



Engage MAT SEND Policy

Date of ratification: June 2016.....

Date of review: Spring 2017.....



‘Engage, Educate, Empower’

Inclusion is at the heart of all that we do.

The Engage Trust is a unique and diverse MAT that caters for young people throughout the eastern region. We are an all through environment that provides short term education provision for children in all years from reception to Year 11. We have a number of bases situated across the region that provide an effective local service for the schools and communities they serve.

The Engage Trust schools have 4 main functions:

- We provide education and support for young people who have been permanently excluded from school. The needs and profile of these young people vary tremendously. Our role is to assess their needs, help identify the best educational setting for them and prepare them for the next stage of their education. This could be a return to mainstream school, a specialist provision placement or a timetable that allows them to access their education through alternative providers.
- The Engage Trust operates a commercial behavioural support service for schools entitled Engage Educational Services. This multi-disciplinary team uses teachers, support staff and other professionals to provide a holistic approach to supporting young people within mainstream settings who are exhibiting challenging behaviours. We are fortunate in being able to offer schools the services of our own Educational Psychologist and Clinical Psychologist as part of this service.
- We provide education and support to Norfolk young people who are unable to attend school due to their medical needs. This is a wide and varied field that encompasses pupils with both physical and emotional ill health. Across the region specialist teams of staff work with young people in their homes, in our bases and in hospital.
- The Engage Trust schools are an educational base for Children who are Missing Education. We provide educational packages for any child in Norfolk/ Suffolk who is without a permanent school place until such time as their school place is finalised.

2. Introduction

Welcome to our SEND policy which is part of the Offer for pupils with Special Educational Needs and/or disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools

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have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually.

At The Engage Trust we are committed to working together with all members of our schools' community. This policy and offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The best people to contact this year will be found in Appendix A

Alternatively, if your child is on roll at our school and, you think they may have SEND and would like further help and advice please contact one of the following staff:

SSSfN- Vicki Setters on 01603 508520

Earthsea and Compass Schools- Katrina Warren on 01603 881045

The Pinetree School- Julie Cox on 01842 752756

This policy should be read together with the following:

- Rewards and Relationship Policy

3. Our Approach

The Engage Trust is committed to providing an appropriate and high quality education to all the young people it serves. We believe that all young people, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life.

Our schools aim to be centres of excellence and to provide environments in which individuals are respected and encouraged to reach their full potential. The Schools are committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled.

Each school as a learning community is committed to ensuring success for all. This means that in all work with young people we will aim to ensure that they:

- Achieve their potential and enjoy their learning.
- Stay safe and healthy
- Can make a positive contribution to the school, the community and the wider world.

The Engage Trust is committed to inclusion. Part of the school's strategic planning for improvement is to develop policies and practices that include all pupils. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced difficulties with education in the past. We believe all young people should be equally valued. We strive to eliminate prejudice and discrimination, and to develop an environment where all young people can achieve and feel safe.

Most pupils at the Engage Trust schools are assessed upon entry and their educational provision personalised to reflect their individual needs, strengths and targets. As a school we respond to pupils and take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment level or background. We take a holistic approach to designing a pupil's individual curriculum that takes account of:

- Special Educational Needs and Disabilities
- Gender
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners with English as an Additional Language
- Learners who are identified as having a disability
- Those who are Gifted and Talented
- Those who are looked after by the local authority
- Those who are subject to a Child Protection Plan
- Others such as those with medical needs, those who are young carers, pregnant students and teenage mothers.

This policy describes the way we meet the needs of young people who experience barriers to their learning and the steps we take to overcome these. At the Engage Trust schools we aim to identify these needs on entry and when they arise and provide teaching and learning contexts that enable every young person to achieve.

We aim to create a learning environment that is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners. Staff monitor and review provision regularly.

4. Objectives

- To ensure the SEN code of practice is implemented effectively across the Engage Trust schools.
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- To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with SEN.
- To continually monitor the progress of all students, to identify needs as they arise and provide relevant support and intervention as early as possible.
- To provide full access to the curriculum through differentiated planning and provision by all teaching and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those recorded as having SEN or those who have an Education, Health, Care Plan.
- To ensure that students with SEN are perceived positively by all members of the school and that SEN provision is positively valued and supported by pupils, staff and parents/carers.
- To enable young people to transition on from us well equipped in the basic skills of literacy, numeracy and social and emotional independence.
- To involve parents/carers at every stage in plans to meet their child's SEN.
- To involve the young people themselves in planning and in any decision making which affects them.

5. How we Identify Special Educational Needs

Due to the nature of our school our pupils arrive with a history that often indicates that they have difficulty coping within a mainstream school setting. This **MAY** indicate that they have an underlying Special Educational Need.

The Code of Practice defines SEND as:

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Upon entry to the Engage Trust schools, most pupils are assessed using a number of methods including standardised tests that relate directly to the four categories of need identified in the SEN Code of Practice. This information allows us to write accurate Individual Learning Plans for each of pupil and identify those who have an SEND and adjust their provision accordingly.

If a pupil is identified as having SEND we provide provision that is 'additional to or different from' the normal differentiated curriculum. This is intended to overcome the barrier to their learning.

At the Engage Trust schools our pupils are always either taught in small groups with additional adult support or on a one to one basis. Our focus is on personalised learning and where a pupil has an identified SEND relevant strategies are used and intervention put in place as part of their learning package to address their needs.

Within the Engage Trust schools, students have a variety of educational and life experiences, which may have an impact on their learning. These experiences form the basis of the individual curriculum provided. This does not mean that all vulnerable students have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Special Educational Needs can be considered as falling under the four broad areas of need as described in the SEN Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

6. Continuous Assessment of SEND

Class teachers, support staff, parents/carers and the pupils themselves will be the first to notice a difficulty with learning. At the SSSfN we ensure that the assessment of educational needs directly involves the pupil, their parent and of course their teachers. The SENCO and the SEN TLR's support this process with the identification of barriers to learning. The range of assessments which are taken upon entry are repeated regularly in order to track the progress of those identified as having SEND. Where no progress has been made an alternative strategy is sought.

Students identified as having SEND will receive interventions which are additional to and different from those provided as part of the school's usual differentiated curriculum offer and strategies. Interventions and targets are used to enable the pupils to progress and these are recorded within the Individual Learning Plan. There are clear referral routes for staff who wish to bring to the notice of the SENCO a young person who may have SEND.

The school will take account of the views of parents/carers in the assessment and decision making process. Young people with SEND will also be consulted wherever possible. Procedures for multi-agency referrals will be actively used and reviewed regularly.

7. Supporting pupils with SEND

The focus of this policy is overcoming the barriers to learning for all pupils with SEND by:

Good quality assessment

At the Engage Trust schools pupils spend up to three weeks in assessment following referral.

The aim of this is to build a picture of each individual pupil by gathering information from:

- Parent/Carer and pupil
- School files and SEN records
- Other involved professionals and agencies
- Academic assessments
- Reading and Spelling tests
- Teacher assessments and observations
- Staff discussions with SENCo and other colleagues
- A range of specialist tests where appropriate

This information is summarised in the Individual Learning Plan and includes recommendations regarding the next steps for the pupil, individual barriers to learning and suggested strategies for all staff to try.

Quality teaching and learning:

At the Engage Trust schools we expect:

- Systems to support all staff in having information about pupil's individual needs
- Differentiated lessons taking into account individual needs of pupils
- Staff to use strategies that actively support pupils achieve targets
- Teachers to use support staff effectively to overcome pupils' barriers to learning
- Staff to seek help if they are unsure how to best support a pupil
- Intervention programmes to be relevant and in place for pupils identified as having a specific learning need
- Specific interventions relating to literacy, numeracy and communication difficulties where appropriate

This is the first and minimum offer to all our pupils with special educational needs.

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We value high quality teaching for all pupils and actively monitor teaching and learning in the school. All lessons are differentiated using whole school guidance to meet the individual needs of the pupils.

Measuring success of strategies and provision

Any specialised or personalised strategies, provision, interventions and/or programmes of work will be monitored to assess impact by:

- Reviewing Individual Learning Plans regularly
- Setting new targets with the pupil on their Individual Learning Plan as appropriate
- Regular reviews of the effectiveness of strategies and provisions with key staff
- Tracking pupils' progress regularly in order to identify underperforming individuals or groups

If strategies and provisions are not working then there is an expectation that changes will be made. This has to be resourced within the budget limitations of the SSSFN.

8. Partnership with Pupils, Parents and Carers

We believe in the importance of

- Listening and talking together to make plans to successfully overcome barriers to learning
- Listening to pupils views and involving even the youngest child in the decisions that affect their future.
- Identifying pupil's strengths as well weaknesses
- Recognising the personal and emotional investment of Parent/Carers
- Supporting Parent/Carers understanding of SEN processes and helping them understand their child's entitlement
- Respecting different views
- Seeking constructive ways of reconciling different views
- Respecting the differing needs Parent/Carers may have themselves and offering information, advice and support
- Recognising the need for flexibility in the timing and structure of meetings

The school will always seek Parent/Carer permission before making a referral to other agencies for support for their child except where this would endanger the child.

9. Good shared working with other professionals

We work closely with other specialists such as our Educational Psychologist, and Clinical Psychologist, the Attendance Service, the Child and Adolescent Mental Health Service, General Practitioners, Youth Offending Services and Social Services. The reason to approach outside agencies should always be in the best interest of the child.

10. Preparing for the Next Step

Transition is a part of life for all pupils. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to further education or employment. The Engage Trust schools are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Pupils with special educational needs will be served best by maintaining strong links with colleagues in mainstream settings and specialist placements. We work alongside them to try and minimise pupil's worries about starting a new placement.

11. Education, Health and Care Plans

In some cases pupils with SEND may need an Education, Health and Care Plan. Where this is identified as a possibility at the Engage Trust schools, staff will work with parents and other professionals to ensure that any application improves the outcomes for the pupil. In applying for an EHCP the school staff will follow all guidelines and procedures as set out by the relevant Local Authority.

Where students arrive at our schools with an EHCP or Statement of SEN we will use our best endeavours to ensure the recommendations are met.

12. Role of the SENCO

The daily management of special educational needs is the responsibility of the SENCO, the Assessment and SEND TLRs and the Executive Leadership Team. It is Approved by Trust I&P Committee June 2016

monitored through regular meetings and visits to the school by a member of the governing body.

The SENCO is responsible for:

- The day-to-day operation of the schools SEND policy
- Liaising with and advising teachers.
- Co-ordinating provision for young people with special educational needs and /or disabilities
- Maintaining an SEND register and overseeing the records on all students with SEND
- Liaising with parents/carers of children with SEND

13. Role of the Directors and governing body

The Directors and governors of the Engage Trust will:

- use their best endeavours to ensure that any registered pupil with special educational needs has the special educational provision which the pupil's learning difficulty calls for
- ensure that systems are in place that ensure that where the school has been informed by the local education authority that a pupil has special educational needs those needs are made known to all who are likely to teach the pupil
- ensure that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the local education authority and the governing bodies of other schools in the area, to the extent that this is necessary for co-ordinating provision for pupils with SEN

14. High Quality Trained Staff

Professional Development days and additional training sessions are held regularly to give opportunities for raising awareness, discussing current issues and for staff to develop further skills and expertise in catering for the learning demands of pupils. Regular team meetings are also used as opportunities for the professional development of staff.

The Engage Trust is committed to offering the highest quality training possible to all staff, whatever their role.

We work in close and regular contact with our partner schools and maintain close links with outside agencies. Advice and further training opportunities are sought where appropriate.

15. SEND funding

The Engage Trust schools are funded as Alternative Provision Academies and as such do not receive SEN funding in the same way as mainstream schools. Due to the specialised nature of our schools, pupils are funded individually/ per place.

16. Monitoring, Review and Evaluation

All staff within the Engage Trust schools have day-to-day responsibilities with regard to pupils with special educational needs, and the care of such pupils is seen as a whole school responsibility. The SENCO is responsible for the co-ordination of provision and is responsible to the Head of School in the first instance. Any provision or additional support for pupils with SEND is planned monitored and evaluated by the SENCO, working with the staff

team under the supervision of the Head of School. Other professionals, including support staff and external agencies may become involved when practicable and/or necessary.

17. Complaints procedure

Parents/Carers are always offered information about working in partnership when their son/daughter starts at an Engage Trust school.

Parents/Carers should not hesitate to contact the relevant member of the Leadership Team if they have any worries concerning their child. Problems and misunderstandings do occur and these can often be resolved quite easily through discussion.

Formal complaints, however, should be directed to the Executive Head teacher or the Chair of the Governing Body who will follow the Schools established complaints procedure.

The Executive Head teacher is Vicki Setters.

The Vice Chair of the Governing Body is Cath Catt.

Complaints should be sent, in writing to: The Trust Administrator
The Engage Trust
Drayton Old Lodge
146, Drayton High Road
Norwich
NR8 6AN

18. Policy Review

This policy is written according to current legislation and guidance and follows the SEN Code of Practice 2014. It will be reviewed and updated annually or when any new legislation and guidance is published.

Annual or any other proposed changes to this policy will be reported to the Executive Head teacher and Directors for approval.

This policy for SEN will be made available and accessible to parent/carers, colleagues and all stakeholders.

19. Have Your Say

At the Engage Trust we are continually shaping and developing our provision for all our learners to ensure continued success and achievement for all. This policy declares our annual offer to learners with SEN, but for it to continue to be effective it needs the views of all parents/carer, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' our provision for SEN.

20. Useful Links

www.norfolk.gov.uk/SEN

www.councilfordisabledchildren.org.uk

Appendix A:

We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The best people to contact this year are as follows

Name of SEND governor SSSfN – Jan Casey

Name of SEND governor The Pinetree School- Sue Cooke

Name of SENCO The Pinetree School- Dr Tawanda Madhlangobe

Name of Head of School SSSfN – Vicki Setters

Name of Head of School Specialist- Katrina Warren

Name of Head of School The Pinetree School- Dr Tawanda Madhlangobe

Name of Executive Head teacher – Vicki Setters