



Special Educational Needs and Disability Policy

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1. Introduction

The Diocese of Bristol Academies Trust (DBAT) is a multi-academy trust with a faith designation and a Christian religious ethos that is both distinctive and inclusive. Distinctive in the sense that all decisions about the nature and purpose of the Academy are taken through the lens of Christian values, inclusive in the sense that all students and staff are valued for their uniqueness in the eyes of God and their belonging to the school community.

2. Ethos statement

Vision

The Diocese of Bristol Academies Trust (DBAT) shares the Church of England’s Vision for Education 2016, “Deeply Christian, Serving the Common Good”, which includes four basic elements wisdom, hope, community and dignity. We aim to deliver values-led education with the very best outcomes for children and young people.

Purpose

To provide high quality education enabling all young people, including those with additional needs and/or disabilities, to flourish and grow: spiritually, in love and in understanding.

3. Aims and scope

Aims

- a. Provide guidance which ensures that the statutory legislation regarding pupils with SEND is implemented to a high, consistent standard throughout the trust.

- b. Outline vision and guidance for each academy within DBAT which enables pupils with SEND to experience a high quality, inclusive education; that facilitates at least good progress for all learners and enables them each to thrive to be the best that they can be.
- c. Outline roles and responsibilities for all people overseeing or working with children in DBAT academies who have SEND.

Scope

This policy applies to DBAT Central Education Team staff, DBAT academy councils and all education staff in academies, as well as professional services staff who work in DBAT schools supporting children who have SEND.

This policy is compliant with the following legislation and regulation:

- The Special Educational Needs and Disability Code of Practice 2015
- The Equality Act 2010
- The Children and Families Act 2014, Part 3
- The Special Educational Needs and Disability Regulations 2014

4. Definitions

Special Educational Needs (SEND Code of Practise 2015)

‘A child or young person aged from 0 to 25 years has special educational needs or disability (SEND) if they have a *learning difficulty* or *disability* which calls for *special educational provision* to be made for him or her.

A **learning disability** or **learning difficulty** is defined as:

- have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age
- they require special educational provision to be made for them

For children aged two or more, **special educational provision** is educational ... provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or maintained nursery schools.’

Disability (Equality Act 2010)

‘A physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on a person’s ability to do normal daily activities.’

The SEND Code of Practise 2015 explains this definition of disability in relation to SEN:

‘This definition provides a relatively low threshold and includes more children than many realise: ‘*long-term*’ is defined as ‘a year or more’ and ‘*substantial*’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled

children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.'

5. Expectations for Academies

DBAT Academies will ensure the following expectations are met to a high standard to enable high quality SEND provision for all pupils with SEND:

- Academies will ensure that at all times uniqueness is celebrated. All pupils will be valued equally regardless of diversity and additional need.
- Academies will follow the SEND Code of Practice to ensure implementation of a high-quality graduated response for pupils with additional needs.
- All students with SEND will be fully integrated within the life of the school. Wherever possible reasonable adjustments and if necessary individualised additional provision will be made to ensure that pupils with SEND are enabled to be fully included within the broad curriculum and holistic life of the school.
- Academies will be highly ambitious for all pupils, including those with SEND. They will support each child to thrive and be the best that they can be through effective additional provision.
- Effective systems for tracking and monitoring progress will be embedded in each academy so that SEND can be identified accurately at an early stage and that early intervention can be implemented to address gaps in learning.
- The SENCO will work closely with the school Senior Leadership Team to ensure high quality SEND provision is embedded within the School Development Plan.
- Academies will ensure staff are appropriately trained to support all SEND pupils with a high level of skill.
- Academies will work in close partnership with parents and students to ensure that the child's voice is at the centre of developing effective additional provision for each student.
- Academies will work in partnership with the local authority, other health and educational professionals and outside agencies to ensure pupils with SEND are supported by relevant experts.
- Academies will use relevant, up-to-date and evidence-based screening and assessment tools to correctly identify and assess specific needs of students with SEND.
- Each academy will write and implement a Level 3 Academy SEND Policy; detailing SEND policy specific to their setting.

6. Roles and Responsibilities

Within DBAT the following roles and responsibilities regarding SEND are held:

Trust Board

- Has overall responsibility for the approval and implementation of the SEND Policy

- Keeps an oversight of how its Academies fulfil their obligations under the SEND Code of Practice 2015 and the Equalities Act 2010 and facilitates appropriate action if an academy fails to fulfil these obligations
- Ensures good practice for children with SEND is implemented in all academies and facilitates appropriate action if an academy fails to do this.

Hub Director of Learning (HDL) - DBAT Education Team

- Is responsible for monitoring the overall effectiveness of teaching and learning within each academy. This will include oversight of the effectiveness of SEND provision within each academy
- Supports each academy to implement an effective School Development Plan which may include the improvement of SEND provision
- The HDL reports to the Executive Director of Learning.

Diversity, Equity and Inclusion Lead (DEI Lead) – DBAT Education Team

- Works in partnership with the HDL to support each academy in the provision of high quality SEND provision which enables accurate early identification of SEND and implements an effective graduated response, effectively providing for every child's additional need.
- Leads on SEND strategy and trust policy to enable DBATs vision of delivering the very best outcomes for all young people across the trust.
- Supports Academy SENCOs in their roles.
- The DEI Lead reports to the Executive Director of Learning

Local Academy Councils

- Have responsibility for how their academy fulfils its statutory obligations under the SEND Code of Practice, Equalities Act and other relevant statutory government guidance.
- Identify a named governor to have responsibility for ensuring the academy's comprehensive implementation of the school SEND Policy
- Ensure that appropriate staffing and funding arrangements are in place to enable effective SEND provision within their academy. This must ensure that every pupil with SEND has the opportunity to participate as fully as possible in all aspects of school life.
- Report on how the academy's SEND policy is being implemented and how resources are allocated in the Academy Council's Annual Report to parents.
- Ensure that up-to-date SEND information is published on the academy website including the academy SEND Policy and SEN Information Report, the latter of which outlines the academy's offer for pupils with SEND. See Appendix 1.

Local Academy Council SEND Member

- Specific oversight of the academy's arrangements for SEND provision, including SEND funding.
- Ensures that SEND provision is an integral part of the School Development Plan
- Champions and advocates for high quality special educational needs provision in all aspects of academy life
- Ensures that financial resources are available and deployed to enable high quality SEND provision which effectively meets the needs of all learners.

- Ensures effective quality assurance of SEND provision, including ensuring a comprehensive graduated response is in place.
- Liaises with the SENCO at least three times per year to ensure the Academy Councillor is up to date with SEND developments in the academy.
- Reports annually to the Academy Council and parents on the implementation of the SEND policy and any changes during the last school year.

Head Teacher

- In partnership with the Academy Council, Senior Leadership Team and SENCO, determines the strategic development of SEND policy and provision in the academy.
- Allocates roles and responsibilities to staff so that high quality SEND provision is delivered for all students with special educational needs.
- Ensures excellent communication between the Head Teacher, senior leaders and the SENCO.
- Ensures that the SENCO has sufficient time and resources to fulfil their role.
- Reports to the Academy Council and Hub Director of Learning on the needs of the SEND children within the academy and how their needs are being met.

Special Educational Needs Coordinator (SENCO)

- Is a qualified teacher
- Will either have, or within 3 years of being recruited to the post, have obtained the National Award for SENCOs
- Works in partnership with the Academy Council, Head Teacher and senior leaders, to plan strategic school development which enables all children with SEND to thrive
- Has day-to-day responsibility for the operation of the SEND Policy and co-ordination of SEND provision for all pupils with additional needs. This includes ensuring the academy's SEND Register is kept up to date
- Provides professional guidance to colleagues to ensure the implementation of a highly effective graduated response for pupils with SEND
- Works in partnership with parents and pupils to ensure a child-centred approach to developing effective SEND provision
- Works closely with the local authority and other external professionals to ensure high quality SEN provision for pupils with SEND
- Applies for statutory Education, Health and Care Plans and associated funding for pupils with the highest level of needs
- Ensures effective deployment of SEND funding
- Works closely with Alternative Learning Providers (ALP) to ensure due diligence and high quality additional provision for any students with SEND being supported in ALP
- Carefully plans enhanced transitions for pupils with SEND transitioning in and out of the academy and between academic years.

Class Teacher

- Has responsibility for working in line with the DfE Teachers' Standards and providing appropriate education for all the learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2015. This means ensuring the additional needs of children within their class are effectively met through planning for and implementing high quality SEND provision

- Works in partnership with parents and students to ensure that the voice of the child is at the centre of SEND provision
- Ensures a thorough graduated response is implemented in assessing, planning and reviewing the needs of all pupils in their class with SEND
- Works in partnership with the SENCO and outside agencies to implement recommendations for students with SEND
- Keeps effective records to evidence the identification of needs, targeting of support, implementation of support and tracking of progress for all pupils with SEND
- Effectively deploys and works in partnership with teaching assistants to ensure effective support of all students with SEND.

Teaching Assistants

- Work in partnership with the class teacher to implement additional support for students with SEND
- Keep records of interventions and targeted support as directed by the class teacher
- Attend professional development training as necessary.

7. Record Keeping

Academies will keep accurate records which:

- evidence the graduated response for each pupil
- monitor and track the progress and impact of interventions or targeted support
- evidence the input and recommendations of professionals and outside agencies
- demonstrate the involvement of parents and pupils in the development of SEN provision for each pupil.

Documents relating to pupils on the SEN Register will be stored electronically or in lockable cabinets. SEND records will be passed on to a child's next setting when he or she leaves an academy. DBAT has a Data Protection Policy and Confidentiality Policy which applies to all written pupil records.

8. Our Ethos and Values

As identified at the opening of this policy, our structure and approach here is underpinned by our Christian ethos and values, focused on an ethos that is both distinctive and inclusive.

In our adoption and subsequent adaptation of this policy we have asked ourselves two clear questions: "Is this policy and practice underpinned by our vision and values?" and "What is the impact of our vision and values on those subject to the policy?". This is a key focus of our ongoing development of policy and practice.

This policy is underpinned by the following policies [and protocols] which ensure a firm foundation in our vision and values:

9. Appendix 1

Appendix 1 **SEN Information Report**

The Academy SEN Information Report must be published on its website. This information should be **updated annually** and any changes to the information occurring during the year should be updated as soon as possible.

Schools should ensure that the information is **easily accessible by young people and parents** and is set out in clear, straightforward language.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include the following information:

- The kinds of SEND that are provided for
- Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO
- Arrangements for consulting parents of children with SEND and involving them in their child's education
- Arrangements for consulting young people with SEND and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- The approach to teaching children and young people with SEND
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND.
- The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEND

- How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families. It should also give information on where the local authority's Local Offer is published.
- It should include information on where to access the school's SEND policy and named contacts within the school for situations where young people or parents have concerns.
- Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy.

History of most recent policy changes and review period

Date	Page	Change(s) made	Origin of Change (e.g. TU request, change in legislation)
December 2022	All	Updated policy	To update in line with legislation and best practice
November 2023	10	Review date No changes	

Policy Owner	Education Directorate
Date Adopted	December 2022
Review Date	December 2023
Next review date	December 2024
Level	Level 1
<i>DBAT Policy levels:</i>	
LEVEL 1	DBAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	DBAT policy for adoption and local approval, with areas for the Academy to update regarding local practice (the main body of the policy cannot be changed)
LEVEL 3	DBAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council