

We are an **ambitious** and **inclusive** Trust of schools  
strengthening communities through **excellent** education.



# **Special Educational Needs and Disabilities Policy Sidmouth College**

Responsibility for approval: Senior Exec  
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## 1.0 Policy Statement

- 1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to ensure that all students receive their entitlement to a quality education, one that is appropriate to their individual needs, and promotes high standards and the fulfilment of potential. Each student's provision should enable them to achieve their best and become confident individuals living rewarding lives.
- 1.2 This Special Educational Needs and Disabilities (SEND) Policy aims to make clear our commitment to high quality education for all students, set out how our academies will support and make provision for students with special educational needs and disabilities, and explain staff roles and responsibilities in relation to SEND.
- Each academy within our Trust will publish a SEND Information Report and an Accessibility Plan. These documents work alongside the SEND Policy in order to ensure that each academy's SEND provision is responsive, dynamic and flexible in relation to their current cohort of students' needs as well as compliant with their Local Authorities guidance and processes.
- 1.3 This policy is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice 2015, and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
  - The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), Special Educational Needs Co-ordinators (SENCOs) and the SEN Information Report
  - The Equality Act 2010, which sets out the laws against discrimination, harassment and victimisation of nine protected characteristics, including disability

In line with statutory and non-statutory guidance the acronym 'SENCO', to represent the Special Educational Needs Coordinator role, will be used throughout this document. This is a statutory role in schools and all Ted Wragg Trust schools have a person designated as such.

## 2.0 Scope and purpose

- 2.1 This policy applies to all school leaders, staff, parents and pupils. The purpose of the plan is to:
- ensure all staff understand their role and responsibilities in relation to SEND and inclusion.
  - demonstrate our Trust's commitment to procedures relating to SEND and inclusion.
  - facilitate our Trust's commitment to ensuring all students receive their entitlement to a high quality education, appropriate to their individual needs, and is able to achieve their full potential.
  - the SEND policy covers all students who fall within the definitions (section 3), whether or not they have been issue and EHCP or placed on the SEN Register.
  - clarify how we meet the expectations of our funding agreement

## 3.0 Definition

- 3.1 This policy applies to all school leaders, staff, parents, and pupils. For the purpose of this document:
- the Ted Wragg Multi Academy Trust is referred to as **The Trust of Schools**,

- references to ‘teachers’ include all paid staff responsible for the supervision of pupils,
- references to ‘pupils’ include all learners in our school,
- references to ‘school’ refers to all education settings, regardless of type and
- we refer to Section 576 of the Education Act which defines the ‘parent’ of a pupil or young person as:
  - Both of their natural parents, whether they are married or not.
  - Any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the Children Act (1989).
  - Any person who, although not the natural parent, has the care of the pupil or young person i.e., a person with whom the pupil lives, irrespective of their relationship to the pupil.

3.2 Disability is defined by The Equality Act 2010 as:

*“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.*

3.3 Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

3.4 The following definition is taken for the SEND Code of Practice 2014:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”.*

3.5 For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

3.6 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

3.7 Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

- Cognition and Learning;
  - Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts.
  - Learning needs may be in addition to or as a result of other special educational needs.
  - Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).
  - Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Social, Emotional and Mental Health Difficulties:

- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
- These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Social, Emotional and Mental Health Difficulties include: ADD, ADHD and Attachment Disorder.
- Communication and Interaction needs:
  - Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.
  - The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
  - Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- Sensory and/or Physical needs:
  - Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.
  - Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.
  - Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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## 4.0 Legal framework

- 4.1 This Policy will be published on the Trust’s website and as a statutory policy will be included in the Trust’s Policy Monitoring Schedule.
- 4.2 This plan is drawn up in accordance with the planning duty in The Equality Act 2010. It also draws on the guidance set out in ‘The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities’, issued by the DfE in May 2014. The Trust recognises its duty under The Equality Act 2010:
- Not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
  - Not to treat students with disabilities less favourably for a reason related to their disability
  - To make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage
  - To publish an accessibility plan that will increase access to education for students with disabilities
- 4.3 The admissions policies are consistent with compliance with The Equality Act 2010.
- 4.4 Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 5.0 Trust Commitment

- 5.1 Ted Wragg Trust recognises that, in order to meet its commitment to ensuring that all students receive their entitlement to a high quality education, students with SEND need both whole school systems and approaches that have inclusion built in from the outset and high quality, timely, and regularly reviewed individualised provision. School within our Trust will therefore:
- Establish and maintain a culture of equality, diversity and inclusiveness that allows students needs to be met as part of the main offer of the school wherever possible and for individual needs to be met without stigma or loss of quality.
  - Establish and maintain an ethos where students, families and other agencies work collaboratively and cooperatively in order to ensure the best offer for each student.
  - Ensure that the curriculum and wider experience of students is inclusive by design and not based on segregation or exemption of students with SEND.
  - Ensure that the approach for managing behaviour is inclusive by design and not based on segregation, exemption or unintentional discriminatory penalisation of students with SEND.
  - Ensure that all staff are aware of the different types of SEND that are currently present in their school and the processes in place to support them.

## 6.0 Aims

- 6.1 The Trust of Schools aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Ted Wragg Multi Academy Trust Schools are fully inclusive and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all learners fairly and with respect, and this involves providing access and opportunities for all learners without discrimination of any kind. Everyone in our school is important and included.
- 6.2 The Trust's key objectives are to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils.
- 6.3 The Trust aims to reduce and eliminate barriers to access to the curriculum and to full participation in the school for students, and prospective students.
- 6.2 The Trust aims to reduce and eliminate barriers to access to the building and environment for all stakeholders in the school including students, staff and visitors.
- 6.3 To support the mission, vision and values of the Trust and its schools.
- 6.4 To recognise and value parents' knowledge of their child's SEND and its effect on his or her ability to carry out normal activities, and respect the parents' and the child's right to confidentiality.
- 6.5 The school ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through:
- Intelligent sequencing
  - Adaptive teaching
  - Effective formative assessment
- 6.6 The Trust is committed to ensuring that adequate resources will be allocated to the implementation of the policy.

6.8 This SEND policy will be made available online on the school website, and paper copies are available upon request.

## 7.0 Who is responsible for this policy?

7.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory requirements. The Trust has delegated day-to-day responsibility for operating the policy to the local governing body and Headteacher of each school.

7.2 The local governing body and senior leadership team at each Trust school have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for fulfilling their roles and supporting to ensure its success.

## 8.0 Roles and responsibilities

8.1 The SEND governor will:

- help to raise awareness of SEND issues at governing body meetings,
- monitor the quality and effectiveness of SEND provision within their school and update the governing body on this,
- work with the leadership team and SENCo to determine the strategic development of SEND provision in their school.

8.2 The school leadership team will:

- work with the SENCo, Mrs Cassy Wilkinson, and SEND governor to determine the strategic development of SEND provision in their school,
- have overall responsibility for the provision and progress of students with SEND.
- Each Trust school will ensure that the SENCo is a member of the Senior Leadership Team, as outlined in our Consistent Core.

8.3 The SENCo will:

- work with the leadership team and SEND governor to determine the strategic development of SEND provision in their school,
- have day-to-day responsibility for the operation and the co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs,
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching,
- advise on the graduated approach to providing SEND Support,
- advise on the deployment of their school's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned,
- work with the leadership team and SEND governor to ensure that their academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements,
- ensure that their school keeps the records for all students with SEND up to date.

8.4 Class teachers will be responsible for:

- the progress and development of every student in their class(es),
- 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.

- 8.5 Teaching assistants and specialist staff employed by the school/Trust will be responsible for:
- working closely with the class teacher(s) to plan, deliver and assess the impact of support and interventions and how they can be linked to classroom teaching,
  - working with the SENCo to ensure effective deployment in order to meet the needs of all students requiring support,
  - ensuring at all times that they are promoting the development, independence, and personal wellbeing of the student(s) they are supporting,
  - working with the SENCo to review each student's progress and development and decide on any changes to provision.

## 9.0 Procedures and training

- 9.1 Each school will make explicit their arrangements for SEND and inclusion through their SEND Information Report and Accessibility Plan, but all schools will be guided by these key principles:
- Each school must ensure that there is a qualified teacher, employed by the school, designated as the SENCo. In line with our Consistent Core, each Trust school will ensure that the SENCo has started the National Award for SEND Coordination within 12 months of being made permanent.
  - The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies in order to ensure that students with SEND receive appropriate support and high quality teaching.
  - The SENCo and class teacher, together with any specialists and involving the student and their parent / carers, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the student's progress.
  - The identification of SEND should be built into the overall approach to monitoring the progress and development of all students.
  - Each school will meet its statutory duty to follow the graduated approach to meeting the needs of students with SEND as set out in the SEND Code of Practice 2014.
  - Each school should ensure that a member of the governing body has specific oversight of the schools' arrangements for SEND.
  - Each school's leadership team should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their overall commitment to school improvement.
  - The quality of teaching for students with SEND, and the progress made, should be a core part of the school's appraisal system and its approach to professional development for all teaching and support / associate staff.
  - Each schools' leadership team, along with their SENCo, should identify any patterns in the identification of SEND, both within the school and in comparison with local and national data, and use this to reflect on and reinforce the quality of teaching.
  - Each school will meet its statutory duty to make arrangements to support students with medical conditions, usually through the implementation of an Individual Healthcare Plan specifying the type and level of support the student needs. This complies with the statutory guidance, Supporting students at Schools with Medical Conditions 2014.
  - In some cases, a student with SEND may also require a level of personal or intimate care to be provided in order for them to access their entitlement to a full and quality education. In these circumstances, an Intimate Care Plan (ICP) should be considered – please refer to the Intimate Care policy for more information.
  - In some cases, a student with SEND may require a level of physical support in order to fully access their entitlement to a quality education. In these circumstances, a Physical Handling Plan (PHP) should be considered.



- In some cases, a student with SEND may require special consideration and support in order to be able to evacuate the building in an emergency such as a fire. In these circumstances, a Personal Emergency Evacuation Plan (PEEP) should be in place for them. This should include details of why the PEEP is required and how they will be supported, and should be written collaboratively between the SENCo, families, any involved healthcare professionals and, where possible, the student. These should be reviewed at least annually and following any change, incident or at the request of any stakeholder.
- Whenever there is known risk associated with a student, including any arising from a special educational need or disability (for example, use of specialist equipment), an individualised risk assessment should be considered. Risk assessments should be written collaboratively between the most appropriate staff member (in the case of a student with SEND this is likely to be the SENCo), families, any involved healthcare professionals and, where possible, the student. These should be reviewed at least annually and following any change, incident or at the request of any stakeholder.
- All students will have access to a broad and balanced curriculum and leadership teams, teachers and support staff will set high expectations for every student, regardless of their prior attainment.
- Schools will work cooperatively and supportively with their Local Authority in order to meet their statutory duties regarding SEND and inclusion.
- Schools will work cooperatively and supportively with other agencies, for example CAMHS and Educational Psychology, in order to ensure that the needs of students with SEND are fully understood and met.
- Schools will ensure the views, wishes and feelings of the student and their parent, including supporting them to participate fully in decisions, are kept front and centre at all times.

## 10.0 SEND Information Report

- 10.1 Each school will make explicit their provision for SEND and inclusion in the publication of their statutory SEND Information Report, in line with guidance set out in the SEND Code of Practice 2014 and the SEND Regulations 2014 (links in section 1).
- 10.2 The SEND Information Report will be published on the school's website and updated annually, with any changes made during the year to be updated as soon as possible.
- 10.3 The contents of the SEND Information Report are prescribed by law
- 10.4 Each school will ensure that their SEND Information Report is easily accessible and set out in clear, straight forward language.
- 10.5 The SEND Information Report should include relevant named contacts who are available at the school.
- 10.6 The SEND Information Report must include information on the schools' contribution to the Local Offer and information on where the Local Offer is published.

## 11.0 Local offer

- 11.1 Each Local Authority has a statutory duty to produce a 'Local Offer' detailing information about provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled, including those who do not have an EHCP, in their area.
- 11.2 As a 'partner body or agency', schools have a statutory duty to cooperate with the Local Authority in the development and review of the Local Offer.

- 11.3 Each school will comply with their Local Authorities guidance on how schools should contribute to the Local Offer in their area, including ensuring that it is published appropriately within the SEND Information Report.
- 11.4 The SENCo, along with the leadership team and SEND governor, will take overall responsibility for liaising with the Local Authority on their contribution to the Local Offer.

## 12.0 Exam Access Arrangements

- 12.1 The SENCo, along with the SEND governor, senior leadership team and teachers, have additional responsibilities in relation to externally marked examinations as detailed in JCQ's Access Arrangements and Reasonable Adjustments annual publication.
- 12.2 The Trust understands and takes seriously its legal duty to provide reasonable adjustments to any student disadvantaged in examinations by a Special Educational Need or Disability Accessibility Plan must be in writing, take the views of students and their parents / carers into account, and be regularly reviewed.
- 12.3 Entitlement to Exam Access Arrangements (EAA) will be determined through a combination of relevant assessments administered by a qualified assessor, evidence provided by outside agency professionals (such as the educational psychologist), evidence collected from education (such as teacher feedback and evidence of 'normal way of working') and, where there is one in place, a student's Education, Health and Care Plan (EHCP). In accordance with JCQ guidance for each type of access arrangement available, the academy has responsibility for allocating adequate resources to ensure the furtherment of the Accessibility Plan.
- 12.4 Where a student's needs have been met through normal way of working, including adaptive teaching and personalisation that can be provided through the academy's universal offer, it may be the case that a student is entitled to EAA even though they have not been placed on the SEN Register.
- 12.5 Where a student's additional needs do not place them at a disadvantage in an exam or other eligible assessment, it may be the case that they are not entitled to EAA despite being on the SEN Register or having an EHCP. The SENCo, along with the leadership team and SEND governor, will take overall responsibility for producing and maintaining the Accessibility Policy, including at least annual review of progress made.
- 12.6 Requests for EAA that are made by parents/carers or outside agency professionals, for example GPs or paediatricians, will always be taken seriously and investigated thoroughly. EAA will only ever be provided in accordance with JCQ guidance and so such requests may not always result in a student being eligible for any access arrangements to be made.
- 12.7 Where relevant, the SENCo will ensure that a student's EAA documentation, including information about their EAA assessor, is forwarded to their next place of education so that appropriate reasonable adjustments based on normal way of working can continue to be made for them.

## 13.0 Reviewing this policy

- 13.1 This document will be reviewed annually, but may be reviewed and updated more frequently if necessary or in the following circumstances:
- Changes in legislation and/or government guidance
  - As a result of any other significant change or event
  - If the policy is determined not to be effective