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1. July 2018	Deputy CEO	Full Review
2. March 2022	CEO/ALET Board	Full Review
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SEN Policy

Our vision at Activate Learning Education Trust is “transform lives through learning’ by igniting confidence, expanding opportunities, energising the community, and generating prosperity. Through our Learning Philosophy and core values of empowerment, enterprise, connectedness, and transformation, we will provide our students and staff with a safe and supportive environment in which to thrive

Policy Statement

This policy sets out expectations regarding Special Education Needs.

Contents

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

1. Aims

Our SEN policy and information report aims to:

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

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 coordinators (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 most of the 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

The SENCO (please visit individual school websites for contact names and details).

They will:

- › Work with the headteacher and SEN governor 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 with SEN, including those who have EHC plans
- › 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 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 SEN governor

The SEN governor will:

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

4.3 The Headteacher/Principal

The Headteacher/Principal will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student 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 student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

The SEN information report is produced annually by each school's SENDCO, this is presented to the local governing committee and published on each school's website.

6. Monitoring arrangements

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

It will be approved by the board of Trustees.

7. Links with other policies and documents

This policy links to the following documents:

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