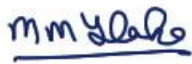


## Special Educational Needs and Disability (SEND) Policy

<b>Policy Name: Special Educational Needs and Disability (SEND) Policy</b>	<b>Policy Reference: MAT-SP19</b>
<b>Owner/Reviewer: MAT Lead SENDCo</b>	<b>Review Date: 8th October 2024</b>
<b>Approved by: Trust Board</b>	<b>Approval Date: 16th October 2024</b>
<b>Chair of Trust Board</b>  	<b>Review Frequency: Annually</b>
	<b>Date of Next Review: Autumn Term 2025</b>

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## 1. Vision

*A culture of **inclusion** where everybody **belongs**, is encouraged and feels valued.*

The Shires Multi Academy Trust vision is to ensure social justice through exceptional schools. A founding principle was that our schools ‘know’ and serve their local community, whilst also recognising that shared knowledge and expertise across our schools makes us all strong in delivering the vision.

## 2. Rationale

At Shires Multi Academy Trust, we believe that meeting every pupil’s needs is a shared responsibility. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, accounting for and adapting to pupils needs and abilities. The Trust is committed to ensuring that the necessary provision is made for all pupils with SEND. [The SEND Code of Practice \(2015\)](#) states that all pupils are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood whether into employment, further or higher education or training.

## 3. Introduction

The Shires Multi Academy Trust is an inclusive Trust. Every pupil, regardless of background or circumstances, has an entitlement to equal opportunity to become the best that they can possibly be. We are committed to ensuring that all pupils have full entitlement and access to a rich, broad, balanced and challenging curriculum that is appropriately adapted to meet individual needs.

The Trust is passionate about inclusive education for all and welcomes diversity of culture, religion and ability, striving to meet the needs of all pupils from 3 – 18. The Trust is committed to listening to learners and staff and working in positive partnership with parents/carers and relevant professionals.

The definition of the term ‘Special Educational Needs and Disabilities’ (SEND)

*“A child whose needs are significantly greater than those of their peers thus requiring special provision to be made for them.”*

Nationally (2022), 13.6% of learners have SEND support without an EHC plan. Most of these pupils are well placed in mainstream provision, 4.8% with an EHC plan in place and a minority requiring specialist provision provided in a special school or setting. In primary, 3.0% of pupils have an EHC plan and 14.1% have SEN support

In secondary, 2.7% of pupils have an EHC plan and 12.9% have SEN support

In state-funded Alternative Provision (AP) schools, 24.2% have an EHC plan and 58.1% have SEN support

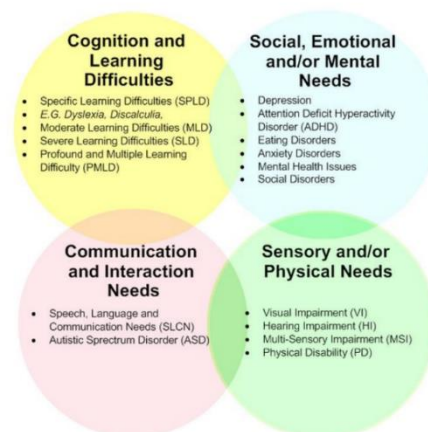
In independent schools, including independent special schools, 5.7% of pupils have an EHC plan and 16.7% have SEN support.

The most common type of need among pupils with an EHC plan is autistic spectrum disorder (ASD)

One in three pupils with an EHC plan are identified with a primary need of ASD (33.0%).

The most common type of need among pupils with SEN support are speech, language and communication needs.

There are 4 recognised 'Broad Areas of Need'. However, needs can be co-occurring meaning they may overlay and a pupil may have several needs. Refer to section 11 for further information on the four Areas of Need.



## 4. Policy Development: Legislation and Guidance

This policy has been developed by the Trust SEND Lead in conjunction with the School SENDCo's/SEND Leaders. Additionally, parent/carer and governor consultations were sought. The Trustees of the Shires Multi Academy Trust have approved this policy.

This policy should be read in conjunction with the Local Offer (SEND Information Report), that is published on the website for each Trust school. The SEND Information Report provides a detailed insight into the specific mechanisms to support young people with SEND within each Trust school.

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2015) and has been written with reference to the following documents and legislative frameworks:

- Children and Families Act (2014). [Children and Families Act\( 2014\)](#)
- The Young Persons Guide to the Children and Families Act (2014) [Young Persons Guide to the Children and Families Act](#)
- The SEND Code of Practice: 0 to 25 years (2015). [The SEND Code of Practice \(2015\)](#)
- The Quality Act (2010): advice for schools DfE (2013)
- The Special Educational Needs and Disability Regulations (2014) [SEN and Disability Regulations 2014](#)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- Supporting Pupils at school with medical conditions (August 2017)
- Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

- Working Together to Safeguard Children (December 2024)
- Keeping Children Safe in Education (2024)  
[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)
- Ofsted Framework
- The Local Offer for each individual Local Authority in which our pupils reside
  - [Worcestershire Local Offer](#)
  - [Warwickshire Local Offer](#)
- Special Educational Needs and Disability (SEND) and Alternative Provision (AP) Improvement Plan (2023)

### 5. Aims and Objectives

The Trust believes that all pupils with a Special Educational Needs and/or Disability (SEND) must have their needs recognised, identified and assessed, with appropriate and timely intervention/s put in place where appropriate.

All staff have due regard to general duties to promote disability equality. The Trust strives to deliver an inclusive curriculum by applying the following principles:

- Providing appropriate learning challenges
- Responding and meeting pupils' diverse learning needs
- Removing potential barriers to assessment and learning
- Adaption and varying approaches
- Accessible and welcoming academies
- Enabling learners to shine

Our Trust SEND policy aims to:

- Set out how the Trust will support and make provision for pupils with SEND. This policy applies to each school within the Trust and will sit as the statutory SEND policy on their websites. Each school will also provide a SEND Information Report which sets out the evaluation of bespoke provision for each school.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND through the Graduated Approach/Local Offer.

### 6. Definitions

#### 6.1 Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or

- 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

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.

### [SEND Code of Practice 2015](#)

#### 6.2 Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010.

“A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

The Equality Act 2010 brought together a range of previous acts into a single act, aiming to harmonise and strengthen discrimination law and support progress on equality.

Schools have a *legal* responsibility:

- To make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage.
- To not treat disabled pupils ‘less favourably’.

Disability discrimination is less favourable treatment than that received by someone else for a reason related to the pupil’s disability *when it cannot be justified*.

### [Equality Act 2010](#)

#### 6.3 Equality of Opportunity

The Trust believes that all pupils should be equally valued in school. Each school will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

The Trust is committed to inclusion and high-quality teaching for all. In all schools, the Trust aims to embed a sense of community and belonging, and to offer new opportunities, acceptance and an understanding of those who have or are experiencing daily barriers with their learning and or disabilities. This means that schools will respond to pupils in a way, which takes account of their varied life experiences and needs/learning barriers.

The Trust believes that educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, impairment, attainment, starting point and background.

Each school within the Trust will pay particular attention to the provision for and the achievement of different groups of learners including those with SEND:

- All genders & gender identities (LGBTQ+).
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Pupils who need support to learn English as an additional language (EAL).
- Pupils with special educational needs and or a disability.
- Pupils encountering mental health / emotional well-being issues.
- Pupils who are entitled to the Pupil Premium: free school meals / Ever 6 and looked after children/asylum seekers.

- Pupils who have long-term medical needs; those who are young carers; those who are in families under stress; pregnancy under 16 and Children in Need.
- Pupils who are at risk of disaffection and permanent exclusion and/or becoming a NEET (Not in Education, Employment or Training).

This policy describes the way we want our schools to meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, cognition and learning, communication and interaction difficulties, social, emotional and or mental health difficulties, or may relate to factors in their environment, including the learning environment they experience in school.

The Trust recognises that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, social reasons, age, previous experiences at their schools and individual maturity. We believe that many pupils, at some time in their school journey, may experience difficulties, which affect their learning, and we recognise that these may be long or short term.

### 7. Safeguarding

The Trust recognises that children with Special Educational Needs and Disabilities or certain medical or physical health conditions can face additional safeguarding challenges both online and offline within school and the community. These are discussed in staff training, including regular updates throughout the school year. These additional barriers can include:

- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils with SEND or certain medical conditions can be disproportionately impacted by behaviours such as bullying without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

The Trust will always consider extra pastoral support for children with SEND to address these additional challenges. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENDCo.

### 8. Data protection

The Shires Multi Academy Trust aims to ensure that all personal data collected about staff, pupils, parents, trustees, governors, visitors and other individuals is collected, stored and processed in accordance to the UK data protection law. For more information, refer to the [Data Protection Policy](#). On the Shires Multi Academy Trust Website.



### 9. Roles and responsibilities

#### 9.1 The Trust SEND Lead will.

- Lead the Trust-wide Strategy for SEND.
- Lead and direct a joined-up approach across all schools to deliver the highest levels of inclusion, attainment, achievement, and attendance for all young people with SEND.
- Ensure the individual Academy SENDCo's are supported in fulfilling their responsibilities.
- Raise standards in learning and attainment through co-ordinating the provision for young people with Special Educational and Disability, monitoring standards and assessing progress across schools.
- Keep fully appraised and aware of educational and other appropriate developments whether national or local and assess the impact on the Trust.
- Monitor the quality of the SEND provision and disseminate excellent practice as appropriate.
- Identify key needs and lead the development of a Trust approach to SEND CPD and training for staff, monitoring for effectiveness.
- Monitor the quality and effectiveness of SEND provision within the Trust and update the Headteachers and Trust Board of this.
- Regularly review and update the Trust SEND policy and related procedures.
- and ensure that these are available on the Trust and Academy website.

#### 9.2 The Board of Trustees will

- Ensure all academies in the Trust meet their duties with regard to meeting the needs of SEND pupils.
- Ensure that policies and procedures are in place to meet the needs of all SEND pupils.
- Ensure that all Academies have a SENDCo who has the National Award for SEN Co-Ordination or is working towards the new, mandatory SENDCo national professional qualification.
- Ensure that SEND pupils' wishes and feelings are considered in relation to their provision.
- Ensure that the wishes and feelings, of parents/carers with SEND pupils, are considered in relation to the provision provided for their child/ren.
- Ensure the best possible provision is made for any SEND pupil.
- Ensure that arrangements are in place to carry out functions in respect of meeting the needs of SEND pupils and have regard to statutory guidance.

#### 9.3 The SENDCo

Each school within the Trust has a SENDCo who is a qualified teacher and is suitably qualified to carry out this role. The Department for Education has outlined that all SENDCo's will need to complete the NPQ for SEND within three years of appointment.

Please find links below for named SENDCo's for each school within the Trust:

**Astwood Bank Primary School:**

[ASTWOOD BANK PRIMARY SCHOOL](#)

**Webheath Academy Primary School:**

[Webheath Academy](#)

**Feckenham CE Primary School:**

[Feckenham CE Primary School](#)



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Ridgeway Secondary School:

[Ridgeway Secondary School](#)

Studley High School:

[Studley High School](#)

North Bromsgrove High School and Sixth Form:

[North Bromsgrove High School & Sixth Form](#)

The SENDCo will:

- Work with the Headteacher and SEND Governor to determine the strategic development of SEND and its provision in the school.
- Ensure their Local Offer is up-to-date and available on the school website (including the school information report and Padlet).
- Co-ordinate provision for learners with SEND, including those who have Education, Health and Care Plans (EHCP) as outlined in the school's statutory SEND Policy and Schools Information Report.
- Have day-to-day responsibility for the operation of the Trust SEND policy.
- Provide professional guidance to colleagues and work with staff, parent carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the Graduated Approach/Local Offer to providing SEND support.
- Monitoring and supporting the writing and reviewing of APDR documents.
- Managing the EHCP procedure and provision for pupils with an EHCP.
- Be the point of contact for external agencies, especially the local authority (LA) and any support services.
- Contributing and arranging CPD training for staff.
- Attend relevant courses and relay information back to the staff.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure their school keeps the records of all pupils with SEND up to date.
- Be responsible for conducting an internal/external school SEND Audit, action and review alongside the support of the SEND Trust Lead.
- Be responsible for writing and reviewing the school's SEND Improvement Plan, alongside the support of the SEND Trust Lead.
- Contribute to the strategic development of the Trust SEND policy and provision
- Attend the Trust SENDCo group meetings.
- Exam access arrangements. To co-ordinate the appropriate assessments and documentation to ensure all exam access arrangements are applied for and correctly used.

### 9.4 The Local Governance Committee

The Local Governance Committee must monitor to ensure schools:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything, they can to meet children and young people's SEND.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

- Inform parents/carers when they are making special educational provision for a child.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Provide access to a broad, balanced and challenging curriculum.
- Ensure that pupils from Year 8 until Year 11 are provided with careers advice.
- Have a clear approach to identifying and responding to SEND, providing an annual report for parents on their pupil's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish the School Information Report on their schools' websites, which reflects how the SEND policy has been implemented. This is in addition to a SEND policy.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Ensure that there is a qualified teacher designated as Special Educational Needs Co-ordinator (SENDCo) for the school.
- Determine their approach to using their resources to support the progress of pupils with SEND.

### [The Governance Handbook 6.5.11](#)

#### 9.5 The SEND Governor

Each school within the Trust has an appointed Governor who oversees SEND across their school. They will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND provision in the school.
- Monitor and review the SEND Improvement Plan.

#### 9.6 Headteacher

Across the Trust all Headteachers have a responsibility through Section five of the [Headteacher's Standards](#) to support all pupils, including those with special educational needs and/or disabilities. They must designate a member of SLT to be responsible for SEND if the SENDCo is not a member of SLT.

The School Leader for SEND will:

- Regularly work with the SENDCo and SEND Governor to determine the strategic development of the SEND provision within the school.
- Have an accurate overview of the SEND profile at the school and the pupils currently on the SEND register.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the local authority to support individual pupils.
- Have clarity of arrangements in place in order to respond to need.
- Ensure that the SENDCo has sufficient time and resources to carry out their strategic role effectively.
- Monitor SEND reviews in liaison with the SENDCo.

- Monitor teaching and learning arrangements made for SEND pupils including the deployment of Teaching Assistants/Learning Support Assistants.
- Advise the relevant LA when a formal assessment may be necessary or following a EHCP Annual Review.

### 9.7 Teachers

Across the Trust all teachers have a responsibility through the section five of the [Teachers' Standards](#) to support all pupils, including those with special educational needs and/or disabilities.

They are responsible for:

- Identifying, as early as possible, the learners with SEND within their own class and communicating this to the SENDCo team.
- Planning and providing high quality teaching that is adjusted and adapted to meet the individual needs of the pupils.
- Providing a variety of teaching methods and approaches.
- Monitoring the progress and development of every pupil in their class including those with SEND.
- Where applicable, planning and reviewing support/provision for their pupils with SEND.
- Updating records as and when necessary.
- Liaising with parents/carers, SENDCo and the pupils themselves.
- Being supportive towards families during staging/assessment procedures.
- Sharing and explaining new targets with parents/carers.
- Setting high expectations of all pupils and teaching a broad, balanced and challenging curriculum for all.
- Planning and adapting lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving and accessing the curriculum.
- Organising the learning environment to take account of learners with SEND.
- Directing Teaching Assistants or specialist staff to enable them to plan and assess the impact of their support and interventions. Each teacher should use this information to plan for the next steps for teaching and learning of each individual pupil.
- Ensuring support staff are well deployed and effective.
- Working with the SENDCo to review each pupil's progress and development and deciding on any changes to provision.
- Ensuring they follow the Trust SEND policy, and SEND Information Report.
- Following school procedure for monitoring and reporting on behaviour, progress and concerns.

### 9.8 Subject Leaders

The Subject Leader will:

- Plan a curriculum that is adaptive and challenging to reduce barriers for SEND pupils.
- Adapt teaching to reduce barriers for SEND pupils.
- Include SEND when monitoring their subject.
- Identify and implement actions to reduce subject specific barriers.
- Provide enrichment opportunities, which include pupils with SEND.

- Identify and undertake specific subject CPD to support needs of SEND.

### 9.9 Teaching Assistants/Learning Support Assistants (TAs/LSAs)

The Teaching Assistants will:

- Support learners with SEND as directed by the SENDCo and teaching staff.
- Know the needs of their pupils with SEND and share this information with the SENDCo and teaching staff.
- Provide support as detailed in the Assess Plan Do Document or EHCP.
- Maximise pupil's independence and treat all pupils with dignity in an age-appropriate manner.

### 10. Parents and Carers

As a Trust, we aim to create positive and effective partnership with all our parents/carers.

The Trust will ensure that parents/carers and pupils are involved in decisions regarding the SEND provision provided for their child. The Trust recognises that parents/carers hold key information, knowledge and experience to contribute to the shared view of the best way to support learning. For learners who have SEND, we believe this relationship is crucial because a pupil's educational progress will be most effective if there is parental involvement and full support at home. The views of the pupils and their parents/carers will be heard, and incorporated into the Assess Plan Do Review process to meet pupils needs.

The Trust is committed to supporting families and recognise that:

- Parents/carers are a child's first educator, and their involvement is valued.
- Development can be enhanced by close co-operation between home and school.
- Parents/carers have a unique view of their child.
- Parents/carers have statutory rights regarding information about their child's progress and achievements.
- Parents/carers' different lifestyles and cultures must always be respected.

The Trust Academies aim to develop a supportive partnership with parents/carers by:

- Informing them sensitively of any concerns as soon as possible and taking account of their feelings, concerns and wishes.
- Ensuring parents/carers are kept well informed about their child's progress and reports are sent home.
- Provide regular opportunities to share concerns that parents/carers may have and to discuss next steps.
- Inviting parents/carers to contribute to the review processes.
- Inviting parents/carers to contribute and set new targets as part of the Assess Plan Do Review process, and including them in any assessment undertaken with their child.
- Discussing ideas, strategies and materials for parents/carers to support learning at home.

The Trust philosophy is to work closely with families to ensure the best possible provision for the learner. However, should there be a complaint about the service more information can be found in Section 24, in addition, the procedures are explained on the individual Academy website.

## 11. Pupils with SEND

All learners should be involved in making decisions where possible about their education. The ways in which learners are encouraged to participate should reflect their evolving age and maturity.

The main objective for our learners is to provide maximum access to the curriculum. We aim to achieve this by:

- Identifying learners who are experiencing difficulty as early as possible.
- Acknowledging the positive when assessing needs.
- Developing, with support as required from external agencies and internal Trust experts, a prescriptive and individual Assess Plan Do Review plan, reflecting the required provision as detailed in the EHCP where relevant.
- Setting ambitious and challenging objectives for the short, medium and long-term.
- Ensuring objectives are holistic and where possible support mental health and wellbeing.

All pupils are regularly assessed against age related expectation for their Key Stage. This process may identify learners who are not making expected progress. This may be the starting point for a SEND assessment although the SENDCo's and teachers will consider all factors, which may be impacting pupil progress.

For pupils with an identified SEND, the age-related expectations may require further task analysis to ensure that pupils can achieve the individual building blocks that lead to knowledge acquisition.

## 12. Categories of Special Educational Needs

Pupils with SEND are categorised under one of the four following areas of need as set out in the SEND Code of Practice (2015).

- Cognitive and Learning
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health
- Communication and Interaction

**12.1 Cognitive and Learning:** Support for learners may be required when pupils learn at a slower pace than their peers, even with appropriate adjustments and adapted teaching / learning.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MDL) Remove severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific areas of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dysgraphia and dyspraxia.

**12.2 Sensory and/or Physical Needs:** Impairments which prevent or hinder pupils from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multisensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but pupils with such conditions do not necessarily have SEND.

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These conditions can be age-related and can fluctuate over time. A pupil with a disability or medical need only comes under the definition of SEND if they require special educational provision, which is additional and/or different provision to their peers and for a sustained period.

**12.3 Social, Emotional and Mental Health:** Pupils may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

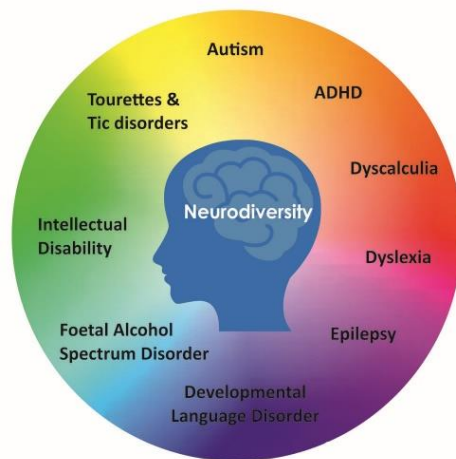
Other pupils may have a diagnosis such as Attention-Deficit / Hyperactivity disorder (ADHD), Attention Deficit Disorder (ADD), Attention Hyperactive Disorder or Attachment Disorder.

**12.4 Communication and Interaction:** Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

## 13. Neurodiversity

We are seeing an increase in the number of pupils who are Neuro-Diverse



Neurodiversity refers to the different ways the brain can work and interpret information. It highlights that people naturally think about things differently. We have different interests and motivations and are naturally better at some things and poorer at others.

Most people are neurotypical, meaning that the brain functions and processes information in the way society expects.



This means that some pupils will have needs that do not fit under just one category of the four areas of need as set out in the SEND Code of Practice (2015). It is very important that schools identify the underlying, primary need to be able to provide appropriate provision.

### 14. Levels of Support

The level of the support that pupils with SEND require is denoted by the following categories:

- SEND support (K). These are pupils, who are classified as having special educational needs and/or disabilities. As these pupils receive provision, which goes above and beyond the mainstream provision and is classified a 'graduated approach'. Pupils receiving SEND Support do not have a specific funding stream designated specifically to support their needs, but a proportion of the school's Notional SEND Budget is allocated to support these pupils to make progress.
- EHCP (Educational and Health Care Plans) (E). Pupils with an EHCP have complex special educational needs and/or disability. Their provision is bespoke to the child and is classified as an 'individualised' model of support. There is an expectation that a proportion of the school's Notional SEND Budget is allocated to support these pupils. These pupils may receive a designated funding allocation from the High-Level Needs finding block (Element 3) from the local authority to support them in school and to provide additional educational provision, which goes above and beyond mainstream provision. It is important that school leaders are aware that this additional funding, within their budget, is monitored and spent solely to ensure outcomes for EHCP pupils are met.

### 15. Graduated Response

Teachers are responsible for the progress and development of pupils in their class, including where pupils access support from Teaching Assistants or specialised staff. A cyclical four stage process – Assess, Plan, Do, Review, as identified in the SEND Code of Practice, must be followed by all staff.

Following identification, the first stage of support will always be High Quality Teaching and learning ensuring that the pupil remains in class with peers and accesses an adapted curriculum / teaching, supportive structures and routines.

Reviews must be carried out termly as part of the Assess Plan Do Review cycle.

Pupils requiring a targeted or specialist approach, where provision is additional to and/or different from that of their peers, are identified as requiring SEND support.

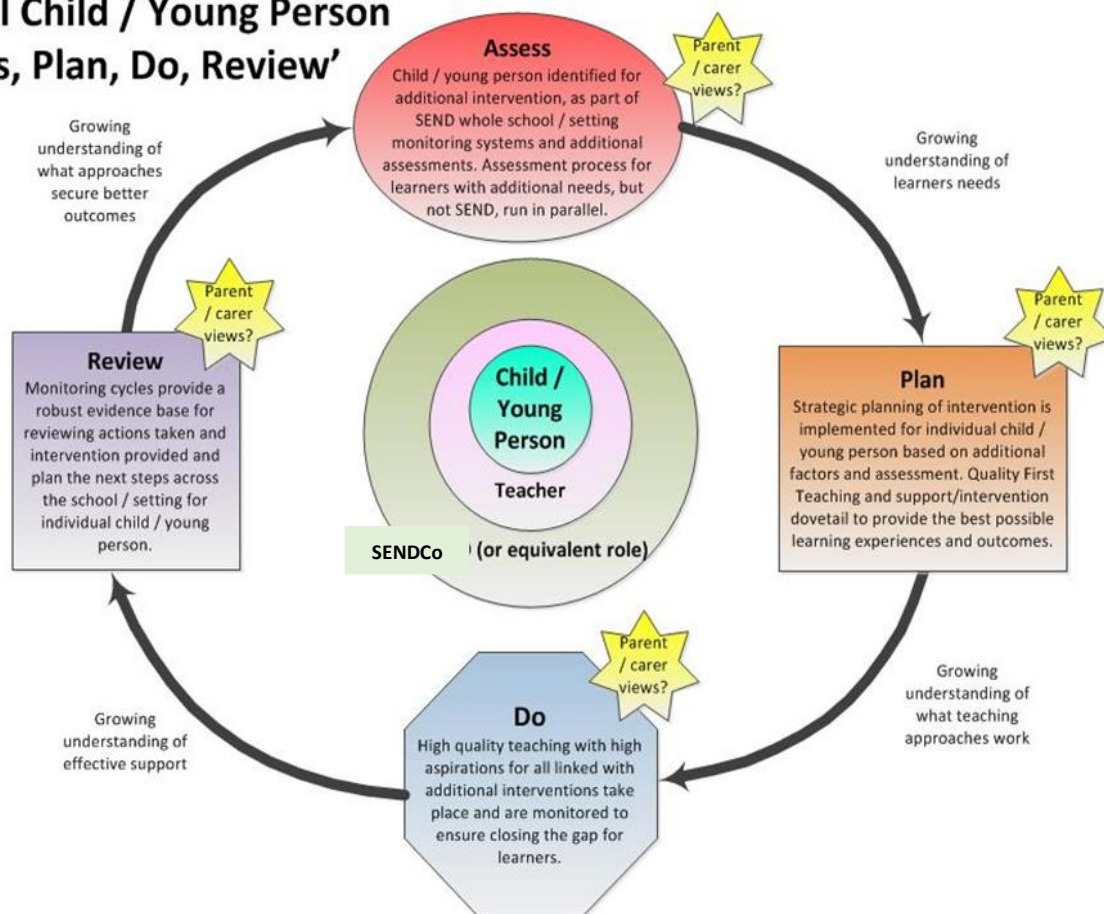
The 'Assess Plan Do Review' cycle can be repeated as many times as needed to help the pupil progress.

It is important that all evidence of monitoring is kept, in case a pupil requires more complex, significant and/or external specialist input.

Any decision to invite outside agency support is agreed upon, following which the SENDCo will contact the relevant external agency and outcomes recorded. At each stage, a record of the reviews will be kept at the corresponding Academy. Each Academy will endeavour to keep parents/carers and pupils (where appropriate) fully involved as equal partners throughout the process.



## Individual Child / Young Person 'Assess, Plan, Do, Review'



### 15.1 Assess Analysis

The First step is to collect the right information and find the right people to be able to plan support. Right Support, Right Place, Right Time (2023). If a pupil isn't making the expected progress, draw on:

- Information from their teachers.
- Information from previous educational providers/teachers.
- The views of the pupil, and their family.
- Any external services or organisations involved.

### 15.2 Plan Intent

During this step teachers, the SENDCo, the pupil and their family should agree on new interventions, support and the expected outcomes. The agreement should be recorded on each Academy's system and explained to all appropriate and relevant staff.

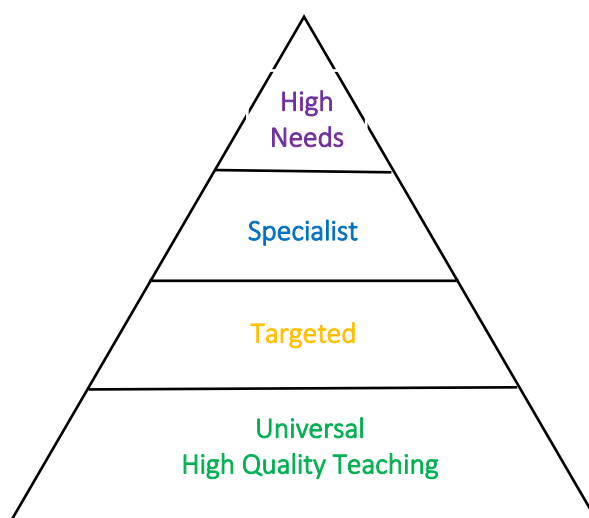
### 15.3 Do Implementation

In this step, the Assess Plan Do Review plan is put into practice. The pupil's class or subject teachers are responsible for checking whether the Assess Plan Do Review plan is working daily.

## 15.4 Review Impact

The Impact of the Assess Plan Do Review Plan is reviewed by teachers, the SENDCo, the pupil and their family. Adequate progress may mean SEND support is no longer needed or a further cycle of the Graduated Approach is required, or an Educational, Health and Care Needs Assessment needs to be requested.

## 16. Provision



Universal	Targeted	Specialist	High Needs
<p>What every pupil receives.</p> <p>All staff responsible to ensure that universal provision is delivered.</p> <p>Teachers' Standards</p> <p>Class/subject teachers embedded high quality teaching.</p> <p>Reasonable adjustments and adaptations are in place.</p>	<p>Not making expected progress despite reasonable adjustment at universal.</p> <p>High quality teaching plus short-term interventions required. (Planning and monitored by class/subject teacher.</p>	<p>In depth assessment to identify need.</p> <p>Ongoing specific support to address pupils needs.</p> <p>Evidence based interventions monitored by class/subject teacher and SENDCo.</p> <p>Pupil has Assess Plan Do Review plan, measurable targets and provision required.</p> <p>Review Meetings with parent/carer and pupils three times per year minimum.</p> <p>External, specialist support if required.</p>	<p>Support over and above additional and/or different to peers.</p> <p>Highly personalised and specialist provision as set out in EHCP.</p> <p>Specialist support from external support services.</p> <p>Statutory Annual Review of EHCP organised and managed by SENDCo.</p>

## **17. Assess Plan Do Review (APDR).**

Within each school's SEND Information Report, there should be an explanation of how the school is recording the APDR process. This should include the capturing of pupil and parent/carers voice.

## **18. Learning Environment.**

The TRUST strives to offer accessible learning environments for all pupils. Teachers and leaders are responsible for ensuring that all learning environments are:

- Physically accessible for all learners with diverse needs.
- Well-resourced with appropriately adapted tools and resources, including ICT.
- Emotionally supportive with an atmosphere of encouragement, acceptance, respect and sensitivity to individual needs.
- Promoting independence and the establishment of strong and supportive routines.
- Promoting independence through appropriate scaffolding and adaptive teaching strategies.

## **19. Attendance, Behaviour and Welfare**

The Trust has high expectations that all pupils attend school. Within each school, there is a supportive programme for behaviour and welfare that takes into account individual needs.

It is very important that the schools monitor attendance and behaviour of all pupils making special reference to vulnerable and disadvantaged groups including SEND.

Schools with different support teams, (Learning Support, Pastoral, Attendance, Behavioural, Safeguarding) should work together when considering the Graduated Approach and the provision required for individual SEND pupils. This will ensure a collaborative Team Around the Child approach.

When serious incidents occur, and a SEND pupil requires a period of suspension the SENDCo should be involved in this process to ensure that all SEND Code of Practice reasonable adjustments have been considered.

All schools should have a trained Senior Mental Health Lead (DfE approved) who will work across the different support teams to ensure that all pupils are able to access appropriate support for their SEMH needs.

## **20. SEND Information Report**

Every school must produce a SEND Information Report that is reviewed annually and updated as and when required. When reviewing this report, it is good practice to seek the views of parent/carers, pupils and other stakeholders.

The SEND Information Report must contain information on:

- SEND provision and support provided.
- How the school identifies pupils with SEND.
- The name and contact details of the SENDCo.

- Arrangements for consulting parents/carers of pupils with SEND and involving them in their child's education.
- Arrangements for consulting pupils with SEND and involving them in their education.
- Arrangements for assessing and reviewing pupil's progress towards outcomes. This should include the opportunities available to work with pupils to assess and review.
- Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood. As pupils prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- The approach to teaching pupils with SEND.
- How adaptations are made to the curriculum and the learning environment of pupils with SEND.
- The expertise and CPD of staff to support pupils with SEND, including how specialist expertise will be secured.
- Evaluating the effectiveness of the provision made for pupils with SEND.
- How pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND.
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying.
- How the school involves other bodies, including: health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of pupils with SEND and supporting their families.
- arrangements for handling complaints from parents of pupils with SEND about the provision made at the school.

The report should also include:

- The arrangements for the admission of disabled pupils.
- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils.
- The facilities you provide to help disabled pupils to access the school.
- The plan prepared under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:
  - Increasing the extent to which disabled pupils can participate in the school's curriculum.
  - Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
  - Improving the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.

### 21. Admission arrangements for pupils with SEND

Please see each Academy's general admission arrangements for information. Pupils with SEND are considered for admission to each Academy on exactly the same basis as for pupils without SEND.

All Academies within the Trust must not discriminate against disabled pupils or prospective pupils on the grounds of disability and must admit them. If an Academy reaches their admission limit, they can admit pupils according to criteria, but such criteria must not discriminate on the grounds of disability.

All Academies within the Trust, must not discriminate against a disabled child:

- In the arrangements they make for determining pupil admissions.
- In the terms on which they offer a placement for a disabled child to the Academy.
- By refusing or deliberately omitting to accept an application for admission.

All Academies within the Trust must make clear:

- Arrangements for the admission of pupils with disabilities.
- Details of steps being taken to prevent disabled pupils being treated less favourably than other pupils.
- Details of existing facilities to assist access to the Academy by pupils with disabilities.

All Academies within the Trust must admit pupils with SEND who do not have an EHCP. They should admit pupils already identified with SEND, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with SEND, who do not have an EHCP, must be treated as fairly as all other applicants for admission.

All Academies within the Trust must not refuse to admit children in or outside the normal admission round on the basis of their poor behaviour, whether or not such behaviour is identified as a SEND. They also must not refuse to admit a child thought to be potentially disruptive, or to exhibit challenging behaviour, on the grounds that the pupil should first be assessed for SEND.

For pupils with an EHCP, once the Academy is named in the EHCP they must admit the child. If any school believes that to admit the child would be incompatible with the provision of efficient education for other children, then it should make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However, the LA may disagree with the Academy's arguments.

## 22. Transition.

Transitions can be challenging for all pupils and particularly those with SEND. The SENDCo will liaise with feeder provision and destination organisations to ensure effective and efficient transfer of information. All academies in the Trust will support all pupils with SEND to make their transition as smooth as possible.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required.

## 23. Professional Development

In order to develop staff awareness and expertise in the area of SEND, the Trust supports SENDCos to develop appropriate training for staff in their Academy. Each Academy offers training for all SENDCos as well as membership to Worcestershire Children's First SENDCo Network Conference.

### 24. Working with others

The SENDCo and Designated safeguarding lead must: liaise to see the appropriateness when making referrals to external agencies. This also includes when pupils may need to undertake education and support off site; liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically (KCSIE 2024);

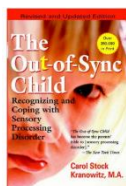
The SENDCo and Designated safeguarding lead must work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes: ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes. (KCSIE 2024)

### 25. Complaints.

Regular communication between the Academy and home ensures that concerns are promptly acted on. Where this has not happened and a parent/carer wishes to complain about SEND provision or the SEND policy they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation. If this fails to resolve the issue, a complaint can be made to the Headteacher of that Academy or finally the Local Governance Committee. The MAT Complaints Procedure sets out the steps for making a complaint in more detail.

### 26. Additional support for parents and carers.

Parenting is hard but parenting a child with special needs can prove to be even harder. However, no matter how hard (or even easy!) it gets, it's important to remember that it is ALWAYS OKAY for you to ask for help. Problems arise, things happen and sometimes the answers just don't come as quickly as we need them to. Parenting woes can conquer the best of us, so here's a list of some recommended books and websites to help you on your journey raising your child with special needs.

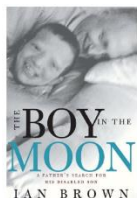


*The Out-of-Sync Child: Recognizing and Coping with Sensory Processing Disorder*  
by Carol Stock Kranowitz

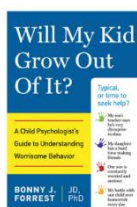




Parenting Children with Health Issues and Special Needs  
by **Foster Cline** and **Lisa Greene**



The Boy in the Moon: A Father's Journey to Understand His Extraordinary Son.  
By **Ian Brown**

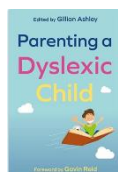


*Will My Kid Grow Out Of It? A Child Psychologist's Guide to Understanding Worrisome Behaviour* by **Bonny J. Forrest**

This book is more of a practical guide that caters to parents who may be worried that their children may be: depressed, autistic, ADHD, schizophrenic or have an eating or learning disorder.



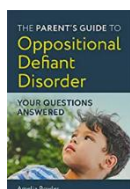
*Ten Things Every Child with Autism Wishes You Knew: Updated and Expanded Edition*  
by **Ellen Notbohm**



*Parenting a Dyslexic Child: Drawing on the expert knowledge and research gathered by the British Dyslexia Association.* By **Gillian Ashley**.



*Can I Tell You About ADHD?: A Guide for Friends, Family and Professionals (First Edition)* By **Susan Yarney**

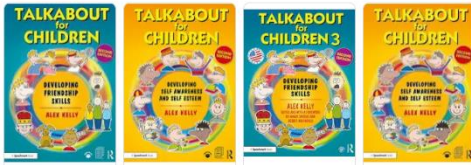


*The Parent's Guide to Oppositional Defiant Disorder: Your Questions Answered*  
by **Amelia Bowler**



*Helping Autistic Teens to Manage their Anxiety: Strategies and Worksheets using CBT, DBT, and ACT Skills.* By **Dr Theresa Kidd**





*Talk about for children: By Alex Kelly*



**Helping Children to Improve Wellbeing and Resilience: By Dr. Karen Treisman**

[ACE - the Advisory Centre for Education](#) - gives good information and advice about Admissions, Attendance, Bullying, Exclusions and Special Educational Needs.

[Anti Bullying Alliance](#) – gives useful information and advice about how to deal with bullying and the impact that bullying can have.

[British Dyslexia Association](#) - a useful website with information about dyslexia, assessment and identification, exam concessions etc.

[Bullying UK](#) - offers on line advice and support to try to prevent or deal with bullying including information for children.

[Cambian Education](#) - The largest provider of specialist residential education and care for young people with Autism and Aspergers Syndrome in UK.

[Children's Legal Centre](#) – provides legal advice, information and representation for children and young people.

[Contact a Family \(CaF\)](#) – are an excellent organisation providing information and support to parents of children with many different sorts of disability, including parent-parent support. They also provide comprehensive well written booklets written in a clear concise manner for parents/carers/guardians, teachers and young people

[Cerebra](#) - help to support parents/carers with children who have sleep issues. They also have a stress helpline.

[Civil Legal Advice](#) - Civil Legal Advice (Legal Aid) - Free legal advice on education law matters paid for by legal aid. SEN, discrimination and judicial review (e.g. for children not receiving education/unlawful exclusions etc.) For anyone financially eligible to legal aid

[www.downs-syndrome.org.uk/](http://www.downs-syndrome.org.uk/) - Down's Syndrome Association - The aim of the DSA is to help people with Down's syndrome to live full and rewarding lives.

[Dyslexia research trust](#) - for diagnosis service

[Dyspraxia Foundation](#) - offers information and supports individuals and families affected by developmental dyspraxia through books, suggestions, a teen newsletter, and an adult support group.

[Family Planning Association](#) - has books specifically for parents of children with disabilities, including workbooks about growing up.

<http://www.healthline.com/health/bipolar-disorder>

[www.lucid-research.com](http://www.lucid-research.com) - Memory boosters for children aged 4-11, especially those with special educational needs

[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk) - Mental Health Foundation has on-line information about anxiety, depression, ADHD etc.

[www.masteringmemory.co.uk](http://www.masteringmemory.co.uk) - Boosting working memory programs for children 2-11 or 11-adult.

[www.mylifemychoice.org.uk](http://www.mylifemychoice.org.uk) - My life my choice - helping people speak up and develop their skills

[www.autism.org.uk/directory.aspx](http://www.autism.org.uk/directory.aspx) - The National Autistic Society give useful advice to parents of autistic children, including an online directory, which will pull together information according to your child's age diagnosis and where they live.

[www.ndcs.org.uk](http://www.ndcs.org.uk) - National Deaf Children's Society – have an informative website including information about a new software reader for spoken text on the web.

<http://www.nhs.uk/conditions> - find information about ASD, SPLD and other medical conditions.

[www.rnib.org.uk](http://www.rnib.org.uk) - There are around two million people in the UK with sight problems and RNIB (Royal National Institute of Blind People) is the leading charity offering practical support, advice and information to anyone with a sight problem. Their pioneering work helps not just with braille, Talking Books and computer training, but with imaginative and practical solutions to everyday challenges.

[www.shipsproject.org.uk](http://www.shipsproject.org.uk) - Supporting head injured pupils in school - SHIPS supports pupils who have sustained a head injury, by observing the subtle differences in their way of learning due to the injury they have sustained, and advising teachers on appropriate ways of managing their learning.

[www.singinghands.co.uk](http://www.singinghands.co.uk) - Singing Hands – have produced a video with 25 songs for children who are learning signing before their speech has developed or have hearing or communication difficulties.

[SOS SEN](http://SOSSEN.org.uk) - A national charity aiming to empower parents and carers of children and young people with SEN and disabilities to access the help they are entitled to, particularly in the education system.

[www.soundabout.org.uk](http://www.soundabout.org.uk) - Soundabout – information about special music making workshops for children, young people and adults with disabilities.

[www.talkingpoint.org.uk](http://www.talkingpoint.org.uk) - Speech and Language Services – Talking Point provides a guide to speech and language services and useful links to other associated websites.

[www.youngminds.org.uk](http://www.youngminds.org.uk) - Young Minds – a national charity committed to improving the mental health of all children, advice about depression, eating disorders, and other mental health issues affecting children, see website for details.

[www.kids.org.uk](http://www.kids.org.uk) - Young Peoples Inclusion Network – YP -in provides online guidance about both strategy and putting Inclusion into Practice covering issues such as Leisure and Sports Services , Youth Provision, Transport and Independent Living.

[www.cpsport.org](http://www.cpsport.org) - Multi Sport – developing sports activities for children and young people with Cerebral Palsy.

[www.specialolympics.org](http://www.specialolympics.org) - Special Olympics – provide training and the opportunity to compete locally and nationally in a variety of sporting activities for children and young people with a learning disability. Organising new activities where specialist sports activities do not exist.