

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (“SEND”) POLICY

Summary	SEND Policy
Responsible Person/Author:	Director of SEND & Safeguarding
Applies to: (please check as appropriate)	Staff <input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Community <input type="checkbox"/>
Ratifying Committee(s)	Standards Committee
Available On:	SharePoint/Website/On Demand
Date of Approval	1 July 2024
Effective from:	2 July 2024
Date of Next Formal Review:	June 2025
Review Period	Annual
Status:	Statutory
Owner	The Rodillian Multi Academy Trust
Version:	2

Document Control

Date	Version	Action	Amendments
26.05.21	1	Policy reformatted	Policy updated to new format.
24.06.24	2	Policy reformatted	Amended Introduction and Aims, Nomenclature throughout, Definitions, roles and responsibilities, Identification of SEN, Reviewing targets, SEND support and provision, updated references to SEND code of Practice, and Policy links

Contents

Document Control.....	2
Introduction.....	4
Aims of the SEND Policy.....	Error! Bookmark not defined.
The SEND Code of Practice 2014	8
Definitions	Error! Bookmark not defined.
Special Educational Needs (taken from the SEND Code of Practice 2014) .	Error! Bookmark not defined.
Disabled children and young people.....	Error! Bookmark not defined.
Reasonable Adjustments	Error! Bookmark not defined.
Broad areas of need	8
Communication and interaction.....	8

Cognition and learning.....	9
Social, emotional and mental health difficulties.....	9
Sensory and/or physical needs.....	9
The Local Offer.....	9
The Academy SEND Information Report.....	10
Responsibilities of the Rodillian Academy Trust	Error! Bookmark not defined.
The Role of the Trust Board and Local Review Boards	Error! Bookmark not defined.
Academy responsibilities	Error! Bookmark not defined.
SENCO Responsibilities	Error! Bookmark not defined.
Teachers Responsibilities	Error! Bookmark not defined.
SEND Identification & Assessment	Error! Bookmark not defined.
SEND Support and Provision	Error! Bookmark not defined.
Inclusion	10
Complaints.....	11
Diversity	11
Appendix 1: Equality Impact Assessment	12

Introduction

1. At RMAT there are a number of key principles that underpin the approach to SEND in our academies. These are being person centred; developing confidence and resilience; encouraging aspiration and achievement; a strong focus on Inclusive Quality First Teaching; high expectations for all; supporting learners to overcome barriers to learning; use of individual support strategies; and a clear graduated approach.

Aims

2. All academies within RMAT share common values and an ethos of aspiration, resilience, and empowerment. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.
3. Each academy within RMAT shall ensure that:
 - the special educational needs (SEN) of our young people will be addressed, and they will not be labelled or disadvantaged by any policy or procedure operated within RMAT;
 - it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
 - it has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEN register held in respect of an individual young person and co-ordinate support. However, it will be the responsibility of all staff to support individual young people, to implement strategies suggested by the SENCO and be responsible for ensuring that our young people with SEND receive provision appropriate to their needs and agreed outcomes; and
 - children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
 - All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

SEND Core Values

4. RMAT has 6 core values for SEND:
 - RMAT emphasises a 'person centred approach' which supports the resilience and well-being of our students. We value student and parental engagement thereby sustaining a welcoming, effective, and inclusive culture.
 - Our Academies aim to provide an inclusive, supportive, and positive learning environment. We aim to support all SEND learners to have the confidence and self-esteem to aim high, achieve their aspirations and maximise their full potential.
 - High quality teaching, differentiated for individual learners is the first step in responding to all

learners including those that have SEND. We believe that additional intervention and support cannot compensate for a lack of inclusive 'quality first' teaching.

- Our teachers have high expectations of all learners and aim to be fully equipped with the skills, enthusiasm and supportive attitude allowing our learners to overcome any barriers to learning. We use individual support strategies outlined on a SEND 'Learner Profile' and provide access to additional, targeted teacher input where needed
- We have a clear SEND referral, identification, and assessment approach to ensure standardised entry and exit criteria is used to identify additional needs at the earliest possible stage. We aim to make effective use of external partnerships including links with primary schools and other specialist professionals.
- Our SENCOs aim to promptly implement effective targeted support and provision for learners identified as SEND to improve the long-term outcomes for all our learners. We aim to use a graduated approach to 'Assess, Plan, Do, Review' the support and interventions in place for our SEND Learners.

Definitions

5. Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
6. A Child or Young Person will 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 that prevents or hinders them from making use of facilities that are provided for others of the same age in mainstream schools in England.
7. Special Educational Provision is education or training that is additional to, or different from, that made for other children/young people of the same age by mainstream schools.

Roles and Responsibilities

8. The implementation of this policy will be monitored by the Standards Committee of the RMAT Board and remain under constant review by the Trust SEND lead.
 - Each RMAT academy Local Review Board (LRB) will appoint an LRB member with responsibility for SEN. The SEN LRB member will raise SEN issues at LRB meetings; monitor the quality and effectiveness of SEN provision within the academy and work with designated senior leaders to develop the SEN provision.
 - The Principal will work with the SENCO and SEN LRB member to develop the SEN policy and provision within the academy. The Principal has overall responsibility for the provision and progress of learners with SEND.
 - The SENCO will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.

- Class teachers are responsible for the progress and development of every learner in their class and will work with the SENCO and ISWs to ensure the “assess plan do review” cycle is appropriately implemented to support any student with SEND.
9. The academy will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the academy curriculum.
 10. Parents of SEN students will be able to discuss the needs of their child with their child’s tutor, the Head of Year, or the SENCO.

Identification & Assessment of SEN

11. Information about previous special educational needs will usually accompany students upon entry to the academy and this will be used by the SENCO to make sure appropriate provision is continued.
12. This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before students start at the academy. If necessary a strategy sheet will be drawn up for each student with SEN.
13. On entry all to secondary provision, students are assessed and the data from these tests is then analysed by the SENCO to identify any potential areas of need. Students may then be added to the SEN Register in line with the Code of Practice guidance for SEN.
14. The assessments taken by students upon entry include Cognitive Ability Tests (CATs).
15. Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed in all subject areas by Subject leads. If a student has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed.
16. At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents, and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A strategy sheet will be drawn up by the SEN team with copies shared with all staff concerned with the student’s progress.
17. If a parent/carer refers their child to the academy as they believe their child has special educational needs they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress then internal support will be implemented in accordance with the paragraphs above.

18. In all cases, where internal support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' knowledge and information and strategies for support shared with all staff.
19. If there are no concerns regarding the student's academic progress then the academy will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.
20. Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.
21. All staff teaching students on the SEN register will be made aware of the individual needs. Subject Leads and the Special Needs team will help teachers when required to develop techniques to support differentiation and ensure that appropriate resources are available as part of the academy's Professional Development Programme.

Reviewing

22. All students regardless of needs are set targets. Data collated during the academy reporting process is analysed and strategies are put in place to support those that are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable, Relevant and Time Bound Targets (SMART) set to ensure that progress is made. These are recorded using learner profiles and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCO may refer to a specialist services such as an Educational Psychologist.
23. Where, despite the academy having taken relevant and purposeful action, as set out above; to meet the student's needs and they have not made expected progress, the academy will consider requesting an Education, Health, and Care needs assessment.
24. If a student has an Educational Health Care Plan an annual review is held in accordance with legal requirements.
25. If, as a result of appropriate progress, a student is removed from the SEN register. The student will continue to be monitored through the academy's structured reporting programme by the Subject Leads.

SEND Support and Provision

25. In line with the SEND Code of Practice 2014 our academies implement a structured 'Assess, Plan, Do, Review' model. The 'Graduated Approach' includes the following documents:
 - Assess:
 - Referral & Concern Form
 - Assessment Tracker
 - Plan:
 - Learner Profile
 - Individual Provision Overview
 - Intervention Plan

- Do:
 - Record of Intervention
- Review:
 - Communication Log

26. A SEND register exists for each Academy and is maintained by the SENCO. Students on the register are categorised as K for SEND support and E for those with an EHC Plan in line with the SEN Code of Practice 2014. The SEND Register is available on SIMS & the Academy network and is accessible to all staff. The SEND Register is a fluid document that is constantly updated and the numbers of students on the register and the information contained will be subject to change. The SEND Register details a breakdown of the various needs within the academy and provides generic tendencies as well as suggested strategies to support pupil progress.
27. All K students on the SEND register have an Individual SEND Provision Overview which includes an agreed SMART outcome and their personal provision details. Details of the provision for E students is outlined in their EHCP, this will contain the "targets", "provisions" and "outcomes." All students on the SEND Register have a Learner Profile that includes an overview of their needs and recommended support strategies.

The SEND Code of Practice 2015

28. The [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#) reflects the aims of the Children and Families Act 2014 and associated regulations that applies to children and young people with special educational needs and disabled children and young people. The associated regulations are:
- The [SEND Regulations 2014](#)
 - The [Special Educational Needs \(Personal Budgets\) Regulations 2014](#)
 - The [SEND \(Detained Persons\) Regulations 2015](#)
 - The [Children and Families Act 2014 \(Transitional and Saving Provisions\) \(No 2\) Order 2014](#)

Broad areas of need

29. There are 4 broad categories of need outlined in the [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Communication and interaction

30. Children and young people 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, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language, or social communication at different times of their lives.
31. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction, and imagination, which can impact on how they relate to others.

Cognition and learning

32. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (“MLD”), 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 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
33. Specific learning difficulties (“SpLD”), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia, dysgraphia, developmental language disorder (“DLD”) and attention deficit hyperactivity disorder (“ADHD”).

Social, emotional, and mental health difficulties

34. Children and young people 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. This behaviour 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 children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
35. Academies and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other students.

Sensory and/or physical needs

36. Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (“VI”), hearing impairment (“HI”) or a multi-sensory impairment (“MSI”) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance.
37. Some children and young people with a physical disability (“PD”) may require additional ongoing support, adjustments, and equipment to access all the opportunities available to their peers.

The Local Offer

38. All local authorities must publish a Local Offer setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health, and Care (“EHC”) plans. In setting out what they ‘expect to be available,’ local authorities should include provision which they believe will actually be available. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible, and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The Academy SEND Information Report

39. All academies must publish a SEND Information Report on their website. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the [Special Educational Needs and Disability Regulations 2014](#) and must include information about:

- the kinds of SEND that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream Academies)
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to collaborate with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living, and participation in society
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEND
- how children and young people with SEND are enabled to engage in activities available with children and young people in the Academy 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 children and young people with SEND and measures to prevent bullying
- how the Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- arrangements for handling complaints from parents of children with SEND about the provision made at the Academy

Inclusion

40. Where necessary, alternative provision and additional resources (including staffing) may be put in place to ensure students with special educational needs are fully included in all aspects of Academy life, including the curriculum, extra-curricular programme, and Academy trips. Any decisions in relation to the above will be taken by the appropriate people, including the Academy Principal and

SENCO.

Complaints

41. If a parent has a complaint about a special educational needs matter, they should follow the procedures laid down in RMATs Complaints Policy.

Diversity

42. The Trust is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. The Trust will always comply with the requirements of the [Equality Act 2010](#) and associated guidance produced by the Department for Education.

Policy Links

43. This policy should be read in conjunction with:
- SEN Information Report (updated annually)
 - Equality Policy & Objectives
 - Accessibility Plan
 - Positive Discipline Policy
 - Supporting students with medical conditions policy

Appendix 1: Equality Impact Assessment

Equality, Diversity, Cohesion, and Integration Screening.

As a public authority, the Rodillian Multi Academy Trust needs to ensure that all our strategies, policies, service, and functions, both current and proposed have had proper consideration of equality, diversity, cohesion, and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services, and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion, and integration.
- whether or not equality, diversity, cohesion, and integration is being/has already been considered, and
- whether or not it is necessary to conduct an impact assessment.

Organisation: The Rodillian Multi- Academy Trust	Department responsible for the Policy: SEND
Lead Person: Trust Wide Lead SEND	Contact Number:

1. Title: SEND Policy

2. Please provide a brief description of what you are screening
The Policy

3. Relevance to equality, diversity, cohesion, and integration		
Questions	Yes	No
Is there an existing or differential impact for the different equality characteristics?		x
Have there been or likely to be any public concerns about the Policy or proposal?		x
Could the proposal affect how services are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?	x	
Does the proposal involve, or will it have an impact on: -?		
<ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation, and harassment • Advancing equality of opportunity • Fostering good relations 	x	X X

4. Considering the impact on equality, diversity, cohesion, and integration
<ul style="list-style-type: none"> • Scope of the proposal: Students and staff. • Who is likely to be affected? Students and staff.

<ul style="list-style-type: none"> • Consultation and engagement activities with those likely to be affected. The Policy is available through the Trust and Academies websites and a written copy can be provided on request.
<ul style="list-style-type: none"> • Key findings We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The Trust is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to preventing discrimination. Managers are supported and trained in relation to these areas. The Policy has considered religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act. We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format.
<ul style="list-style-type: none"> • Actions The Trust will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation.

5. Governance, ownership, and approval		
Please state here who has approved the actions and outcomes of the screening		
Name	Job title	Date
Adam Marham	HGC	22.05.24

6. Publishing	
This screening document will function as evidence that due regard to equality and diversity has been given.	
Date screening completed	22.05.24
Date agreed at Trust Board	01.07.24