



SEND Policy

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Monitoring & Review	Director of Inclusion	
Links	SEND Code of Practice January 2015 Equality Act 2010 Part 3 Children & Families Act 2014	
Staff responsible	Principals, Director of Inclusion, SENDCos, Head of Resource Base	

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Principles & Values

Strength through diversity	Ambition through challenge	Excellence through curiosity
<p><i>In our Trust, we celebrate the rich and diverse communities that make up our academies. Sharing, listening to and respecting each other's views and beliefs make our Trust stronger. We support each other, honouring our different backgrounds, to create a safe and equal environment for all.</i></p>	<p><i>We are fiercely ambitious for all our learners and challenge them to do their best, every lesson, every day. We check their achievement and progress against the highest national standards. This ensure that we are always looking for ways to improve, and that we insist, relentlessly on the highest standards of teaching and learning. Everyone in the Trust is continually challenged to improve on their previous best.</i></p>	<p><i>Curiosity is the engine of intellectual achievement. In our Trust, we encourage and provoke learners' curiosity so that they are inspired to seek out new knowledge, learn new skills and achieve excellence. Curiosity is closely linked to empathy, helping us all to develop better relationships. The life of a curious person is never boring!</i></p>

1. Introduction

Summit Learning Trust takes seriously its responsibility to make its academies welcoming and supportive to those learners with Special Educational Needs and Disabilities (SEND) who currently attend its academies and those that may attend in the future.

This policy is based on statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

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

2. PRINCIPLES

The principles of this policy and guidelines involve:

- a focus on improving outcomes
- the importance of equality of opportunity
- early identification and intervention
- working in partnership with learners/parents/carers
- working as part of a team around the family
- supporting inclusive practice
- endorsing the 'support and aspiration' model of the SEN Code of Practice

3. DEFINITION

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others 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

For a child aged two or more, special educational or training provision is that which is additional to, or different from, that made generally for other children or young people of the same age by maintained nursery schools, relevant early years providers, mainstream schools and mainstream post 16 institutions.

Learners' needs and requirements may fall into at least one of four areas, though many learners will have inter-related needs;

Communication and Interaction

Learners with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they find it particularly challenging to say what they want to, understand what is being said to them or they do not understand or use social rules of communication. The profile for every learner

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.

Learners with an Autistic Spectrum Condition (ASC), are likely to have particular challenges with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when learners progress at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where learners are likely to need support in all areas of the curriculum.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Learners may experience a variety 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. These behaviours may reflect underlying mental health needs such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other learners may experience challenges such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or have insecure emotional attachments.

Sensory and/or Physical

Some learners require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many learners with a visual impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access school life.

Some learners with a physical disability (PD) require additional and ongoing support and equipment to access all the opportunities available to their peers.

Learners experiencing challenges in any one or a combination of these areas may be entered on the SEN/D Register. Learners whose challenges are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN. Parents/carers will be consulted with at each stage of the graduated approach.

4. VISION

Policy and practice reflects the philosophy and fundamental principles set out within the SEN Code of Practice (6.1).

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into further or higher education, training or employment.

Summit Learning Trust aims to provide high-quality teaching and learning opportunities which enables all learners to gain access to a broad, rich and balanced curriculum. The National Curriculum Inclusion Statement states that all teachers should set high expectations for every learner, whatever their prior attainment. Potential areas of difficulty should be identified and addressed at the outset.

Staff are responsible and accountable for the progress and development of the learners in their class, including where learners access support from a teaching assistant or specialist practitioner. Lessons should be planned to address potential areas of difficulty and to remove barriers to learner achievement.

Teachers across Summit Learning Trust are expected to:

- Set high expectations for every learner. They should challenge learners whose attainment is significantly above the expected standard. Teachers have an even greater obligation to plan engaging lessons for learners who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate baseline assessments to set targets which are deliberately ambitious
- Deliver an ambitious curriculum that provokes ambition and inspires learners to enjoy reflective and dynamic learning

- Plan lessons that consider a wide range of learners who have special educational needs, many of whom may also have disabilities. Lessons should be coherently planned and appropriately scaffolded to ensure that there are no barriers to every learner achieving within and across subject areas. In many cases, such planning will mean that these learners will be able to study the full national curriculum
- Ensure that all learners including learners with SEND have the opportunity to access a wide range of extra-curricular activities
- Spark curiosity and excitement in learners about the world, themselves and each other
- Be aware of the ability of learners for whom English is an additional language. Teachers should plan activities to help learners develop their English and should aim to provide the support learners need to take part in all subjects should, additional needs / disabilities also be prevalent.

Each academy has a SEND Information Report on their website outlining the individual arrangements and provision available to its learners along with signposting links to; Birmingham's Local SEN offer <https://www.localofferbirmingham.co.uk/> Solihull's Local offer <https://socialsolihull.org.uk/localoffer> and the contact details for impartial parent partnership support from Special Educational Needs Disabilities Information Advice Service (SENDIAS).

5. EQUAL OPPORTUNITIES

Summit Learning Trust believes that all members of the academy should be treated with respect; have their individual diverse needs recognised and be given the opportunity to reach their full potential.

To achieve our aims, we will:

- Recognise an individual's protected characteristics
- Identify any additional need as early as possible and provide effective support
- Adopt a Trust approach to the identification, assessment and provision for learners with special educational needs and disability
- Review our special needs provision as an ongoing, developing process in line with the graduated approach
- Provide appropriate levels of in-class support to enable all learners to receive appropriate access to the curriculum
- Incorporate special educational needs procedures, including learner profiles, into curriculum planning
- Develop an effective partnership between school, parents/carers and outside agencies
- Encourage learners and parents/carers to participate in decision-making regarding our range of interventions and provisions
- Ensure rigorous and robust record-keeping systems are in place to monitor progress and achievement at every stage of the graduated approach
- Involve all stakeholders in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with learners with special educational needs and disabilities work as a team around the learner/family using person-centred tools and approaches to appropriately deploy and review support
- Track and monitor provision and procedures which have been put into place to ensure learners with SEND make at least expected progress, from an accurately assessed starting point, as they move through their academy and prepare for each phase of transition.

6. ROLES AND RESPONSIBILITIES

The Local Governing Body

The Local Governing Body, in consultation with the CEO, Education Directors, Principals, Director of Inclusion and academy based SENDCo will determine; the Summit Learning Trust policy and approach to provision for learners with special educational needs and disabilities.

The Governor for SEND will:

- Help to raise awareness of SEND at LGB meetings
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the Local Governing Body on this

- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the academy.

The Principal

The Principal is responsible for the day-to-day management of all aspects of the academy's work, including provision for learners with special educational needs and disabilities. The Principal and Trust Director of Inclusion keeps the Local Governing Body informed of all developments with regard to SEND. The academy based SENDCo works in partnership with parents/carers, class teachers and outside agencies regarding any emerging / ongoing needs that require support and provision to be implemented through the graduated approach (assess, plan, do, review).

Admissions

In every instance, when a parent/carer seeks a place for their child at a Summit Learning Trust academy, the Principal will direct a member of staff to seek information about the learner and complete an admission form. When a learner is transferring from another school a member of the Inclusion/Admission team may request a copy of a learner's school records including; National Curriculum Assessments, Child Protection file (where appropriate), and details of any SEND including; learner profiles, literacy, language and maths continuums or the most recent individual education, health and care plan/support plan documentation. For learners with an EHC plan the Local Authority will consult with the school directly to ensure needs can be appropriately met as part of the admissions process. Parental/Carer preferences will also be integral to all decisions made.

SENDCo – Special Educational Needs and Disabilities Co-ordinator

The SENDCo will:

- Work with the Principal, Trust Director of Inclusion and Governor for SEND 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 learners with SEND, including those who have a Support Plan/ EHC plan
- Carry out timely reviews on the effectiveness of support and interventions and their impact on learner progress / outcomes
- Provide professional guidance and quality assurance to colleagues and work with staff, parents/carers, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach, ensuring where required, learner's targets are reviewed on a termly basis by a member of the Inclusion team/external agency
- Provide high quality SEND support
- Notify parents/carers when a learner has been added/removed from the SEND Register
- With parental agreement bring a learner to the attention of the Local Authority Special Educational Needs Assessment and Review team particularly where they believe an Education Health Care assessment may be necessary. This may be as the lead or via the submission of supporting evidence through requests made by parents/carers, a young person (16-25 years) or a health, social care practitioner
- Advise on the deployment of the academy's SEN notional budget, Element 3 High Needs Top Up funding and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next step providers of education to ensure learners and their parents/carers are informed about options and a smooth transition is planned
- Work with the Principal, Trust Director of Inclusion and Local Governing Body 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 learners with SEND up to date, complying with GDPR procedures
- Liaise with the relevant member of staff where a learner in care has SEND.

As part of the identification process the SENDCo may collate and keep a record of outcomes, action and support agreed using any of the following information which helps build up the profile of the learner:

- medical details, e.g. general health, vision, hearing, emotional factors
- attendance data
- home language information
- assessment information
- a record of consultations with learners, parents/carers and support services (where applicable)
- adjustments made to improve performance
- classroom observations to help identify strengths and areas of difficulty
- learner's independent work
- reading/writing/spelling skills – persistence and severity of problems
- phonological awareness – phoneme-grapheme correspondence, sound blending
- monitoring progress using Early Learning Goals where appropriate, National Curriculum assessment, standardised tests, teacher assessments, banded literacy and numeracy progress trackers
- learner profile targets/reviews
- information relating to the impact of interventions and strategies that have been used with outcomes and evidence of progress
- learner views on what's working/not working yet
- observations and views from outside agencies

Following the gathering of this information a holistic profile of the learner can then be built. This will support the class teacher and SENDCo to incorporate appropriate strategies and inform future planning and provision. The academy's wider inclusion team (attendance, behaviour, safeguarding and SEND leads) meet regularly to discuss any teacher, parent/carer referrals so that any concerns/observations can be shared and collectively actioned drawing upon the specific knowledge, support and provision in the academy or externally required. Any intervention and support will always be discussed with the child/young person and their parents/carers.

Teachers

Each class/subject teacher will:

- Ensure provision starts with high quality teaching, scaffolding and differentiation
- Seek to identify learners making less than expected progress given their age and individual circumstances
- Be aware of the academy's procedures for the identification and assessment of, and subsequent provision for, learners with SEND
- Work with the SENDCo and Teaching Assistants to decide the action required to assist the learner to make at least expected progress
- Implement and review recommendations made by external support services/professional
- Work with the SENDCo to collect all available information on the learner as part of the graduated approach
- Facilitate effective and informed classroom partnerships with teaching assistants
- Develop and review one-page learner profiles and keep parents informed of progress
- Work with learners to deliver the individual programme set out in their learner profile
- Develop effective relationships with parents/carers
- Encourage learners to participate in decision-making
- Use accurate assessments to rigorously monitor learner progress and identify next steps
- Work with the SENDCo to identify their own training needs around SEND

Teaching Assistants will:

- Work collaboratively with and under the direction of SENDCo/teachers
- Signpost class / subject teachers to learner specific information
- Develop positive working relationships with learners, teachers, parents/carers and professionals

- Assist with the identification and effective provision of appropriate resources
- Use assessment data to inform appropriate levels of support and challenge
- Assist with the recording, monitoring and evaluation of learners' progress
- Promote learner independence and facilitate peer collaboration
- Provide learners with effective verbal/written feedback to develop the learning experience further
- Facilitate opportunities to develop a learners long term memory skills making connections between the composite parts of the knowledge they are taught within and across subject areas
- Deliver, monitor and record the impact of high-quality evidence-based interventions, providing regular feedback to class teachers and the SENDCo
- Attend meetings and undertake appropriate INSET and CPD to enhance their own knowledge and skillset
- Facilitate assessment / exam access arrangements when required
- Contributing to learner review meetings
- Working alongside the SENDCo and teaching staff in the preparation of learner's one page profiles.

Learner Participation

Summit Learning Trust actively encourages the involvement of learners in their education. With reference to learners who are identified as requiring additional SEND support we utilise person-centred approaches to:

- Involve the learner in decision making regarding the methods by which their individual needs will be met
- Involve the learner in setting and reviewing their own aspirational targets e.g., annual reviews, learner profiles
- Invite the learner to attend all or part of their review meetings
- Discuss the purpose of assessment arrangements and the implications of the learner profile with the learner
- Encourage the learner to comment on his or her support and provision
- Involve the learner in the implementation of their one-page profile
- Develop the learner's self-confidence and self-esteem
- Foster a culture of curiosity, independence and peer collaboration
- Prepare the learner/young person for adulthood by exploring employment, independent living, good health, friends, relationships and community inclusion matters.

Parent/Carer Partnerships

Summit Learning Trust actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs and disabilities. With reference to learner's identified as requiring SEND support we:

- Will liaise with parents/carers regarding any emerging needs and gather their views about their child's development
- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carers to attend all review meetings, parent/carers consultation meetings, parents and carers' evenings and encourage them to attend appointments with external services
- Discuss the purpose of assessment arrangements and the implications of the learner profile with the parent/carers, providing them with a copy
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their child's one-page profile
- Encourage parents/carers to view information regarding SEND on the school's website and local authority SEND offer
- Signpost parents/carers to workshops and information sharing events organised by local authority support services
- Support and refer parents/carers who may require Early Help support

- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational and disability needs.

Summit Learning Trust operates a working in partnership approach which means parents/carers can contact the academy whenever they have a concern and time will be made for them. The academy will schedule meetings and consultations for parents/carers to meet with key staff to discuss their child's progress and the graduated approach. The academy holds details of local and national support groups and can pass these on to parents/carers. Parents/carers' views and contributions are valued and they are listened to. Parents/carers know their children best and have a great deal to contribute.

7. PROCEDURES

The Graduated Approach

The SEND Code of Practice sets out a graduated response to meeting learner's special educational needs. This involves a cycle of "Assess, Plan, Do and Review."

Early identification/monitoring progress /adjusting teaching

Summit Learning Trust strives to create a positive, interactive and inspiring environment where all learners can participate and achieve. When a learner's rate of academic progress/personal development is first identified as a cause for concern then it is the responsibility of the class/subject teacher to adjust their teaching and consider the following:

- 'Wave 1' high quality teaching - adapting teaching in the classroom to address needs /varying teaching styles/use of access strategies
- Involving the SENDCo for advice, strategies and possible assessment regarding emerging needs
- Keeping up to date regarding knowledge and understanding of cognition and learning, communication and interaction, social, emotional and mental health, physical and sensory needs
- Involving parents/carers and gaining their views and support
- Gathering learner views
- Liaising with colleagues to gain a broader and more holistic profile of the learner.

Assessing Needs using the Graduated Response - SEND Support

If a learner's progress remains below the expected level, discussion with parents/carers and the young person will take place. At this point more a detailed assessment of the learner's skills is often necessary in order to inform future planning/target setting and targeted interventions.

Checking whether there has been recent hearing and vision checks (to discount any unidentified problems) may also be pursued.

Greater involvement of the SENDCo is required to direct the increased level of provision. A learner profile with individual targets is set which will then be monitored and reviewed termly. Parents /carers will be invited to attend review meetings and their views regarding future provision are sought through the use of person-centred approaches.

If the learner is achieving the targets and making good progress, the support may be adjusted, if not, then the school will look at additional forms of provision to support the identified need. When a class teacher or SENDCo identifies a learner as requiring SEND support the class teacher will provide interventions that are additional to or different from those provided as part of the settings usual curriculum offer and strategies (Wave 2, targeted support).

The triggers for additional intervention could be a professional's concern, underpinned by evidence, about a learner who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly to a learner's identified area of weakness

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some/all curriculum areas
- Presents persistent social, emotional or mental health difficulties which are not improved by the behaviour/pastoral management techniques usually employed in the school
- Has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment and reasonable adjustments
- Has communication and/or interaction difficulties and continues to make little or no progress despite accessing a language rich environment and/or small group language/nurture based provision.

Assess, Plan, Do and Review

When a learner has been identified as requiring SEND support there is an ongoing cycle of assess, plan, do and review. Where progress is slow and the learner is not responding to the provision made by the academy then the academy may increase the level or change the type of provision being offered.

For a small minority of learners, it is necessary to provide highly tailored interventions to accelerate their progress and enable them to achieve their potential. Learners receiving a Wave 3 intervention and/or specialist external support on a 1:1 basis are identified as having high focused "SEND support". Learners may (if not already in receipt of) need to undergo a holistic statutory assessment of their needs which may result in a funded Support Plan or Education Health Care Plan being sought and agreed by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated cycle, this usually takes at least two academic terms to evidence with external agency involvement to support the process.

With parent/carer consent, external support services, including those provided by Access 2 Education/ Solihull's Inclusion Support Service - SISS, will usually see a learner, in school if it is appropriate and feasible. Their advice might include and is not exhaustive of: contributing to a learner's profile; target setting; providing specialist assessments; the use of specialist resources or equipment or support for particular activities. Training is also regularly sought in order to upskill staff and quality assure provisions.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents or carers
- The learner's own view
- Advice from external support services, if relevant

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress /personal development.

8. TRANSITION

Supporting learners moving between phases and preparing for adulthood

- We will share information with the school, college, or other setting the learner is moving to.
- Facilitate additional visits to support phase/end of key stage transitions or in year admissions on an individual or small group basis.
- We will always agree with parents, carers and learners which information will be shared as part of this process.

Adaptations to the curriculum and learning environment

Each academy is responsible for regularly reviewing their accessibility action plan to ensure that they are increasing curriculum access for all learners, improving the physical environment so that all learners and

other users can take better advantage of the education, benefits, facilities, and services available and improving the availability of accessible information.

We make the following adaptations to ensure all learners' needs are met via:

- Inclusively design our curriculum to ensure all learners can access it i.e., levels of courses, assessment tools, cultural capital opportunities, topics studied, extra-curricular activities
- Adapt our teaching, i.e., scaffolding, enlarging resources, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, questioning, seating plans, concrete resources
- Adapt our resources, staffing arrangements and class sizes
- Use recommended aids i.e., use of tablets/ laptops, coloured overlays, visual timetables, larger print, radio aid
- Adapt the environment i.e., w.c facilities, timetabling of classrooms, workstations, lockers, lunch club

9. Complaints Policy

Summit Learning Trust procedure is outlined in the Trust's Complaints Policy. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Concerns and complaints about SEND provision should be addressed to the SENDCo, Principal, Director of Inclusion or SEND Governor who will acknowledge and respond to parents/carers to discuss the situation. If this does not resolve the situation, then the complaint should follow the procedure outlined in our Complaints Policy.

10. Monitoring, Evaluation and Review of SEND Policy and Guidelines

This document is subject to an annual review as part of the cycle of whole Trust self-evaluation. All key staff (as appropriate) are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for learners with special educational needs and disabilities.

Role of Academy Trust SEND Network

Summit Learning Trust has a Director of Inclusion who works closely with all of the academy based SENDCos, Senior Leadership Teams and the Trust Academy Improvement Team to continually develop, improve and evaluate the quality of education and provision for learners with SEND. Termly Network of Excellence/Scaling the Heights meetings are also scheduled enabling SENDCos, Inclusion and Curriculum Leads from across the Trust to network, share good practice, peer moderate learner progress and develop a more consistent approach to recording formats, protocols and systems.

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next Local Governing Body meeting.