Exam results review

An Inclusion Monitoring Group with representatives from a range of external agencies also meets termly to discuss with the Learning Support and Pastoral Team provision for learners for whom there are concerns.

**More detailed information of each site within the Trust can be found within their SEND Information Report, which is on each academy's website.**