



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

SEND POLICY

Document Control

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1.0 Aims

Our SEND policy aims to

- Provide every pupil including those pupils with special educational needs and disabilities (SEND) with access to a broad and balanced education of high quality. This is in line with the SEN Code of Practice.
- Promote independence, equality and consideration and respect for others.
- Ensure that we celebrate a wide range of success.
- Support all pupils by offering multiple pathways for progression.
- Create an 'open-door' ethos for parents/carers.
- To ensure that all pupils have an opportunity to succeed into further education.
- Ensure all are aware of their roles and responsibilities in supporting the education of our pupils

In summary all members of staff, in conjunction with the authorities, (EPT/Governing Body and Local Authority) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

2.0 Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3.0 Definitions

A pupil has SEND if they have a learning difficulty or disability which 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 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.

4.0 Roles and responsibilities

4.1 The SENCO

The SENCO is Richard Burbery

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils as recommended in their EHC plans
- Ensure all staff have complete and up-to date- information about all students which will enable them to support the individual needs of all students in the classroom
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with current providers of education to ensure pupils and their parents are informed and a smooth transition is planned for new students
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

When the SENCO is absent, the Assistant SENCOs – Lisa Hill (KS3) and Demi Hartley (KS4) will act as cover

4.2 The SEND governor

The SEND governor will:

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Monitoring arrangements

This policy will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Conduct / Behaviour
- Equal opportunities
- Information report
- Medical needs
- Child Protection and Safeguarding