

**TRINITY ACADEMY NEWCASTLE TRUST**  
**SPECIAL EDUCATIONAL NEEDS POLICY**

**Approved by the Committee – March 2024**

**On behalf of the Board**

**Next Review Date – March 2025**

## Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions .....	3
4. Roles and responsibilities.....	4
5. SEN information report.....	5
6. Links with other policies and documents .....	8

## 1. Aims

At Trinity Academy Newcastle Trust (The Trust) we are determined to create kind, confident and competent citizens who are prepared for their future. We recognise that individual's learning, emotional and physical needs must be met in order for them to achieve their potential.

- Make sure the schools in our trust fully implement national legislation and guidance regarding learners with SEND
- Set out how our trust will, across all of our schools:
  - Support and make provision for learners with special educational needs and disabilities
  - Provide learners with SEND access to all aspects of school life so they can engage in the activities of the school alongside learners who do not have SEND
  - Help learners with SEND fulfil their aspirations and achieve their best
  - Help learners with SEND become confident individuals living fulfilling lives
  - Help learners with SEND make a successful transition into adulthood
  - Communicate with learners with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the learner
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Legislation and guidance

- This policy 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 learners with SEND
  - [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
  - The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for learners with disabilities
  - The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
  - The [Governance Handbook](#), which sets out trustees' responsibilities for learners with SEND
  - The [School Admissions Code](#), which sets out schools' obligation to admit all learners whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education need

This policy also complies with our funding agreements and articles of association.

### 3. Definitions

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

They have a **learning difficulty or disability** if they have:

- o A significantly greater difficulty in learning than most others of the same age, or
- o 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.

#### Disability

Learners are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

#### The 4 areas of need

The needs of learners with SEND are grouped into 4 broad areas. Learners can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the learner's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  Learners who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Learners with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li></ul>

	<ul style="list-style-type: none"> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Learners may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Learners may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 4. Roles and responsibilities

### 4.1 The SENCO (Assistant/Deputy Head teachers)

They will:

Work with the head teacher 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 learners

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners 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 learners' 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 learners and their parents are informed about options and a smooth transition is planned

Work with the head teacher 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 learners with SEN up to date

#### **4.2 The head teacher**

The head teacher 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 learner 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 learner'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, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, anxiety.

#### **5.2 Identifying learners with SEN and assessing their needs**

All school age learners within the Trust and a changeable proportion of those in 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 cognition/learning and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). The 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 learners and parents**

We work very closely with parents and carers 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 learner's areas of strength and difficulty

We consider 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. Parents, carers, staff and key workers have a right to request a review at any point in the year, if it is deemed necessary for the learner.

#### **5.4 Assessing and reviewing learners' progress towards outcomes**

The class or subject teacher will work with the SENCO 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

The learner'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 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.

#### **5.5 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. We will agree with parents and learners which information will be shared as part of this.

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

#### **5.6 Our approach to teaching learners with SEN**

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

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

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 learners' needs are met:

Differentiating our curriculum to ensure all learners can 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 learners 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 learner.

### **5.9 Securing equipment and facilities**

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

### **5.10 Evaluating the effectiveness of SEN provision**

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

Reviewing learners' individual progress towards their goals each term

Using learner questionnaires

Feedback from parents

Holding annual reviews for all learners

### **5.11 Support for improving emotional and social development**

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

We have a Trust Principal Advisor for Mental Health and Trauma who leads on mental health

A pastoral team support learners emotional and social development

We listen to the views of learners 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 learners' 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 learners 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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

### **5.14 Contact details of support services for parents of learners 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**

- The local offer
- Accessibility plan
- Relational Behaviour policy
- Equality information
- Supporting learners with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

**Signed on behalf of the Governing Body:**



---

**Peter Carter (Chairperson of the Board)**

**Date: March 2024**