SEND Policy

The Diamond Learning Partnership Trust

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INTRODUCTION AND PURPOSE

This policy sets out our vision and principles for children and young people with SEND across the Trust. The policy should be read in conjunction with school-based SEND Information Reports, which details the curriculum and activities for pupils with SEND in the individual school.

Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding, and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how children and young people are helped to learn, achieve, and participate fully in the life of the school.

Inclusion focuses particularly on those groups of children who have historically been marginalised or who have underachieved. Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs – this is equity in learning.

Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. All children, including those identified as having special educational needs and / or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, delivered by well qualified staff and enables them to be fully included in all aspects of school life.

At the heart of the Trust's mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, the Trust aims to create pathways for social mobility. By providing the right tools, guidance, and opportunities, schools will enable each person to overcome barriers and reach their fullest potential.

The Trust aims for schools to be not only places of learning but vibrant communities where every person feels they truly belong. The Trust is committed to building inclusive environments where all members of the community can thrive.

The Trust is committed to working across academies and utilising Trust expertise, local and special agencies, parent support and guidance to ensure a child-centred approach. The Trust is committed to legal compliance and a genuine desire to support all children and young people.

In summary:

- The views of pupils will be sought and considered.
- An achievement gap may require adjusted provision.
- SEND is a whole school responsibility requiring a whole school response.
- All pupils admitted to the school in accordance with the school admission policy should receive a broad, balanced and relevant curriculum. Staff should identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision.
- Partnerships between home and school should be mutually respectful to capture and consider the views of all stakeholders, with the pupil at the heart of discussions.
- Staff should liaise with each other and appropriate outside agencies to meet pupils' needs effectively.
- All staff working with pupils with SEND should be provided with appropriate, evidence-based training and / or support.

SCOPE

This policy applies to all Diamond Learning Partnership Trust staff, as well as professional services staff when considering reasonable adjustments, funding and provision for learners with SEND.

LEGISLATION AND REGULATION

This policy is compliant with the following legislation and regulations:

- The Special Educational Needs and Disability Code of Practice 2015.
- The Equality Act 2010.
- The Children and Families Act 2014, Part 33.
- The Special Educational Needs and Disability Regulations 2014.

DEFINITIONS WITHIN THIS POLICY

Definition of SEND (Special Educational Needs and Disabilities)

There is a clear distinction between 'underachievement,' often caused by a poor early experience of learning, and 'special educational needs.' Some learners may be underachieving but will not necessarily have a special educational need. Schools must identify this quickly and ensure that appropriate support is put in place to help these learners 'catch up.'

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her, for a sustained period, usually more than 12 weeks, as defined by the Trust Graduated Approach to SEND.

A child of school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others 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.

Definition of Disability

Many children and young people with SEND may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.'

This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes, or epilepsy.

The Equality Act requires early years' providers, schools, colleges, other educational settings, and local authorities to:

1. Not directly or indirectly discriminate against, harass, or victimise disabled children and young people.
2. Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people

are not disadvantaged. This duty is known as 'anticipatory.'

LEARNERS WITH SEND

The Code of Practice (2014, updated May 2015) makes clear the four broad areas of Special Education Need. These are:

- Communication and Interaction (C&I), for example autism spectrum condition, speech, language and communication need, etc.
- Cognition and Learning (C&L), for example dyslexia, global developmental delay, dyspraxia, etc.
- Social, emotional, and mental health difficulties (SEMH), for example ADHD, trauma / ACEs, etc.
- Sensory and/or physical needs (S/PD), for example hearing impairment, physical disability, multi-sensory impairment, etc.

In the first instance, where there are concerns about a child's progress despite reasonable adjustments, they should be added to the monitoring list in school to evidence the need and support in place.
In line with the Code of Practice, all academies follow the Trust graduated approach to a learner's special educational needs (App 1). This 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 learner's needs and of what supports the learner in making good progress and securing good outcomes." This is referred to as the Assess, Plan, Do, Review (APDR) process.
Impactful leadership of SEND is well evidenced when there is a clear strategic approach to SEND provision across the schools, with key personnel identified and recognised, and where continuing professional development (CPD) and performance management are successful in improving outcomes for learners with SEND.
Enjoyment and innovation for learners with SEND is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations and a belief that learning is without limits.
Interventions designed to support learners with additional needs must be based in evidence, for example the Education Endowment Fund website, carefully balanced with the provisions listed in EHCPs. Staff delivering interventions must receive robust training, planning and assessment time to ensure that effectiveness and impact is measured and evidenced.
The aspiration and development of learners with SEND should be scrutinised through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners are well-prepared for the next stages of their educational journey.
There should be a continual focus on preparing students with SEND for adulthood within the curriculum offer. The Preparing for Adulthood agenda requires a focus on supporting learners to develop independence in:

- Independent living.
- Accessing employment and training.
- Accessing the community.
- Managing their health.

Collaboration and inclusion are most successful when the provision for learners with SEND is carefully considered and innovative, with opportunities available for personalisation and flexibility. This may include providing a curriculum offer which is different from and / or additional to that already offered and which secures effective partnership working for all involved – including parents / carers.
Honesty and integrity are essential to the early identification of learners' needs; where the SEND register is an accurate and regularly updated 'live document' and where specialist support is available 'at the right time' there is greater impact from the intervention.

SUPPORT FOR DLPT ACADEMIES

From time-to-time, academies may require support and guidance in supporting the strategic direction of this policy. This external may involve:

- Guidance from the Trust Chief Executive Officer.
- Support from the Trust Deputy Chief Executive Officer.
- Support from Trust Leads for SEND, Primary English, maths, etc.
- Advice from the Trust Estates, Admissions and Attendance Manager.
- Advice from the Trust Finance / HR and ICT Managers.

EDUCATION AND HEALTH

All academies must work in partnership with education and health external professionals and services as required, to ensure the best possible outcomes for children and young people in their setting.

These services will vary by Local Authority. The following list provides the type of agency, which will vary by area:

- SEND Specialist Services 0-25 (Specialist Teachers, Specialist Practitioners and Educational Psychologists)
- Speech and Language Therapy Service
- School Nursing
- Locality Team (Family Workers and Education Inclusion Family Advisors)
- Sensory support team (hearing and vision impairment)
- Occupational Therapy
- Physiotherapist
- MHST (Mental Health Support Team)
- Emotional Health and Wellbeing Service
- Access and Inclusion Team
- Community Paediatrician

To access external agency support, completion of the service's referral form will be necessary, and in some cases an Early Help Assessment (EHA) will be required via the Liquid Logic or equivalent online system.

WHAT DLPT ACADEMIES WILL DO

All academies in the Trust will have:

- An appropriately trained SENDCo.
- A SEND Information Report and Accessibility Policy and Plan, published on websites by 30 September annually.
- Clear identification strategies including, but not limited to:
  - High-quality transition arrangements.
  - Capturing parent / carer / pupil voice.
  - Outcomes analysis processes.
  - Baselining and screening tools, for example in EYFS, or through CAT / SATs analysis.
- An up-to-date SEND register and MIS system. reviewed regularly through staff collaboration.
- Appropriate understanding of the SEND Code of Practice.
- Opportunities for learners with SEND to acquire cultural and knowledge capital to support their progression to adulthood.

- High ambition for pupils with SEND.
- Annual assessment and reporting dates for information to be provided to parents / carers about their child's progress.
- Assess, Plan, Do, Review documentation in line with the Trust Graduated Response to SEND.
- Adaptive processes, for example lockdown / invacuation plans for pupils with specific needs.

Where an academy identifies a change in need, for example of a cohort of pupils starting secondary school with reading ages of 2+ years behind chronological, they will promptly adapt their provision in this area, supported by Trust leaders.

Academies will share and agree adapted provision with parents / carers when the school identifies it is needed and will then work in partnership with them to secure best outcomes, taking account of their views and wishes.

For all children and young people on 'SEND Support,' academies will decide on an appropriate member of staff, with input from the SENDCo as appropriate, to feedback to parents or carers at least three times a year to review progress and support.

Academies will ensure that a graduated approach using the 'Assess, Plan, Do, Review' cycle (as set out in paragraphs 6.44-6.56 of the SEND Code of Practice, is in place for all young people on 'SEND Support.'

After consultation with the parent or carer and the child or young person, an academy will request the local authority to undertake an Education, Health, Care Needs Assessment (EHCNA) for any child or young person where evidence indicates a Plan is needed. Where parents / carers apply for an EHCNA, the academy will provide relevant, factual information within statutory timelines.

Academies will do everything they can to meet the needs of young people with SEND including delivering the elements of an EHCP (Education, Health, and Care Plan.

Academies will work with relevant local authorities in a timely manner to undertake annual reviews of EHCPs (Education, Health, and Care Plan), so that they are conducted within the statutory timeframes and so that they consider the views of the child or young person and those of the parent or carer.

TRAINING

Training needs of staff are identified in response to the needs of the children and young people, continual review of systems and processes, developments in evidenced-based practice and national education change.

Academies will ensure training is provided to all staff on identifying SEND, best practice in meeting need in- and outside of the classroom, and collaboration across the Trust to share best practice.

Pupil information will be used to ensure that appropriate identified interventions will take place as consistently as possible. The information will also inform staff understanding of high-quality classroom practice.

Induction for new staff should include reading and discussing this policy, and relevant school-based documents with an appropriate colleague.

Each SENDCo is required to hold the National Award for Special Educational Needs or the National Professional Qualification for SENCOs or be working towards the NPQSENDCo.

Where academies use assessments such as WellComm (speech and language), PASS and CATs, leaders will ensure that staff are trained to read, understand and adapt provision according to the results. Leaders must ensure that the use of assessment tools must be reviewed regularly and adjusted if they are not effective. In addition, leaders must ensure pupils are appropriately supported to access the testing.

Staff delivering these interventions must be appropriately trained and given sufficient time to plan, deliver and assess progress.

LEARNERS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND FROM MINORITY ETHNIC GROUPS (MEG)

The government definition of a bilingual learner is that it refers to 'all learners who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages. (DfE 2003).
To ensure equity of learning for EAL and MEG learners, it is important that recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs.
English as an Additional Language (EAL) is not considered a Special Education . Scaffolded work and individual learning opportunities must be provided for children who are learning English as an Additional Language. This may be underpinned by the approaches highlighted for the disadvantaged and more able and SEND learners where appropriate. Where there are concerns that there may be an underlying SEND, appropriate identification should take place, for example through screening with support from an interpreter.
Enjoyment and innovation for EAL and MEG learners is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, and actively promotes a safe environment where risk taking is encouraged to enhance independence.
Honesty and integrity are well evidenced in the appropriate and accurate identification of SEND needs specific to EAL and MEG learners, where an ethos of high expectations for all is promoted and a development of identity and belonging in contemporary British society is embedded.

RESPONSIBILITIES

Provision for pupils with SEND is a matter for the Trust as a whole.

The Trust will ensure:

- All academies have regard for the voice of the child or young person with SEND as well as those of the parent or carer.
- Academies work closely with local authorities including the Local Authority in which the academy is located, and the home local authority of children with SEND to assist them in fulfilling the obligations under Part 3 of the Children and Families Act 2014 and its associated guidance.
- Academies have procedures and professionals in place to enable them to fulfil their statutory duties and to drive the ethos and vision that runs through the SEND Code of Practice

- Academies provide robust progress updates and data to families three times annually as a minimum, in line with the SEND Code of Practice.
- All learners will receive a language rich, high-quality communication and interaction curriculum.
- Consider the school's compliance with this policy through visits and discussions with relevant staff.
-

The local governing body in co-operation with school leaders, will:

- Appoint a member with responsibility for SEND.
- Monitor the outcomes of pupils with SEND in all areas, including attendance, suspensions, outcomes, destinations, etc.
- Monitor the school's development plan with reference to SEND specific foci.
- Maintain an awareness of the school's practice and procedures in relation to SEND
- Where possible, provide insight into the experiences of pupils with SEND and other stakeholders in relation to SEND provision.

The Headteacher will:

- Have overall responsibility for the provision and progress of pupils with SEND in the school.
- Ensure that SEND is a whole school priority and maintain a culture and ethos of inclusion throughout the school through strategic planning and consideration of workforce development.
- Work with all stakeholders to determine the strategic development of SEND practice and provision in the school.
- Ensure that SEND is an integral part of all the school's policies, practice and strategic priorities
- Ensure that leadership of SEND is part of the senior leadership team structure or is a key part of offering expertise to leading teaching and whole school provision
- Ensure that the SENDCo has the time, knowledge and expertise necessary to undertake their role efficiently and effectively.
- Ensure that the whole school CPD programme includes a robust SEND CPD offer that identifies and meets the needs of all staff.

The SEND Coordinator (SENDCo) will:

- Work jointly with leaders and stakeholders to promote and maintain an ethos of inclusion across the school.
- Establish a strategic overview and work collaboratively with stakeholders to coordinate the provision for Children and Young People (CYP) with SEND across the school.
- Prepare and share information on the SEND funding streams and resources that have been identified and utilised with central and regional finance teams according to DLPT practice and schedules.
- Drive leaders to ensure that SEND is an integral part of all the school's practice, strategic priorities and initiatives.
- Identify training needs and provide guidance to colleagues on teaching, supporting and identifying CYP with SEND and advise on the graduated approach to SEND support.
- Identify, plan for and review the needs of CYP with SEND and work collaboratively with all stakeholders in order to achieve agreed outcomes.
- Maintain an up-to-date understanding of the local and national SEND framework which may affect the school's practice relating to SEND.
- Manage systems to implement and maintain the school's adherence to SEND

statutory regulations e.g. production of SEN Information Report, co-production of Education Health Care Plan (EHCP) for CYP with SEND and annual reviews.
- Be the point of contact for external agencies, including the local authority and all support services for those CYP with SEND.

School Leaders will:

- Gather, collate, analyse, interpret and evaluate qualitative and quantitative data. Use this to inform SEND practice and processes to ensure best outcomes for CYP with SEND.
- Monitor and evaluate attendance and exclusion rates for pupils with SEND in comparison to all other pupils in the school and use this to inform interventions for pupils.
- Share day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND.
- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision.
- Ensure that, where the pupil transfers to/from another school or educational institution, information on provision and SEND files are shared with the appropriate authority or the proprietor of that school or institution.

Teachers will:

- Monitor the progress and development of every pupil in their class, including those with SEND.
- Adapt teaching for pupils with SEND and incorporate guidance provided by the SENDCo and external professionals.
- Deliver the Trust's Minium Standards of Adaptive Teaching to support inclusion for all.
- Discuss barriers to learning / adaptation requirements with parents, carers and relevant school staff at the earliest opportunity.
- Work closely with any additional adults to assess, plan, do and review support and interventions for each pupil with SEND in their class.
- Set high academic and behavioural expectations for all pupils.

All school staff will:

- Work with parents, carers and CYP with SEND to ensure that their views inform co-production and decision making.
- Engage with systems and processes to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements, for example by submitting evidence of a pupil's access arrangements for JCQ applications.
- Ensure the school keeps the records of all pupils with SEND fully maintained and up to date.

MONITORING AND COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25.

It was created by Trust Leaders through a collaboration exercise.

Headteachers will monitor compliance with this policy within their academies.

VERSION HISTORY

Version 1, reviewed and rewritten in full.

Appendix 1:

TRUST GRADUATED APPROACH TO SEND

WAVE	1: Universal	2: Monitoring	3: SEND Support (K)	4: EHCP (E)	S: Specialist
Description	No identified SEND High quality teaching Reasonable adjustments if required.	Short-term specific support. Not on the SEND register.	Longer-term interventions (usually 12-weeks+). On SEND register.	Long term need for enhanced support using specialist advice.	Pupils at guidance for special schools, or with specialist agreed.
Examples of Provision	Minimum classroom adaptations (Ordinarily Available Provision). Inclusive school culture. Fully inclusive environment.	Gap in progress / wellbeing / baseline data identified and met through specific interventions such as: - Maths Fluency. - Boosters. - Social skills intervention. - Sensory circuits. - Speech and language.	Long-term gap in progress / wellbeing which may require: - External advice. - Evidence-based interventions monitored by the SENDCo. - Bespoke adjustments throughout the school day. - Potential for statutory assessment.	Pupils with an EHCP, which will include the need to provide: - Interventions based on specialist advice. - Highly personalised, bespoke support. - Timetable and curriculum adjustments.	A pupil with or without an EHCP who requires: - Continuous access to bespoke teaching and space. - Cognitive profile at or below the first percentile. - Access to Alternative Provision / reduced TT to manage need.
APDR	No	No: reviewed termly in Pupil Progress meetings	To be decided by SENDCo / SLT	Yes	Yes
Lead	Class / form teacher	Class / form teacher	Class / form teacher	Class / form teacher + SENDCo	Class / form teacher + SENDCo