

SEND Policy 2021

The Midland Academies Trust

Trust Lead SENCO



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1. Introduction

- 1.1. This Policy sets out how the academies of The Midland Academies Trust (The Trust) will support and make provision for pupils with special educational needs and disabilities (SEND). It explains the roles and responsibilities of all Trust staff involved in providing for pupils with SEND.
- 1.2. The Trust is committed to meeting the needs of all students, including those with SEND. The expectation is that all students with SEND will receive an education which enables them to make progress so they:
 - i. develop the necessary skills to achieve their best and reach their full potential;
 - ii. become confident individuals leading fulfilling and independent lives;
 - iii. make a successful transition into adulthood into meaningful employment, further/higher education or training.
 - iv. have access to a safe and stimulating environment
- 1.3. The Trust and its academies will ensure that all students with SEND receive the support they need to achieve these objectives.
- 1.4. The Trust is committed to inclusivity. Students with SEND have access to the same curricular and extra-curricular opportunities as pupils without SEND.
- 1.5. The Trust has a zero tolerance approach to any form of sexual harassment. The Trust recognises the enhanced need for vigilance for pupils with additional needs.
- 1.6. The Trust's commitment to all students covers both mastery of knowledge across a wide range of academic and practical subjects and a wider goal of providing our pupils with the knowledge and cultural capital to make successful choices in life.
- 1.7. Trust staff are trained in generic and specific teaching strategies which support the teaching and learning of SEND pupils.
- 1.8. The Trust promotes strong leadership for SEND provision through the appointment of a SENCO to the senior leadership team in all Trust academies.

2. Definitions

- 2.1 The Trust uses the definition of SEND outlined in the SEND Code of Practice:
 - i. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than most others of the same age.
- 2.2 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 academies. Many children and young people who have SEN may have a disability under the Equality Act 2010, that is '*...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*'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3. Related Policies and Documents

- 3.1 Trust SEND Information Report.

- 3.2 Academy Accessibility Plans.
- 3.3 Safeguarding and Child Protection Policy.
- 3.4 Other policies and documents may be identified from time to time as circumstances change and may be added to this list.

4. Legislation and Guidance

- 4.1 This Policy and information is based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation.
- 4.2 [Part 3 of the Children and Families Act 2014](#), which sets out academies' responsibilities for pupils with SEND. Section 19 of the Children and Families Act 2014 makes clear that the Trust and its academies, in carrying out their functions under the Act in relation to disabled children and young people and those with SEND, must have regard to:
 - i. The views, wishes and feelings of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
 - ii. The need to support the child or young person, and the child's parents/carers in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- 4.3 [The Special Educational Needs and Disability Regulations 2014](#), which set out academies' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

5. Roles and Responsibilities

- 5.1 The Trust's Directors are responsible for agreeing the relevant policy and strategic frameworks within which the Trust's Executive operate. Governance oversight of SEND provision is delegated to the Raising Achievement Board (RAB).
- 5.2 The Trust Lead SENCO is responsible for devising, monitoring and quality assuring delivery against the Trust's SEND strategy. Through the line management of academy SENCOs, the Lead SENCO will ensure that the Trust's academies are compliant and meet the needs of students with SEND as outlined below.
- 5.3 Each Trust academy has a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is a senior leader responsible for the following:
 - i. Working with the Principal and Raising Achievement Board to ensure that an academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
 - ii. Ensuring the effective deployment and management of SEND departmental staff for the day-to-day operation of an academy's SEND information report and policy.
 - iii. Co-ordinating provision for pupils with SEND, to include small group or individual student provision.
 - iv. Co-ordinating the work of the SEND team and that of external support services to support high quality teaching and provision for pupils with an identification of SEND.
 - v. Advising on the graduated approach to providing SEND support.
 - vi. Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
 - vii. Maintaining and updating SEND students' records.

- 5.4 Raising Achievement Board Members meet regularly with Principals or academy SENCOs to receive updates and provide governance oversight relating to SEND provision. Each Raising Achievement Board has appointed a designated Member with special responsibility for SEND. Through the RAB Chair, any priorities relating to SEND provision can be highlighted to the Trust Board.
- 5.5 The Principals have overall responsibility for the provision and progress of learners with SEND at their academy and retain operational responsibility for academy SENCOs and the SEND team.
- 5.6 Trust teachers are responsible for the progress and development of every student in their class. This includes working closely with the SENCO and other specialist staff to plan and assess the impact of support and interventions for students in their teaching classes. Where additional adults are assigned to their class, they are responsible for in-lesson deployment as appropriate to meet the needs of any students with SEND.

6. Equality Analysis

- 6.1 By virtue of the provisions of the Equality Act 2010, the Trust has a duty to have due regard to the need to:
 - i. eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct;
 - ii. advance equality of opportunity between people of different groups;
 - iii. foster good relations between people from different groups.
- 6.2 In implementing this Policy and associated procedures, the Trust will actively take these aims into account as part of its decision making process and will demonstrate how this has been undertaken.
- 6.3 Where necessary a full equality impact assessment will be undertaken.

7. Monitoring Arrangements

- 7.1 This Policy and any associated information reports will be reviewed by the Board of Directors on an annual basis.