

<b>Date of last review:</b>	November 2024	<b>Review period:</b>	Annually
<b>Date of next review:</b>	February 2026	<b>Owner:</b>	Director of SEND and Inclusion



# Special Educational Needs & Disabilities Policy

***'Empowering a Future Generation'***

## History of Policy Changes:

Date	Page	Change	Origin of change
October 2024	Whole document	New document to reflect change to whole Trust SEND policy	Whole Trust SEND policy

This policy sets out our approach to SEND across Magna Learning Partnership Educational Trust. To find out exactly how this policy is implemented in one of our academies, see the SEND Information Report and Accessibility Plan on the academy's website.

## Policy to promote the successful inclusion of students with Special Educational Needs and Disabilities

Magna Learning Partnership (MLP) Educational Trust is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Each academy within the Trust values the contribution that every student can make and seeks to raise achievement of the whole community, remove barriers to learning and provide physical, environmental and curricular access for all. As such, provision for students with SEND is a matter for each academy as a whole. All teachers are teachers of students with SEND. The Board of Trustees, Academy Governance Committees, Director of SEND & Inclusion, Head teacher's, SENDCo's and all other members of staff have important responsibilities to ensure that this inclusive ethos is embedded in practice.

## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure the academies in our Trust fully implement national legislation and guidance regarding students with SEND (e.g. the SEND Code of Practice, 2014; Equalities Act 2010)
- Set out how our Trust will, across all of our academies:
  - Identify students with special educational needs and disabilities and ensure that their needs are met at the earliest opportunity.
  - Provide students with SEND access to all aspects of academy life so they can engage in the activities of the academy alongside students who do not have SEND without stigma, prejudice or discrimination.
  - Help students with SEND fulfil their aspirations and achieve their best
  - Ensure that all learners make the best possible progress
  - Help students with SEND become confident individuals living fulfilling lives
  - Ensure learners are well prepared for their next stage of education or employment.
  - Ensure that parents/carers are informed of their child's special needs and that there is effective communication between each academy and parents/carers.
  - Ensure that learners have the opportunity to express their views and are fully involved in decisions which affect their education.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

The Trust policy, together with individual academy procedures, will enable primary and secondary academies in the Trust to work together in a mutually beneficial way to sustain excellence in learning and teaching for students with SEND through innovation, collaboration and on-going professional development

## 2. Vision and values

MLP has educational excellence at its heart and is committed to making sure all our students have the chance to thrive through supporting them to meet their full potential. We strive to empower students ensuring they are prepared for the next phase in their lives. Our academies assist students through;

- providing all students with access to a broad and balanced curriculum.
- creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied. This does not take form of a 'one size fits all' approach and is based on individual needs.
- an inspiring and challenging environment for students, generating a life-long love of learning
- inclusive practice – ensuring provision matches need through diagnostic assessment and specialist consultation within a graduated response

- the sharing of good practice within an appropriate and continuous cycle of continued professional development (CPD)
- an on-going drive to achieve academic and personal success

Both within and beyond MLP is a commitment to collaborative working; within the Trust there are regular and routine opportunities for our SEND professionals to meet and train together. Beyond the Trust, partnership working with catchment academies is well-established enabling the efficient transition of students with additional needs between Key Stage 2 and 3 and Key Stage 4 and 5. MLP is committed to collaborative partnership clusters - a shared method of working that helps academies develop local solutions and ensures every student, irrespective of need, receives the best education and has high aspirations for their own future.

### 3. Legislation and guidance

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 academies' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and academies' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out academies' duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out academies' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The [Governance Handbook](#), which sets out trustees' responsibilities for students with SEND
- The [Academy Admissions Code](#), which sets out academies' obligation to admit all students whose education, health and care (EHC) plan names the academy, and their duty not to disadvantage unfairly student with a disability or with special education needs
- This policy also complies with our funding agreement and articles of association.

### 4. Inclusion and equal opportunities

At MLP we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the academy environment to make sure that students with SEND are included in all aspects of academy life.

## 5. Definitions

### 5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that 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 most 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 academies

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

### 5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All academies in our trust will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that are across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>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 students 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	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students 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, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students 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> </ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENDCo

The SENDCo of each academy in MLP Trust will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the headteacher, Director of SEND and Inclusion and SEN local governor to determine the strategic development of the SEND policy and provision in the academy

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Schools will liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned.
- Colleges will liaise with students about options for further education and work in year 13. This will involve the parents where necessary.
- When a student moves to a different academy or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, academy or institution, in a timely manner
- Work with the headteacher and governing board to make sure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the academy keeps its records of all students with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's plan for continuous professional development
- With the headteacher and Director of SEND and Inclusion, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the academy's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the academy's identification of SEN, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The Director of SEND and Inclusion

The trust's Director of SEND and Inclusion is Danielle Lloyd. Danielle can be contacted on [dlloyd@magnalearningpartnership.org.uk](mailto:dlloyd@magnalearningpartnership.org.uk)

The Director of SEND & Inclusion will:

- Help to raise awareness of SEND issues at board meetings
- Monitor the quality and effectiveness of SEND provision within each academy and update the board on this

- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in each academy
- Oversee the strategic development of SEND and inclusion for the Trust
- Liaise with SENDCo's around provision and training needs

### 6.3 The Academy Governance Committee

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the academy alongside students who don't have SEND
- Inform parents when their child's academy is making special educational provision for the child
- Make sure that arrangements are in place in academies to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date records of the provision made for students with SEND
- Publish information on each academy's website about how the academies are implementing their SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled student, the steps taken to prevent disabled student being treated less favourably than others, the facilities provided to assist access of disabled student, and the academies' accessibility plans
- Make sure that there is a qualified teacher designated as SENDCo for each academy and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from year 8 until year 13 are provided with independent careers advice

### 6.4 The SEND Trustee

The Trust's SEND Trustee is Tina Evans. Tina can be contacted on;  
[cevans@magnalearningpartnership.org.uk](mailto:cevans@magnalearningpartnership.org.uk)

The SEND Trustee will:

- Help to raise awareness of SEND issues at board meetings
- Alongside the Director of SEND & Inclusion will monitor the quality and effectiveness of SEND provision within academies and update the board on this

- Work with the Director of SEND & Inclusion to determine the strategic development of the SEND policy and provision in each academy and across the Trust

## 6.5 The SEND local governor

Each academy has a SEND local governor. Please see the individual academy website for details of who this is.

The SEND local governor will:

- Help to raise awareness of SEND issues at local governing body meetings
- Monitor the quality and effectiveness of SEND provision within their academy and update the board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in their academy

## 6.6 The headteacher

The headteacher will:

- Work with the SENDCo, Director of SEND and Inclusion, and SEND local governor to determine the strategic development of the SEND policy and provision within the academy
- Work with the SENDCo, Director of SEND and Inclusion and local governors to make sure the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND in their academy, and their progress
- Have responsibility for monitoring the academy's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the academy's identification of SEN, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.7 Class teachers/SEND Team

Each class teacher is responsible for:

- Planning and providing high-quality adaptive teaching that is differentiated, where required, to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the student and the academy
  - Listen to the parents' concerns and agree their aspirations for the student

## 6.8 Parents or carers

Parents or carers should inform the academy if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings (3 per year) to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside academy and any changes in the student's needs
- Given the opportunity to share their concerns and, with academy staff, agree their aspirations for the student
- Given an annual report on the student's progress

The academy will take into account the views of the parent or carer in any decisions made about the student.

## 6.9 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

Every academy in the Trust publishes a SEN information report on its website, which sets out how this policy is implemented in the academy.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying students with SEND and assessing their needs

Staff will assess each student's current skills and levels of attainment when they start at the academy. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the academy may need to make.

Class teachers will regularly assess the progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of difficulty with adaptive, high-quality teaching. If progress does not improve the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, academy staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. They will use this to determine the support that is needed and whether the academy can provide it by adapting its core offer, or whether *something different or additional* is needed.

If a student is new to the academy, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies

- They have an education, health and care plan (EHCP)

then the academy will work in a multi-agency way to make sure it gets relevant information before the student starts at the academy, so support can be put in place as early as possible.

## 8.2 Consulting and involving students and parents

Our academies will put the student and their parents at the heart of all decisions made about special educational provision. For students aged 18, the discussions will be made with them and parents if the student consents.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have, where applicable
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive special educational provision. For students aged 18 and over, notification to parents will be given if the student consents.

## 8.3 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### 1. Assess

The student's class teacher and the SENCo will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The academy may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

### 2. Plan

In consultation with the parents and the student, the teacher and the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff in a academy-based support plan (also known as a student passport in some academies).

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### 3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### 4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENDCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

### 8.4 Levels of support

#### Academy-based SEN support

Students receiving SEN support will be placed on the SEND register. These students have needs that can be met by the academy through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the academy's notional SEND budget.

On the census these students will be marked with the code K.

#### Education, health and care (EHC) plan

Students who need more support than is available through the academy's academy-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the academy's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated academies grant).

On the census these students will be marked with the code E.

### 8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents

## 9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Director of SEND & Inclusion, Headteachers and the SENDCo's will continuously monitor to identify any staff in their academy who have specific training needs and will incorporate this into the academy's plan for continuous professional development.

## 10. Links with external professional agencies

The Trust recognises that we won't be able to meet all the needs of every student. Whenever necessary our academies will work with external support services such as:

Speech and language therapists  
 Specialist teachers or support services  
 Educational psychologists  
 Occupational therapists or physiotherapists  
 General practitioners or paediatricians  
 Academy nurses  
 Child and adolescent mental health services (CAMHS)  
 Education welfare officers  
 Social services

## 11. Admission and accessibility arrangements

### 11.1 Admission arrangements

- While the Trust Board is responsible for the admission arrangements which do not discriminate against students with special educational needs or disabilities, the headteacher is responsible for maintaining the accessibility policy that ensures that the site and environment of the academy enables the admission of learners with SEND.
- Parents and carers seeking the admission of a student with mobility difficulties are advised to approach the appropriate academy well in advance so that consultations can take place. Each academy has an Accessibility Plan.
- Students who have an Education Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN code of practice and not through any admission criteria.
- Students who have an EHCP are placed in colleges through the arrangements set out in the SEN Code of practice.

- All admissions for students who have an EHCP are handled by Central SEND Services at Wiltshire Council. Their contact number is 01225 718095.
- Students who may need additional learning help but do not have an EHCP, must follow the usual process when applying for an academy place and the normal admission criteria will apply.

## 11.2 Accessibility arrangements

- MLP academies are safe and accessible and they all do their best to make them welcoming to the whole community. All safeguarding and risk assessments are in place and adhered to by staff and visitors. Please see each individual academy's accessibility plan for further information.

## 12. Complaints about SEND provision

Where parents have concerns about one of our academy's SEND provision, they should first raise their concerns informally with the class teacher (primary academy) or SENDCo (Secondary academy). We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in an academy should be made to the headteacher in the first instance. They will be handled in line with the academy's complaints policy.

If the parent or carer is not satisfied with the academy's response, they can escalate the complaint. This would be escalated to one of the Trust Executive Director's, e.g. Director of SEND & Inclusion or a Director of Education.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the academy community
- Comments and feedback from students and their parents

### 13.2 Monitoring the policy

This policy will be reviewed by Danielle Lloyd (Director of SEND & Inclusion) **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the board of Trustees.

## 14. Links with other policies and documents

This policy links to the following documents;

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy