



**CARLTON**  
ACADEMY TRUST

**Carlton Academy Trust  
SEND Policy  
& Information Report**

**Approved on behalf of Trustees:**

**Gareth Logan**

**Date:**

**September 2023**

**Next Review Date:**

**September 2024**



## **Glossary**

<b>CAMHS:</b>	Child and Adolescent Mental Health Services.
<b>DSN:</b>	Trust Director of Special Needs.
<b>EHCP:</b>	Education Health Care Plans.
<b>FE:</b>	Further Education.
<b>HOS:</b>	Head of School.
<b>LA:</b>	Local Authority.
<b>PRU:</b>	Pupil Referral Unit
<b>SEMH:</b>	Social, Emotional and Mental Health.
<b>SEND:</b>	Special Educational Needs and Disabilities.
<b>SENDCO:</b>	Special Educational Needs Coordinator.

## **Definitions**

A SEND student has a learning difficulty or disability which requires special educational provision to be made for them. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age in mainstream schools.

Students are defined as having a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most students of the same age.

And/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.

## **Policy Aims and Guiding Principles**

This policy outlines how Trust schools will support the needs of SEND students.

The trust is committed to providing SEND students with a broad and balanced education. This will be done without stigma, prejudice, or discrimination, and cater for the individual needs of these students. Schools will adhere to the SEND code of practice, and work in effective partnership with the student, parents, and external agencies.

Wherever appropriate, we aim to ensure that SEND students:

- Make progress in line with expectations using quality-first teaching with differentiated provision according to needs supplemented by effectively targeted interventions.
- Are provided with a positive learning environment, appropriate resources, and equipment.
- Are provided additional support where needed.
- Are regularly monitored to assess progress and effectiveness of interventions.

## **Roles and Responsibilities**

### **SENDCO**

- Working under the delegated authority of the HOS to determine the strategic development of SEND provision within school.
- Successful implementation of trust SEND systems and procedures.
- Oversight and coordination of individual provision made to support individual pupils with SEND, including those with EHCP's.



- Provide guidance to staff, parents, and agencies to ensure that SEND students receive appropriate support and high-quality provision.
- Advise on all aspects of SEND support.
- Effective use of the SEND budget and resources to effectively support students.
- Liaise with FE providers to ensure students and parents can make informed next steps relating to their education.
- Ensure the school meets its responsibilities under the Equality Act (2010) relating to reasonable adjustments and access arrangements.
- Keeps accurate records of all SEND students.

### **Trust Director of Special Needs**

- Oversee, advise and support SEND provision across all trust schools.
- Quality-assuring SEND provision across all trust schools.

### **SEND Link Trustee**

- Raise awareness of SEND issues at trustee meetings.
- Monitor the quality and effectiveness of SEND provision within schools, formally reporting to trustees' meetings.
- Contributing to the development of SEND policy and procedures within schools in liaison with DSN, HOS, and SENDCO's.

### **HOS**

- Work with the SENDCO and DSN to determine the strategic development of the SEND provision in their school.
- Overall responsibility for the provision and progress of SEND students.

### **Teachers**

- The progress and development of SEND students under their responsibility.
- Working closely with the SENDCO, other staff and agencies to plan, implement and assess the impact of SEND interventions.
- Following school/trust SEND policies and procedures.

### **Types of SEND**

There are four main types of SEND:

- Communication and interaction.
- Cognition and learning.
- SEMH.
- Sensory or physical needs.

Schools will assess students on entry and will be alert to evidence of Special Needs which commonly include:

- Progress that is significantly slower than peers starting from the same baseline.
- Failure to match previous rates of progress.
- Failure to close or widening attainment gap between them and peers.
- Poor social skills or behaviours expected of their age.

### **Consulting Students and Parents**

Schools must effectively liaise with parents and students (where possible) when planning SEND provision. These promotes:

- An accurate understanding of areas of relative strength and support needs.



- Needs and objectives of parents.
- Shared understanding of agreed targets, outcomes, and provision.

### **Nature of Support**

There amount of support offered to SEND students is reflective of their individual needs. The least intensive of these are changes made within normal timetabled lessons such as differentiated teaching resources, smaller group sizes, and support from teaching assistants or other specialist staff. More intensive support may comprise specialist SEND classes or the use of outside agencies or professionals.

### **Assessing and Reviewing Progress**

Schools follow a four-part review process: **Assess: Plan: Do: Review.**

The SENDCO completes the 'assess' stage by analysing:

- Teachers' observation and assessments.
- Progress, attainment, and behaviour data.
- Development in comparison to peers and national data.
- The views and experience of parents and students.
- Information and advice from external support agencies.

From this initial assessment, plans are developed, implemented, and then formally reviewed.

### **Educational Health Care Plans (EHCP's)**

These are appropriate for students with high levels of need, and formally sets out the support that student will receive to support these needs. Students and parents are strongly encouraged to be active participants in this process.

### **Outside Agencies**

Schools utilise the services of outside agencies where appropriate who include:

- Educational Psychologists.
- Child Health Services (Doctors, School Nurses).
- CAMHS.
- LA Social Care Team
- Special Schools, PRU's and Alternative Provision providers.

### **The Local Offer**

The Local Offer provides students and parents with information regarding SEND support they can access locally. Areas covered within this offer are diverse, but commonly include:

- EHCP's and appeals.
- Health and social care.
- Education advice.
- General information and advice.
- Things to do.



## **Supporting Students Moving Between Phases and Preparing for Adulthood**

We share information with schools, colleges, or other settings SEND students transfer to, agreeing in advance with parents what information will be shared. Wherever possible, schools will arrange transition days or taster events prior to transfer so students feel familiar and comfortable with their new setting.

## **Adaptations to the Curriculum and Learning Environment**

There are many adaptations that can be made to meet the individual needs. These commonly comprise:

- Differentiated teaching and learning pedagogy or curriculum content.
- Staffing support such as working with students on a 1-1 or small group basis, timetabling specialist staff to work with specific students or groups of students.
- Use of specialist resources such as laptops, coloured overlays, larger fonts or similar.

## **Staff Training**

Each SENDCO has obtained or is studying for a professional qualification to support their work and allocated additional non-contact time to effectively fulfill their duties.

SENDCO's manage a team of teaching assistants who have all received training in how to effectively support SEND students. They also provide regular SEND training and updates to teachers.

## **Evaluating the Effectiveness of SEND Provision**

Provision of SEND students is evaluated through:

- Reviewing progress data at data collection points.
- Reviewing the impact of interventions.
- Feedback from students.
- Informal monitoring by the SENDCO, other staff or agencies.
- Annual reviews (students with EHCP's).

## **Supporting Social and Emotional Development**

Schools strive to ensure that all SEND students play as full a role as possible in the extended provision of schools, and that no student is excluded from taking part in activities because of their needs. This includes extra-curricular activities or clubs, visits, or residential.

## **Complaints**

Complaints should initially be addressed to the SENDCO. If these can't be dealt with informally, a formal complaint should be made to the HOS following the procedures in the Trust Complaints policy.

Parents have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. Claims relate to alleged discrimination regarding exclusions, provision, reasonable adjustments, or provision of auxiliary aids or services.



## Appendix 1: Local Offer

