



## **TRUST IN LEARNING (ACADEMIES)**

# **SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY**



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Date	Page	Change	Purpose of Change
July 2020			New Policy
July 2021			Minor updates
July 2023	35-37		Minor updates
February 2024	2, 36-61	FHPA, HCPA, LMPA, CWPA SEND info reports added to appendix	Addition updated
May 2024	5 6-8 14-59	Changed formatting of SEND categories Changed 'differentiated' to 'adapted' Removal of some repeated information. Removal of appendices	Clearer formatting Update with recommended terminology Minor changes to reduce repetition Appendices are available on school websites

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## 1 Values and Vision

The vision of Trust in Learning (Academies) (TiLA) is to improve the quality of schooling and outcomes in Bristol and the West of England for children and young people by promoting communities that trust in learning and the endeavour of education to transform lives.

To support this vision, the values that are integral to our approach are those that focus on inclusive practice and removing barriers to learning. We seek to overcome social disadvantage and bring about social cohesion and equality. Inclusion is the principle of bringing people together, whatever their background or current levels of attainment, such that they can learn and participate together as far as is reasonably practicable. We celebrate the diversity of our schools and communities, and through this richness we learn together about what it means to live in a diverse world. We welcome and include all children, regardless of their ability, attainment or background.

At the heart of our provision are our values of inclusion.

- Children have a right to an education, which should include quality teaching first in the classroom
- The school will strive to make reasonable adjustments to ensure pupils can learn and have their needs met in an inclusive classroom and school environment.
- Appropriate levels of support, and an appropriate curriculum, will be in place for all children.
- Children's views and those of their families are integral to understanding their needs and informing support and provision.
- Our schools are built on respect for diversity.
- Social inclusion and integration of children in class is to be facilitated as far as possible.
- Children's needs are well understood and supported, including appropriate flexibility and application of policies where required.
- Staff champion all children; support for children with Special Educational Needs and Disabilities (SEND) is everyone's responsibility – every teacher is a teacher of SEND, every leader is a leader of SEND.
- All teachers will be highly skilled in meeting the needs of our pupils and have a good understanding of their needs in order to be able to provide an inclusive learning environment.
- We seek to develop skills for life in all children, including supporting the development of independence and [Preparing for Adulthood](#).

## 2 Policy Introduction

This policy sets out the over-arching practice that our schools implement to meet the vision and values noted above.

Details which are specific to each of our schools are contained within the SEN Information Reports, available on each school website.

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 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 (SENDCos) and the SEND information report
- [Equality Act 2010](#), which legally protects people from discrimination in the workplace and in wider society.
- [Education Bill 2011](#), which legislates around educational policy and provision.

### 3 Policy Development and Implementation

Within each of our schools we have SENDCos, who oversee the implementation of our values within each setting and coordinate provision for children with SEND. In some of our schools we also have Inclusion Leaders who work closely with the SENDCo to embed these values. These leaders have developed this policy together to ensure that it reflects our practice across all of our schools.

The board of TiLA have then reviewed the policy before its approval and implementation.

This policy is reviewed at least annually.

## 4 Definitions

### 4.1 Inclusion

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils with English as an additional language (EAL)
- Pupils with special educational needs or disabilities
- Pupils who are more able in particular areas
- Pupils who are currently or previously looked after by the local authority or adopted into care
- Pupils who attract Pupil Premium funding
- Others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- Any pupils who are at risk of disaffection and exclusion

## 4.2 Special Educational Needs and Disabilities (SEND)

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

Specifically, four broad areas of need are identified. Pupils often have needs that cut across more than one area, and their needs may change over time.

AREA OF NEED	
Communication and interaction (C+I)	<p>Pupils with needs in this area have:</p> <ul style="list-style-type: none"> <li>• difficulty communicating with others</li> <li>• difficulty understanding what is being said to them</li> <li>• trouble expressing themselves</li> <li>• not understand or use the social rules of communication.</li> </ul>
Cognition and learning (C+L)	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <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> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils 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 (SEMH)	<p>These needs may reflect a wide range of underlying difficulties. Pupils 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 (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example distressed behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils 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> <li>• Sensory processing needs</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Special educational provision is educational provision that is additional to, or different from, that generally made for other children or young people of the same age by mainstream schools.

## 5 Roles and Responsibilities

### 5.1 The SENDCo / Inclusion Leader

Each school supported by TiLA will identify a SENDCo who will be responsible for coordinating the local provision for children with special educational needs. In some settings, there may also be an Inclusion Leader (who may be the same person as the SENDCo), and may be more than one SENDCo, depending on the size of the school, other responsibilities and amount of need. They will:

- Work with the headteacher and local governor(s) to determine the strategic development of the SEND policy and provision in the school and to promote inclusion as a founding principle of the school's offer to its community
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to meet the needs of 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 and can access their education
- 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
- Liaise with appropriate external agencies, including the Local Authority and its support services, where additional support is required from outside school
- 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 local governing body 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
- Maintain an ongoing cycle of review to ensure that inclusive practices are embedded across the school
- Work with the Designated Teacher for Looked After Children to ensure that children who are in foster care or adopted have appropriate support within school
- Work with the Designated Safeguarding Lead to ensure that all children are kept safe in our settings.

## 5.2 Local Governing Body

It is important that each local governing body within the Trust has oversight of SEND provision and effectiveness. The Local Governing Body will decide how it will (practically) carry out this monitoring responsibility.

It may be that this responsibility is delegated to a person (similar to an old style lead or link governor) or equally it could be delegated to a group of local governors. Whatever the Local Governing Body decides, work in this area will:

- Help to raise awareness of SEND issues at local governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the local governing board on this
- Ensure that the Local Governing Body works with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Consider how TiLA policy and priorities affect provision for children with SEND and liaise with the local governing board to ensure that these issues are adequately addressed.

## 5.3 The headteacher

The headteacher of each school will:

- Work with the SENDCo, Inclusion Leader and Local Governing Body to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Liaise with the TiLA Board regarding SEND and Inclusion and their implementation across TiLA schools.

## 5.4 Class teachers

Each class teacher is responsible for:

- Having high expectations for all learners, including pupils with SEND.
- Providing high quality teaching that is adapted and personalised to meet the needs of learners.
- The progress and development of every pupil in their class, including those with SEND
- Ensuring they have a good understanding of the needs of the students in their class and reasonable adjustments that are put in place to support those students.
- Working with the SENDCo to ensure that children with SEND, along with all other children, receive a broad and balanced curriculum that is appropriate to their level of development.
- 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 SENDCo to review each pupil's progress and development and decide on any changes to provision, and set targets / write plans for support of these children as part of the assess, plan, do, review cycle.

- Working with external agencies, following their advice and implementing actions relating to any children with identified special educational needs as part of a cycle of planning reviewed by the SENDCo.
- Ensuring they follow this SEND policy and implement the school's SEND Information Report.

## 6 Identification of SEND

Staff within TiLA work hard to ensure that early identification of any special educational needs takes place, so that appropriate provision can be put in place to support the learning and development of each child.

One way of identifying special educational need is to consider a child's progress in learning. To ensure that this identification is effective, we assess each pupil's skills and levels of attainment on entry to school, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND

In some cases, where a child speaks English as an Additional Language (EAL), further work may need to be carried out to identify whether there is also a special educational need beyond a language barrier. Assessments will need to account for the child's fluency in English, as well as their understanding in their home language.

In addition to identification of special educational need through assessment of academic progress, class teachers and SENDCos liaise regularly with children, parents and external agencies to ensure that other identified concerns are considered fully.

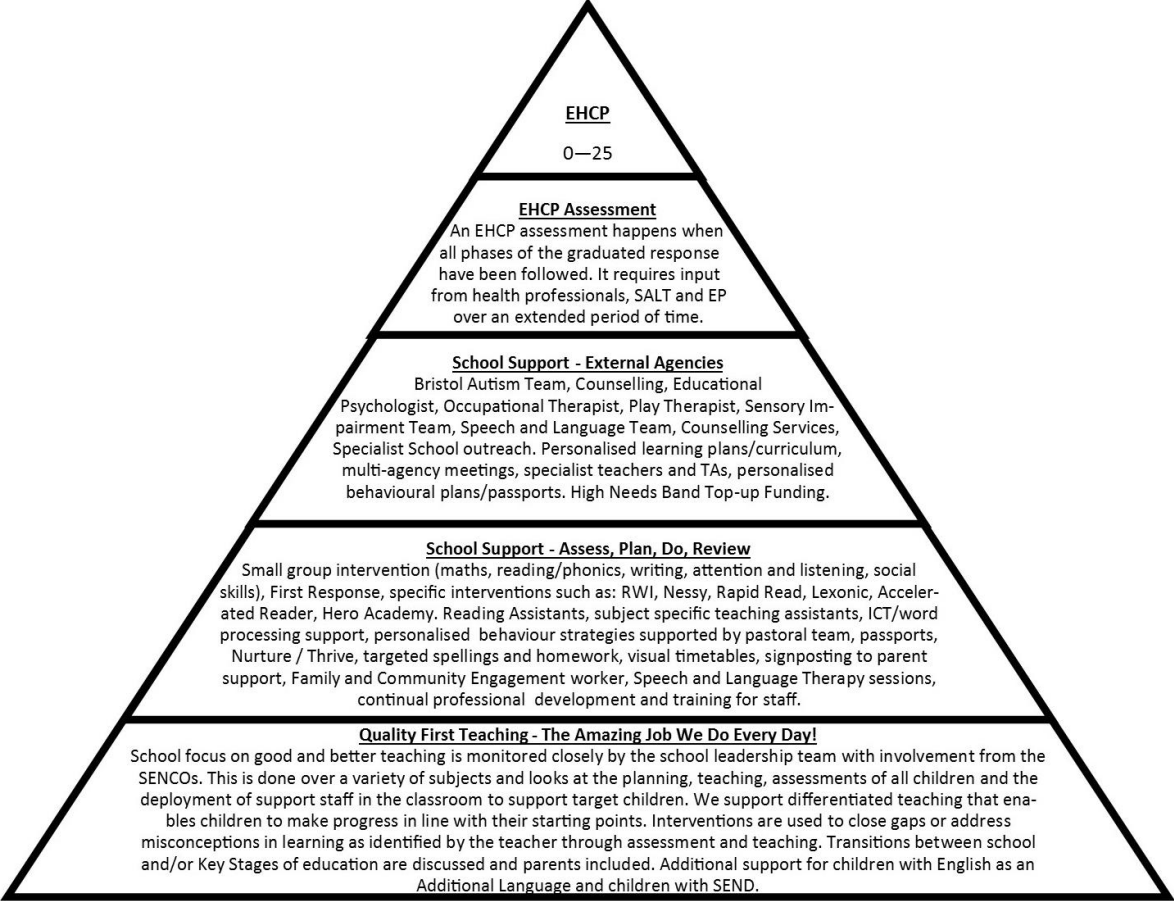
## 7 Provision to Support Children with SEND

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Special educational provision varies across the schools within TiLA, and more detail of the particular support that is offered at each school is given in each school's SEN Information Report. However, in general terms support within school follows the principles of the graduated response shown in Figure 7.1.



SENDCos and Inclusion Leaders liaise with external agencies and support where it is thought that this will be beneficial to the child. Some examples of external professionals who schools might work with to support a child are identified in Figure 7.1.



**Figure 7.1 – The Graduated Response**

To ensure that provision is and remains appropriate for children, all of our schools work hard to ensure that provision follows the model of Assess, Plan, Do, Review in line with this graduated response.

**7.1 Assess**

In identifying a child as needing SEND support the class teacher, working with the SENDCo, carries out a clear analysis of the pupils’ needs. This will draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, the views and experiences of parents, the pupil’s own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the child. Professional services will liaise with the school to help inform the assessments and where appropriate provide actions / recommendations to support the student’s progress. Where professional involvement is required to support a student with SEND, the SENDCo will make the necessary referral.

The outcomes of assessments will require regular monitoring to ensure that support and intervention is best matched to the needs of the student and that progress is being made. We strive to ensure barriers to learning are clearly identified and the interventions being used are developing and evolving

as required. Where external support staff are involved, their work and advice will help inform the assessment of need.

## **7.2 Plan**

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. 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.

Provision that is put in place for a child is recorded on an individual Learning Plan or Passport that details a child's targets and strategies that will support their ongoing progress as part of a cycle of assess, plan, do, review, to ensure that the pupils needs are being met and progress is being made.

## **7.3 Do**

The class teacher remains responsible for working with the child on a daily basis, providing high quality teaching in the classroom environment to meet the needs of the pupil. Where the planned interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher will retain responsibility for the overall progress of the pupil. The teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the required intervention and monitor the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **7.4 Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed. This then feeds back into the analysis of the pupil's needs. The SENDCo, working with the class teacher will revise the support considering the pupil's progress and development.

Where a pupil has an Education and Health Care Plan(EHCP), the school, in cooperation with the local authority, must review the EHCP as a minimum every twelve months. Where students are not making the necessary progress, or the placement is breaking down, the SENDCO will call an emergency review of the EHCP. Individual Learning Plans or Passports plans are also reviewed regularly, in consultation with parents and the child.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo and Leadership Team
- Analysis of pupil tracking data
- Analysis of the impact of interventions
- Discussions with children
- Meetings with parents
- Monitoring of procedures and practice by the SEND governors.

## 8 SEND Register

Children who have been identified as having a special educational need or disability are entered onto the SEND register that is held by the school. It is the duty of each school to formally notify the parents of a child when a special educational need or disability has been identified and hence the child is added to the SEND register.

This register is kept within the school and its contents are held in line with the TiLA policy of confidential record-keeping. Its contents are only discussed with external agencies once parental approval for such a referral has been granted.

If a child is deemed to no longer have a special educational need, then they can be removed from the SEND register. Parents of the child will be notified if this is the case.

## 9 SEN Support and Education and Health Care Plans (EHCPs)

The majority of children who have identified SEND will continue to access mainstream education, and ongoing review of needs and targets will help to identify how they can make enhanced progress against their targets. Children whose needs are met in this way are categorised as having SEN Support.

In some cases, where a child has an identified special educational need and may require specialist provision, it is appropriate to apply for an Education and Health Care Plan (EHCP). These documents are produced by the local authority and give further legal protection regarding provision for the child. Further information about EHCPs can be found on the [Local Authority website](#).

Applying for, or receiving, an EHCP does not mean that a child must transfer to a specialist setting, and we welcome children with EHCPs in our schools where we are able to fully meet their needs.

SENDCOs within our schools can advise parents and children on steps to take should an EHCP be the appropriate next steps for a child, and support such applications as required.

Children who are categorised as SEN Support, or children who have an EHCP, may require additional funding to put appropriate provision in place to meet their needs. In these cases, our SENDCOs, in consultation with parents, will apply for Top-Up funding from Bristol City Council, which can help to provide such additional support.

## 10 Supporting Children with Inclusion Needs

Where a child has been identified as requiring support to include them fully in their education, the SENDCO and / or Inclusion Leader will ensure that appropriate support is in place to meet these needs. The support may include:

- Additional language support, assessment and progression monitoring for children who speak English as an additional language.
- Social and emotional support to help with integration in school.

- Family support through a family support worker or team, to ensure that, where possible, support is available to the whole family. This may include parenting courses, check-ins and signposting to appropriate external support services.
- Additional teacher support to improve teaching across the school for children who attract Pupil Premium funding.
- Close working links with The Hope virtual school to support children who are looked after or in care.
- Liaison with appropriate agencies to support children who may be or are Young Carers.
- Liaison with Bristol City Council support teams for children of families of minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Liaison and close working relationship with Bristol City Council to support children who are at risk of exclusion.
- Referrals to other external agencies for specialist support

The SENDCo and / or Inclusion Leader will work closely with staff to monitor and review such support and the impact of this on the child's experience of and progress through school.

## **11 Training to Meet Needs of Children with SEND**

To maintain and develop high quality teaching and educational provision, and to respond to the needs of all pupils, all staff will undertake training with a specific focus on SEND, related to teaching and learning and understanding specific needs. This will also include coaching and informal support, alongside more formal training events. Regular Continuing Professional Development training is given to staff weekly in our schools, alongside training at INSET days through the year. Sometimes this training will have a SEND or Inclusion focus; at other times it may focus on general improvement of teaching and learning to benefit all children.

SENDCos and Inclusion Leaders work with staff to identify any particular training needs and ensure that best practice support is given to children at our schools.

## **12 Links with Other Policies and Documents**

This policy sits alongside a range of other documents that detail the provision and support given to children at schools within TiLA. These include policies covering such things as safeguarding, complaints and management of data (GDPR). TiLA policies can be found on our website at <https://www.tilacademies.co.uk/information/policies/>