



CMAT SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

A thriving family of schools who work together to celebrate differences, and support each other in pursuit of excellence.

DOCUMENT CONTROL

This document has been approved for operation within:	All Chancery schools.		
Responsible Officer:	CEO		
Approved by:	Board of Trustees		
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Summary of changes within this version

None.

1. Introduction

This policy sets out our vision and aims for children with special educational needs and disability (SEND). At Chancery Multi Academy Trust we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

We recognise that:

- Each child is an individual with his or her own particular educational needs;
- All pupils have the right to a broad, balanced and ambitious curriculum, adapted to reflect their needs and with regard to continuity and progression;
- All teachers are teachers of pupils with special educational needs or disability. SEND is therefore a school responsibility that requires a whole school approach.
- Learning experiences should encourage self-motivation and independence and focus on positive achievement;
- The nature of a child's SEND might be long or short term and in one or more areas;
- Our partnership with parents / carers is key to ensuring appropriate and effective SEND provision.

This policy complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. Chancery Trust also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) (SEND Code of Practice).

2. Aims and objectives

We will:

- Ensure SEND is a whole school responsibility requiring a whole school response;
- Identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice;

- Ensure all pupils receive a broad, balanced and ambitious curriculum;
- Build partnerships between home and the school and ensure pupils and their parents / carers are treated with respect and have their views taken into account;
- Liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively;
- Ensure that pupils with SEND express their views and are fully involved in decisions which affect their education;
- Regularly assess and monitor pupil's progress to allow the relevant support and provision to be provided;
- Provide quality support and advice for all staff working with pupils with SEND;
- Ensure that all pupils with SEND make the best possible progress;
- Ensure that children with SEND are admitted into the school in accordance with the whole school admissions policy.

3. Definition of Special Educational Needs and Disability

The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools/academies.

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools/academies. A child with a disability is covered by the SEND definition if they require special educational provision.

Pupils with SEND may need extra help or support because of a range of needs. These are defined under the SEND Code of Practice broad areas of need:

- Communication and interaction;

- Cognition and Learning;
- Social, emotional and mental health difficulties;
- Sensory and / or physical needs.

4. Responsibilities for SEND

The Special Educational Needs and Disability Coordinator (SENDCO) will:

- Work with the Headteacher [and SEND Link Governor] to determine the strategic development of the SEND policy and provision in the school in order to raise the achievements and accelerate the progress of pupils with SEND;
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND;
- Provide professional guidance to colleagues and work with staff, parents / carers, and other agencies to ensure pupils with SEND receive effective support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively and efficiently;
- Work with the Headteacher and Chancery SEND Team to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND maintained and up to date;
- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision;
- Liaise with parents / carers, external agencies regularly to provide information on pupils' needs, provision and outcomes;
- Prepare and review information required by law to be published in relation to special educational needs provision.

The SEND governor will:

- Help to raise awareness of SEND issues at LGB meetings;
- Monitor the SEND provision within the school and update the LGB on this;
- Assure the LGB that the school website publishes the SEN Information Report.

The SEND trustee will:

- Liaise with the SEND governors and help to raise awareness of SEND issues at Board meetings;

The Headteacher will:

- Work with the SENDCO [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 pupils with SEND.

Every teacher will:

- Take responsibility for ensuring the progress and development of every pupil in their class, including those with SEND;
- Implement inclusive high quality teaching in their classroom;
- Work closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class;
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision;
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them.

5. Identifying needs

Initial identification is in most cases either due to class teacher or parental / carer concern about a relative lack of progress or observations of social, emotional, behavioural or physical difficulties. Evidence is gathered through the pupil's work, assessment data, classroom observations and through discussions with parents / carers, other professionals and the pupil.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views of the pupil and their parents / carers. We will use this to determine the

support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6. Working in partnership with pupils and parents / carers

We will have an early discussion with the pupil and their parents / carers when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account where possible the parents' / carers' and pupils' views;
- Everyone understands the agreed outcomes sought for the pupil;
- Everyone is clear on what the next steps are.

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

We will formally notify parents / carers when it is decided that a pupil will receive SEND support.

The school will be transparent with all matters relating to a pupil's SEND provision. Parents / carers are also encouraged to work in partnership with the school to support their child's learning needs.

7. First Concerns

For children who have been identified as having emerging and/or fluctuating difficulties, a meeting with parents will be arranged before placing the child at First Concerns Level. This is a level of need identified in reference to the Cheshire East Toolkit. A brief record of parental and child views will be made, along with collated assessment data, records of any observations or evidence which supports the observed impact on learning (e.g. class work, photos, etc.), and records of any external agency support or contact (e.g. telephone conversations or emails).

A First Concerns Profile will be set up, outlining pupil strengths, needs, desired outcomes and strategies. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

If the support needed is short term or can be provided by adapting the school's core offer, then a child might not be considered SEND or placed on the SEND

register. If a child's progress continues to give cause for concern, and the support required is different from or additional to what is ordinarily offered by the school, then the next stage of the graduated approach is SEND support.

8. The graduated approach

Where it is determined that a child does have SEND needs, we will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review** as outlined in the SEND Code of Practice:

Assess: We will ensure that we regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents / carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

Plan: Where SEND support is required the teacher and SENDCO will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents / carers and all staff who work with the pupil will be made aware of the plan. This is known as SEN Support.

Do: The class teacher is responsible for the implementation of the plan and working with the pupil on a daily basis. The teacher will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support and guidance for the teacher.

Review: The impact of the plan will be reviewed each term by the teacher, SENDCO, parent / carer and pupil. This will inform the planning of next steps.

9. Requests for Education, Health and Care needs assessments

For a very small minority of pupils, the provision provided by the pupil through SEN Support will not be sufficiently effective to enable the pupil to progress satisfactorily. It will then be necessary for the school, parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. This is known as an Education, Health and Care (EHC) needs assessment. The purpose of the EHC needs assessment is to enable the local authority to decide whether it is necessary for it to make provision in accordance with an Education, Health and Care (EHC) plan.

Where a request for an EHC needs assessment is made to the local authority, the pupil will have demonstrated significant cause for concern and the school will have evidence gathered throughout the graduated approach highlighted above.

Further information about the Education, Health and Care Needs Assessment process can be found via the [Cheshire East local offer page](#).

10. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Inclusive high quality teaching is our first step in responding to pupils who have SEND. We make the following adjustments to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it;
- Adapting our resources and staffing;
- Using recommended aids and equipment;
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud;
- Providing small group or, on occasions, 1 to 1 interventions to focus on key skills.

11. Working in partnership with other professionals

We work with a range of external agencies to provide support for pupils with SEND. These are listed in the appendix.

12. Expertise and training of staff

We expect our SENDCOs to have the relevant experience necessary to carry out the SENDCO role (see appendix for specific training / qualifications). The SENDCO attends network meetings to share good practice with colleagues in the region and to keep up to date with SEND developments.

Training needs of other staff are identified in response to the needs of pupils. See appendix for the specific training and expertise of individual academy's staff.

13. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress and attainment each term;
- Reviewing the impact of interventions;

- Using pupil and parent / carer questionnaires to gain feedback;
- Monitoring by the SENDCO;
- Holding annual reviews for pupils with Education, Health & Care plans.

14. **Complaints about SEND provision**

We urge parents / carers with any concerns regarding the SEND policy or the provision made for their child to speak to the school as soon as possible and, in the first instance, to the class teacher or the SENDCO. If parents / carers feel their child's needs are still not being met they should make an appointment to see the Headteacher. If concerns are still unresolved parents / carers may wish to engage with the Trust's Complaints Procedure.

NB - any issue relating to statutory SEN assessments should be pursued with the relevant Local Authority and not via the Trust's Complaints procedure.

If parents / carers require further advice / support, they should contact [Cheshire East Information Advice and Support Service](#)

15. **Monitoring arrangements**

This policy is monitored by the Chancery Board of Trustees and will be reviewed annually.

16. **Links with other policies and documents**

This policy links to the following Chancery / school policies and documents

- SEND Information Report;
- Accessibility Plan;
- Supporting Pupils with Medical Conditions Policy;
- Equality information and objectives;
- Behaviour policy;
- Teaching and learning policy.

Appendix – School specific information

School Name: *The Berkeley Academy*

Role	Designated Person
Headteacher	Sarah Louise Gohr
SENDCO	Becky Dillon Caroline Fowler

1. Working in partnership with other professionals

We work with a range of external agencies to provide support for pupils with SEND. These include:

- *Cheshire East Autism Team (CEAT)*
- *Cheshire East Educational Psychologists*
- *Sensory Processing Occupational Therapist Support Service (SPOTSS)*
- *Sensory Inclusion Services*
- *NHS Community Paediatrics*
- *NHS Speech and Language Therapists (SALT)*
- *NHS Paediatric Occupational Therapists*
- *Creative Action Team / Family Ties*
- *Visyon*
- *Cheshire East Family Hubs*
- *Dove*
- *Koala Sleep Service*

2. Expertise and training of staff

Our SENDCO holds the required National Award for Special Educational Needs (NASENDCO).

School staff have specific training and expertise in the following areas:

- Team teach
- Creating effective behaviour management plans
- NHS next steps
- Understanding dysregulation
- Coproducing 5 point scales
- Memory and Overlearning
- Precision Teaching
- Understanding Dyslexia
- Graduated Response (identification and implementation of plans)