

TITLE: SEND Policy	REF:GOV006	VERSION:1
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1. July 2018	Deputy CEO	Full Review

SEND Policy

Our mission is “to deliver excellence in education and to transform lives through learning”, bringing to life our core values of empowerment, enterprise, connectedness and transformation. We work hard to ignite confidence, expand opportunities, energise the community and generate prosperity.

These values are further supported by [our learning philosophy](#), rooted in the dynamics between the brain, motivation and our emotions.

Policy Statement

This policy sets out expectations regarding Special Education Needs.

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1. Aims

Our SEND policy aims to:

- Set out how our schools will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and statutory requirements

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, SEND co-ordinators (SENCOs) and the SEND information report

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

2. Definitions

A pupil has SEND 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. Responsibilities

The Trust Board

The Trust board and their policy committee are responsible for monitoring the SEND policy's effectiveness and holding the trust leadership group to account for its implementation.

ALET's Leadership Group

The leadership group are responsible for reviewing the SEND policy. The leadership group will:

- Work with the SENCO and SEND governor to determine the provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The SENCO

The SENCO for each school is named in the annual SEND Information Report

They will:

- Work with the Headteacher/Principal and SEND governor 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 pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

The SEND governor (falls under the remit of the Personal Development, Behaviour and Welfare link governor(s))

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher/Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

Teachers

Each 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 SEND policy

Procedures and Related Documents

Each school will operate according to procedures and related documents including:

- **SEND Annual Information Report**

5. SEND information report

The SEND Information report is produced annually by each SENCO, reported to the Local Governing Body and uploaded to the school's website.

6. Monitoring arrangements

This policy and information report will be reviewed by the ALET policies group **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by ALET Trust Board.

7. 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