



Evolution Academy Trust
Progress through Partnership

Special Educational Needs and Disability Policy

Formally adopted by the Trust	
Date:-	April 2023
Chair of Trustees:-	Drew Whitehead
Last Updated:-	March 2023

Special Education Needs Policy

Roles and Accountabilities

Evolution Academy Trust is accountable for all policies across its Schools. All policies whether relating to an individual Schools or the whole Trust will be written and implemented in line with our ethos and values.

A Scheme of Delegation for the Academy Trust sets out the responsibilities of Trustees, the Executive Team, the Local Governing Body and Head Teacher. The Head Teacher of each school is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and/or Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND coordinators (SENDCOs) and the SEND information report
- The Equality Act 2010

Policy Statement

All pupils in Evolution Academy Trust Schools are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

Evolution Academy Trust believes that:

- All pupils with SEND are entitled to a broad and balanced curriculum with carefully designed provision that satisfies their individual learning needs by employing realistic and achievable methods.
- Pupils learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Trust schools are responsible for meeting the needs of their pupils using high quality teaching based upon their knowledge of the curriculum, pedagogy, neuroscience of learning and other relevant educational research. Support staff will also provide necessary support to facilitate this. All staff will use their "best endeavours" to meet the pupil's needs.
- Parents and carers play an important role in each school supporting their pupils and the partnership between schools and home is greatly valued.

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- Pupils are expected to be active and engaged learners appropriate to their age and stage of development, and will be consulted alongside their parents/carers to secure their success within each school.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

What is a Special Educational Need (SEN)?

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for the child.
- A child of compulsory school age or a young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age, or has 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. (adapted from SEND Code of Practice, January 2015)

What is Disability?

The Equality Act 2010 definition is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Aims and Objectives of our SEND Policy are

- To explain how our schools ensure strong provision for pupils with SEND.
- To explain the roles and responsibilities of everyone involved in providing strong provision for pupils with SEND.

What we will aim to do

- To meet both curriculum and individual needs through a wide range of provision, adaptation and support.
- To attain the high levels of co-operation, engagement and participation from pupils, parents and carers.

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- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupil's self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide Continuing Professional Development so that staff have the expertise to make adaptations and provide the necessary support to meet the pupil's needs.
- To work in a cooperative partnership with the Local Authority and other professional agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Whole School strategies to support pupils with SEND

- A clear, sequenced, and progressive curriculum focused on knowledge and skills and with high ambition for all children regardless of background or needs.
- A strong focus on support in the classroom.
- Strong CPD for all teachers and support staff to embed research-based pedagogical principles and effective practice in classrooms.
- Strong CPD for all teachers and support staff to ensure tasks are appropriately adapted where needed, whilst also ensuring ambition is high.
- Leaders of all curriculum areas, carefully monitor and evaluate the curriculum and support for vulnerable children in classrooms and interventions.
- Under the direction of classroom teachers or leaders, support staff work closely with children with SEND, ensuring adaptations, support and guidance from EHCPs, SEND support plans or other professionals is in place for the child.
- The four part graduated response, introduced in the SEND Code of Practice will be utilised to identify those pupils who need Additional SEND Support. The graduated response is a cycle of Assess, Plan, Do, and Review.
- Those pupils who have 'significantly greater difficulty' in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' may have an Education, Health and Care plan. These pupils will have an Annual Review.

Roles & Responsibilities

All staff at our schools have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of the whole school tracking system

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- Consideration of the whole school provision map
- Pupil progress meetings with individual teachers
- Regular meetings with the Special Educational Needs and/or Disabilities Coordinator (SENDCO)
- Discussions with parents/carers and pupils.
- Attendance for children with SEND.
- Educational outcomes.

The Headteacher must ensure that the School publishes a School SEND Information Report on its website as set out in the Code of Practice. Each school in our trust will publish its own SEND Information Report in line with its own practice and offer of provision.

The Headteacher may delegate the day to day implementation of this policy to the Special Educational Needs and/or Disabilities Coordinator (SENDCO).

This person will complete the following tasks in order to fulfil the SEND Code of Practice:

- Develop a Provision Map which evidences the needs of all pupils with SEND and vulnerable pupils in the School.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Advise on the deployment of the school's delegated SEND budget
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.
- Coordinate the Annual Review for pupils with Education Health and Care plans.
- Monitor the School's system of Individual Education Plans or Pupil Passports.
- Liaise with the School Governors, keeping the link Governor up-to-date with key national and school based issues.
- Attend meetings or training specific to the role of SENDCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.
- Work closely with parents/carers involving them and consulting on key matters relating to their child.

The Class teacher will, in consultation with the SENDCO:

- Agree which pupils are vulnerable learners.
- Identify which pupils are underachieving and need to have access to additional support but do not necessarily have SEND.
- Identify which pupils require additional support due to their SEND.
- Secure good learning outcomes by providing high quality teaching, and where necessary, adaptive teaching.
- Ensure pupils have access to appropriate support, including resources and staff, to ensure the barriers to learning are reduced.

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Staff training

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. Staff training will be offered as needs are identified.

All staff across Evolution Academy Trust are required to carry out annual Equality, Diversity and Inclusion Training.

Partnership with Parents / Carers

In line with the SEND Code of Practice, parents/carers are vital partners in the pupil's journey through their School life. There will be regular parent's/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the School. Parents/Carers are encouraged to speak directly to their child's class teacher if any need arises.

In addition to this policy, each academy publishes a SEND Local Offer providing further details of provision, provides additional information on their school website and provides contact details for the SENDCo to ensure support is available.

Voice of the Pupil

The School recognises the emphasis placed on educational establishments to ensure that pupils are consulted, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the School will encourage pupils to state their views about their learning and help them to identify their own targets and needs.

Monitoring and review of provision

Our aim is that all pupils access the right support at the right time, to fully meet their needs and enable them to make progress and overcome the barriers to learning they may experience. Our schools follow the graduated approach and the four-part cycle of assess, plan, do, review, reviewing the effectiveness of the support and any interventions and their impact on the pupil's progress on a termly basis. Education, Health and Care Plans (EHCPs) will be subject to annual reviews in line with statutory guidance. At the point of review, the class teacher will work with the SENDCO to carry out a clear analysis of the pupil's current needs. This may draw on: The teacher's assessment and experience of the pupil; their previous progress and attainment, attendance and behaviour; other assessments, where relevant, such as those conducted in relation to a specific intervention; the individual's

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development in comparison to their peers and national data; the views and experience of parents/carers; the pupil's own views; advice from external support services.

Support and interventions will be clearly recorded through provision mapping and will be subject to impact evaluations on a termly basis.

Monitoring of this policy

The impact of this policy will be monitored through regular review and feedback from leaders, parents, pupils/carers, other professionals, staff and children.

Termly report from SENDCOs are provided to LGBs.

Review

The policy will be reviewed annually or earlier if changes in legislation or statutory requirements are made.

Links to Other Policies

- Accessibility Policy
- Behaviour Policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy