

TRINITY ACADEMY NEWCASTLE TRUST
SPECIAL EDUCATIONAL NEEDS POLICY

Approved by the Committee – October 2020

On behalf of the Board

Next Review Date – November 2021

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1. Aims

At Trinity Academy Newcastle Trust (The Trust) we are determined to strive for excellence in everything we do. In doing so, we know that we change lives on a daily basis. We recognise that individual's learning, emotional and physical needs must be met in order for them to achieve their potential.

- To ensure that the needs of every learner are met within a framework of equal opportunity.
- To ensure that the needs every learner are understood and that systems exist to respond to them.
- To ensure that the needs of the students are assessed and reflected in their curriculum offer, Education Health and Care Plans, Education Inclusion Plans (EIPs), Parenting Contracts, Annual review advice and Annual reports.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They 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 which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

They will:

- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 pupils with SEN up to date

4.2 The headteacher

The headteacher will:

- Work with the SENCO and SLT to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

5.2 Identifying pupils with SEN and assessing their needs

All of the school age learners within the Trust as well as a changeable proportion of those within the Solutions post-16 provision, have Special Educational Needs (SEN). Learner's identified needs are complex and significant in the area of Social, Emotional and Mental Health as described in the SEN Code of Practice. Some learners may also have associated needs in the areas of cognition/learning and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). Majority of the learners attending The Trust have an Education, Health and Care Plan (EHCP).

Where learners have an EHCP, they attend The Trust because the local education authority or parents have recommended that their needs can best be met in this setting. The variety of needs represented by The Trust's learner population requires a range of responses, some of which will apply to every learner and others which will apply to smaller groups or individuals. All of our learners have an equal right to access to The Trust's resources.

5.3 Consulting and involving pupils and parents

We work very closely with parents and carers in order to understand our learners needs and work together to provide strategies that support learners to work to their potential.

We endeavor to work closely with parents to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We meet formally once a year to review Education, Health and Care Plans through an Annual Review.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

- The teacher's assessment and experience of the pupil
- 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
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil 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 pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We plan for transition between different parts of the trust thoughtfully and pupils access a range of induction sessions prior to a move.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Additional classroom support
- Pastoral intervention
- 1:1 sessions and additional intervention resources
- If a learner requires an increase in funding allocation (change in banding) a recommendation will be made to the LA through an Annual or Emergency review. This will be made on “Additional Funding Application” form.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils’ needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, sensory breaks, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Expertise and training of staff

Our SLT have extensive experience in working with student with SEMH and associated Special Educational Needs. The Head Teacher and the Deputy Head Teachers share the responsibility of leading the SEN provision.

A programme of ongoing CPD is in place to ensure that our staff are fully able to respond to and meet the needs of each pupil.

5.9 Securing equipment and facilities

Trinity Academy Trust is a specialist trust dedicated to supporting students with special educational needs.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils’ individual progress towards their goals each term
- Using pupil questionnaires
- Feedback from parents
- Holding annual reviews for all pupils

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- We have a dedicated Trust Parenting Lead who leads on mental health
- A pastoral team support students emotional and social development
- We listen to the views of students and parents through our Self-Evaluation Cycle
- We have a zero tolerance approach to bullying.

5.12 Working with other agencies

Trinity Academy Trust works with a wide range of external agencies in meeting pupils' SEN and supporting their families. We work closely with health and social care bodies, local authority support services and voluntary sector organisations.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEN

A full list of support services can be found on our school website. Newcastle SENDIASS is a useful first point of contact for parents in accessing impartial support.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Signed on behalf of the Governing Body:



Peter Carter (Chairperson of the Board)

Date: October 2020