



Engage MAT SEND Policy

Date of ratification: July 2019

Date of review: July 2020

Incorporating Special Educational Needs Information, in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and new regulations under the Children and Families Bill September 2014.

**To be read in conjunction with the school's Local Offer.
Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).



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1. Aims

Our SEND policy and information report aims to:

- Set out how our schools will support and make provision for students with special educational needs and/or disabilities.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

We endeavour to achieve maximum inclusion of all students, all of whom are vulnerable learners whilst meeting their individual needs. We are committed to providing an appropriate and high quality education to all the young people we serve.

- We believe that all young people, including those identified as having special educational needs and/or disabilities have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and enables them to be fully included in all aspects of school life.
- Teachers provide differentiated learning opportunities for all students and provide materials appropriate to students' interests and abilities. This ensures that all students have a full access to the school curriculum.
- Special educational need and/or disability may provide context for slower or delayed progress. However, we do not view SEND as a barrier or a limitation.
- We make every effort to increase attainment for all our learners and help them make academic progress.
- English as an Additional Language (EAL) is not considered a special education need. *'Equality of access'* and individual learning opportunities are provided for students who are learning EAL as part of our provision for vulnerable learners.
- We aim to make a clear distinction between "underachievement" – often caused by poor early experiences of learning - and special educational needs.
- 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.
- Our schools aim to be centres of excellence and to provide environments in which individuals are respected and encouraged to reach their full potential. Our schools are committed to providing *'equal access'* for all students 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 our schools strategic planning for improvement is to develop policies and practices that include all students. We aim to engender a sense of community and belonging, and to offer new opportunities to students 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.
- 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 student'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 (EAL).
 - 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.

2. Legislation and guidance

This policy is written for staff, parents/carers and students with reference to the following guidance and documents:

- SEND Code of Practice September 2014 (Statutory guidance for organisations, which work with and support children and young people who have special educational needs or disabilities).
- Ofsted Section 5 Inspection Framework May 2019.
- Equality Act 2010.
- Part three of the Children and Families Act 2014 (schools' responsibilities for students with SEND).
- The Special Educational Needs and Disability Regulations 2014 (information to be included in the SEND information report).
- The School Information (England) (Amendment) Regulations 2012 (specified information to be published on a school's website).
- NCC Local SEND offer.

3. Definitions

Due to the nature of our schools, students often 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 SEND 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.”

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 Trust SENCO is Martin Taylor-Bennett who will be responsible for SEND policy and its implementation across all schools within the Engage Trust.

Joe Harkness is the SEND Officer, who will support the Trust SENCO in his duties and responsibilities.

The Trust SENCO and SEND Officer will be located at Hooper Lane, Norwich.

The Trust SENCO is responsible to Heads of School.

The duties of the SENCO, with the support of the HOSs will include taking responsibility for the day-to-day operation of provision put in place by the schools for students with SEND. The SENCO will provide guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all students. The SENCO will support the writing of EHCP applications and attend emergency EHCP reviews when there is a professional consensus that the needs of a student are not being met within their current setting.

The specific duties and responsibilities of the Trust SENCO are outlined in the role description document and relate to the following categories:

- Teaching and learning.
- Progress and achievement of students.
- Strategic development of SEND provision.
- Standards and quality assurance.

4.2 Directors and governing body

The Directors and Governors of the Engage Trust will:

- Use their best endeavours to ensure that any registered student with special educational needs and/or disabilities has the special educational provision, which the pupil requires.
- Once the school has been informed by the Local Education Authority (LEA) that a student has a special educational need(s) ensures that systems are in place to advise all relevant staff of that need.
- Ensure that the teachers in the school are aware of the importance of identifying and providing for those students 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 students with SEND.
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4.3 The Heads of Schools

The Heads of Schools will:

- Work with the SENCO and SEND Governor 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 SEND.

4.4 Class teachers

It is the responsibility of the class teacher to ensure that:

- Lessons provide '*equality of access*' to a broad curriculum taking into account the individual needs of students.
- Use strategies that actively support students to achieve targets.
- Use support staff effectively to facilitate students to make progress.
- Staff to seek additional advice if they are unsure how to best support a student.
- Intervention programmes to be relevant and in place for students identified as having a specific learning need.
- Specific interventions relating to literacy and numeracy where appropriate.

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

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

5. SEND information report

5.1 The kinds of SEND that are provided for

Upon entry to the Engage Trust schools, most students are assessed using a number of methods including standardised tests that relate directly to the four categories of need identified in the SEND Code of Practice:

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

This information allows us to write accurate Individual Learning Plans (ILPs) for every student and is the first step in identifying those who may have SEND and adjusting their provision accordingly.

If a student is identified as having SEND we provide provision that is 'additional to or different from' the normal differentiated curriculum. This provision aims to enable our students to overcome barriers to their learning.

5.2 Identifying students with SEND and assessing their needs

All SSSfN students initially attend a rigorous assessment process for a maximum of two weeks in order to identify academic underachievement and/or a specific SEND. Following this assessment, appropriate interventions are implemented to empower our students through carefully planned programmes, which include individualised timetables and provision that address the root causes of any learning difficulty.

The aim of this assessment process is to build a picture of each individual pupil by gathering information from various sources including:

- Parent/Carer and student.
- School files and SEND 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 student ILP. This includes recommendations regarding the next steps for the pupil, individual barriers to learning and strategies for all staff to try, as well other agencies to involve.

5.3 Consulting and involving students and parents

Class teachers, support staff, parents/carers and the students themselves will be the first to notice a difficulty with learning. At the Engage Trust we ensure that the assessment of educational needs directly involves the student, their parent and of course their teachers. Our school staff hold the day-to-day responsibility to oversee and deliver individualised learning to meet the needs of every student, with the support of the SENCO and senior managers.

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

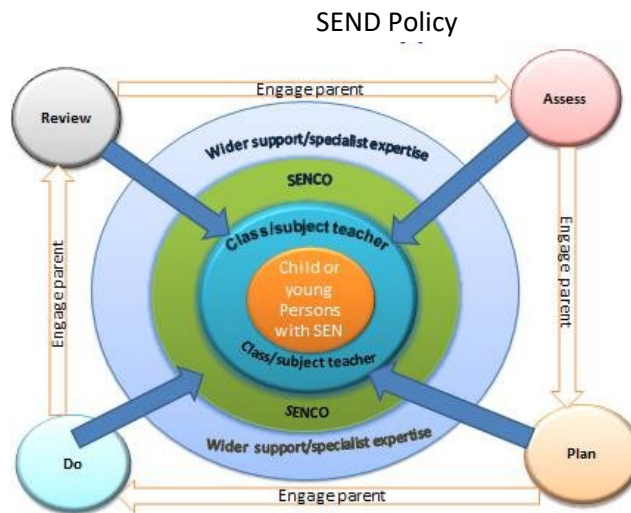
We believe in the importance of:

- Listening and talking together to make plans to successfully overcome barriers to learning.
- Listening to students views and involving even the youngest child in the decisions that affect their future.
- Identifying students' strengths as well weaknesses.
- Recognising the personal and emotional investment of parent/carers.
- Supporting parent/carers' understanding of SEND 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/carers' permission before making a referral to other agencies for support for their child except where this would endanger the child.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the 'graduated approach' and the four-part cycle of **assess, plan, do, review**.



After the assessment (**Assess**) process is complete, teachers and support staff will be advised of the student's special educational needs (**Plan**), the teaching strategies or approaches required to meet that need(s) and the outcomes sought via their ILP (**Do**). The ILP will be reviewed regularly to consider the effectiveness of the support/interventions and their impact on the student's progress. If the interventions are not meeting need, the class/subject teacher will seek further guidance from the SENCO (**Review**). The ILPs will populate Pupil Trackers with initial baseline data and strategies.

5.5 Supporting students moving between phases and preparing for adulthood

Transition is a part of life for all students, given that we are a 'short stay' school. We will ensure early and timely planning for transfer to a student's next phase of education whether this be to an alternative provision, a specialist provider, a post-16 college course or a reintegration into mainstream education. Support for the pupil in coming to terms with moving on will be carefully planned and will include visits to familiarise students with their new provision. Students and parents will be encouraged to consider all suitable options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers will be arranged as appropriate. Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

5.6 Our approach to teaching students with SEND

The Engage Trust is a unique and diverse Multi-Agency Trust (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 four main functions:

- Provision of 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 can include a return to mainstream school, specialist provision placement or a timetable that allows them to access their education through alternative providers.
- We provide education and support to Norfolk young people who are unable to attend school due to their medical needs. This wide and varied field 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 also an educational base for children who are missing education (CME). We provide educational packages for any child in Norfolk who is without a permanent school place until their school place is finalised.
- We provide five long-term schools for children with mental health issues and SEMH needs. Three of these provide therapeutic interventions and are part funded by the NHS.

5.7 Adaptations to the curriculum and learning environment

- A full accessible and appropriate curriculum for all learners.
- A flexible and bespoke timetable of provision for our learners.
- An intention to secure high levels of progress for all learners.
- To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with SEND.
- Continual monitoring of the progress of all students, to identify needs as they arise and provide relevant support and intervention as early as possible.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision.
- To ensure that students with SEND are perceived positively by all members of the school, whilst SEND provision is positively valued and supported by students, staff and parents/carers.
- Students are taught in small groups with additional adult support, or on a one to one basis.

5.8 Additional support for learning

- Teaching assistants will support students on a 1:1 basis when attending on a bespoke timetable.
- Teaching assistants will support students in small groups in all class groups.
- Pupil Premium Coach.

The reason to approach outside agencies should always be in the best interest of the child.

5.9 Expertise and training of staff

Although the Trust SENCO is a new position, the incumbent has 4 years SENCO experience and is presently undertaking the NASENCO qualification. The SEND Officer is also undertaking the NASENCO qualification.

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 students. Regular team meetings provide 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.

5.10 Securing equipment and facilities

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

5.11 Evaluating the effectiveness of SEND provision

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

- Regular review and updating of student termly goals within their ILPs/Pupil Trackers.
- Setting new targets with the student on their ILPs/Pupil Trackers as appropriate.
- Regular reviews of the effectiveness of strategies and provisions with key staff.
- Tracking students' progress regularly in order to identify underperforming individuals or groups.
- Monitoring by the SENCO.
- Holding annual reviews for students with EHC plans.
- Using provision maps to measure progress.
- Using student questionnaires.

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

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our students.
- No student is ever excluded from taking part in activities because of their SEND or disability.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- 1:1 support.
- Referral to other agencies and support parents with appropriate referrals.
- Each school has a Mental Health Champion in base.
- Pupils with SEND are encouraged to be part of the School Council

5.14 Working with other agencies

We work with the following agencies and specialists to provide support for students with SEND:

- Healthy Child Programme 5-19 Service.
- CAMHS (Child and Adolescent Mental Health Service).
- CAMHS Forensic Service.
- E-Learning Services (Med Needs).
- Virtual School for Children in Care.
- Consultant Community Paediatricians.
- General Practitioners.
- Educational Health Care Plan Co-ordinators.
- Attendance Service.
- Youth Offending Services (YOT).
- Norfolk Early Help and Family Focus (NEHFF).
- Childrens' Services.

5.15 Complaints about SEND provision

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 school management 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 Heads of School or the Chair of the Governing Body who will follow the Schools established complaints procedure.

The Heads of School are Rachel Thornberry and Katrina Warren

The Chair of the Governing Body is Nigel Wood. The Governor responsible for SEND is yet to be appointed.

Complaints should be sent in writing to:

Head of Services
The Engage Trust
C/O Dereham Sixth Form College
Crown Road
Dereham
Norfolk
NR20 4AG

5.16 Contact details of support services for parents of students with SEND

The following support services are available to parents/carers:

- Norfolk SEND Partnership <https://www.norfolkSENDdpartnershiass.org.uk/>
- Family Voice (Norfolk) <https://www.familyvoice.org.uk/>
- SEND support events for parent carers <https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer/about-the-local-offer/training-and-support-events/support-events>

5.17 Contact details for raising concerns

Concerns regarding SEND provision should be addressed to martin.taylor-bennett@sssfm.org.uk or rachel.thornberry@sssfm.org.uk

5.18 The local offer

Our contribution to the local offer can be found at:

<https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer/education-and-training-0-25/support-services/short-stay-school-for-norfolk> and pinetreeschool.org.uk/parents/locawwwl-offer

The Norfolk County Council local offer is published here:

<https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer/>

6. Monitoring arrangements

This policy is written according to current legislation and guidance, which follows the SEND 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 Heads of School and Directors for approval.

It will be approved by the board of Trustees.

7. Links with other policies and documents

This policy links to the relevant statutory Engage Trust policies, which can be found at:

<http://www.engagetrust.org.uk/engage-trust-policies/>

- School Behaviour and Attitude.
- Admission Arrangements.
- Accessibility Plan.
- Parental Complaints Policy.
- Equality Information and Objectives – statement for publication.
- General Data Protection Regulation Policy.