



Special Educational Needs and Disability Policy



Trinity MAT

Trinity Multi-Academy Trust

Policy	Special Educational Needs and Disability Policy
Date of review	March 2025
Date of next review	March 2026
Lead professional	Kate Wilson, Vice Principal
Status	Statutory

1. Guiding principles

- 1.1. Trinity Multi-Academy Trust is committed to providing an ethos, environment and culture that are sympathetic to and understanding of the issues involved in providing a fair and appropriate education for students with special educational needs and/or disabilities.
- 1.2. The trust accepts that some students have special educational needs that will range in severity and in origin either throughout, or at some time during their academy careers, and that these needs must be addressed and provided for in a wide variety of ways.
- 1.3. The trust accepts that all students, including children with special educational needs and/or disabilities, should have an entitlement to, and the greatest possible access to, a broad and balanced education.
- 1.4. The trust accepts that students with special educational needs and/or disabilities should be integrated fully into all aspects of the academy, and this should be done without stigma, prejudice or discrimination.
- 1.5. The trust follows the agreed guidelines in the SEND Code of Practice. The trust accepts that in order to identify, assess and provide effectively for students' special educational needs there should be the greatest possible degree of partnership between the student, staff at the academy, parents or carers, the local authority SEND team and other outside agencies.

- 1.6. The trust, in meeting the special educational needs and/or disabilities of its students, will have full regard to the views of the parents or carers and the child.
- 1.7. The trust is committed to making reasonable adjustments as summarised in the Equality Act. Where something a school does places a disabled pupil at a substantial disadvantage compared to other pupils, then the school must take reasonable steps to try and avoid that disadvantage. Substantial is defined as being anything more than minor or trivial. The Equality Act does not say what is 'reasonable'. It is up to the school to decide what is reasonable in each case. If it is deemed unreasonable by the educational setting, even though it is determined to be necessary by the child's parent or carer, the school may not be able to offer what is being asked of them.

2. Principles into practice: a MAT wide approach

- 2.1. Putting the general principles into practice necessitates that all subject teachers, tutors and pastoral staff have a role to play in meeting the special educational needs of our students. The following factors all contribute to successful special needs education and it is the responsibility of all staff individually and collectively to bring them to fruition:
 - An assurance that students with Special Educational Needs and Disabilities (SEND) receive effective provision so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning. This provision will be based on Quality First Teaching that includes effective differentiation. This allows all students to access learning in a safe and happy environment, supplemented by effectively targeted interventions that are reviewed regularly
 - An assurance that parents/carers of students with Special Educational Needs and Disabilities are fully informed of their child's progress, support and interventions
 - A curriculum differentiated to meet individual needs. Upon transition to school, parents and carers will be made aware of what school can offer in terms of bespoke curriculum pathways
 - Appropriate resources and equipment
 - Specialist teaching of basic skills
 - Some students with SEND may need an enhanced level of provision. Extra support, time and attention will be provided where and when possible
 - A robust process for evaluating the effectiveness of interventions is in place
 - Positive environment and organisation
 - Positive attitudes
 - Working with parents or carers to ensure effective monitoring and reviewing of needs

- Identification and assessment procedures
- Advice, support and training from specialist teachers and external agencies engaged in special educational needs and disabilities
- To ensure all advice from external agencies is effectively responded to, acted upon and is considered in evaluating a student's provision
- Understanding of special educational needs and disabilities, and their educational, social and personal implications

3. Related documents

3.1. This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 years (Jan 2015) and has been written with reference to the following guidance and documents:

- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015)
- Children and Families Act 2014
- The Equality Act (2010)
- Calderdale's Local offer for SEND
- Wakefield's Local offer for SEND
- Bradford's Local offer for SEND
- Leeds' Local offer for SEND
- Barnsley's Local offer for SEND
- The Annual SEND Information Report for each academy
- DfE Statutory Guidance: Supporting Pupils at School with Medical Conditions (Dec 2015)
- Teachers' Standards
- Education Endowment Foundation Guidance: Supporting Pupils with SEND

4. Aims of the policy

- 4.1. The SEND Policy seeks to support the guiding principles of the trust by recognising the need to provide the structure for a student-centred process that engages students, families, the academy and other professionals in planning for and implementing a high-quality, needs led provision that is consistent across all schools.
- 4.2. The trust will ensure that all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential

and promoting their wellbeing. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students, whatever their needs or abilities, as a result of everyone working together.

The aims of this SEND policy are:

- To ensure that each academy complies with the requirements of the Children's and Families Act 2014, the SEND Code of Practice Jan 2015 and other statutory guidance
- To ensure the Equality Act of 2010 duties for students with disabilities are met
- To ensure that students with SEND are identified as early as possible
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process
- That teachers and staff monitor the progress of all students; continuous monitoring of students with SEND by their teachers will help to ensure that they are able to reach their full potential
- To take into account the view of the students with SEND
- To work closely with parents and support agencies, other external agencies including those from Health and Social Care, to ensure clear communications and sharing of expertise in the best interest of the student
- To set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- To encourage high standards of achievements and rapid and sustained progress by all students
- To create a climate of inclusion valuing high-quality teaching for all learners, with teachers using a range of effective differentiation methods
- To share expertise and good practice across the academy and local learning community
- To make efficient and effective use of academy resources
- To provide curriculum access for all
- To ensure students with medical conditions will have a medical diagnosis, but not all students with medical conditions will have special educational needs. Where students with medical conditions also have SEND, their provision will have regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions'
- To enable all staff to meet identified student needs through efficient communication systems and CPD

5. Definition of SEND

- 5.1. A child or young person has a SEND if they have a learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:
- (a) Have a significantly greater need in learning than the majority of others of the same age
 - (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
- 5.2. A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them (Special Educational Needs and Disability Code of Practice: 0 to 25 years, Jan 2015).
- 5.3. Students on the SEND register will have needs that cut across the following four broad areas of SEND. As stated in the Code of Practice for SEND 2015 these are:
- Cognition and Learning
 - Social, Emotional and Mental Health Difficulties
 - Communication and Interaction
 - Sensory and/or physical

6. Differentiated curriculum pathways

- 6.1. Vulnerable students and students with special educational needs may need additional support.

If they are a student commencing primary education, they will be provided with the pathway provision described in section 6.2 parts ii, iii and iv. If the student is starting at secondary level and has been identified as SEND prior to Year 7, their particular support will have been planned before they join their secondary school as part of their transition plan.

- 6.2. If the student is known to have SEND when they arrive at a setting within the trust, the SEND department will:
- Use information from the primary school to provide an appropriate curriculum for the student and focus attention on how to support the student within the class

- Ensure that ongoing observation and assessment provide feedback about the student's achievements to inform future planning of their learning
 - Ensure opportunities for the student to show what they know, understand and can do through the pastoral programme
 - Involve the student in planning and agreeing targets to meet their needs
- 6.3. Children with more significant learning difficulties at primary school will be placed in a pathway from the start of Year 7 where they will follow the normal curriculum but with greater literacy or numeracy intervention. This curriculum will be developed and monitored by the SEND department. The mastery support group (in some schools this is known as the Nurture pathway) will have additional work focused on phonics development and literacy skills needed to access a broad and balanced curriculum.
- 6.4. Students with challenging behaviour will be identified and monitored closely in normal teaching groups. Regular pastoral meetings will enable staff to identify if the student(s) have an unmet SEND need and therefore need specialist SEND observation.

7. The SEND Department: Roles and Responsibilities

- 7.1. The Inclusion departments within each of our primary and secondary academies, as well as our Sixth Form, have a pivotal role to play in facilitating and coordinating the MAT wide approach to special educational needs. The SEND team, which includes a combination of specialist teachers and trained Teaching and Learning Assistants, works in partnership with all staff in their various roles as subject teachers, form tutors and pastoral staff to ensure the effective and efficient implementation of the academy policies on special needs.
- 7.2. It is the responsibility of the Senior Leader for inclusion and the SENDCO working with their team, to ensure the day-to-day operation of the SEND Policy. In fulfilling this responsibility, the Inclusion area will carry out a wide variety of roles and services which are explained in the policy statements that follow. They include:
- Supporting students in a variety of ways (making reasonable adjustments)
 - Direct teaching of basic skills programmes
 - Coordination provision across curriculum areas ensuring continuity across key stages
 - Identifying and assessing students' needs
 - Planning, monitoring and reviewing progress
 - Registering special needs and keeping records
 - Liaising with the local authority SEND team

- Liaising with external agencies and institutions
- Liaising with parents and carers
- Liaising with and advising fellow teachers

8. Use of financial resources

- 8.1. The provision of SEND is funded through the main revenue budget for the academy. Funds are deployed to implement the SEND Policy. Resources are allocated to support students with identified needs. Each year we map our provision to show how we can allocate resources; this is reviewed regularly and can change during the academic year, responding to any change in need.

In more detail

A school can receive funding from both the Educational and Skills Funding Agency (ESFA) and the Local Authority (LA) for pupils with high needs that have personalised Education Health and Care Plan (EHCP) in place (EHCP's available since 1 Sept 2014). Interventions for SEND students that do not have statements or an EHCP are paid for from basic student funding only (see Notional SEN funding below). The funding is arranged for all these students in three main tiers:

Pupil base funding - The ESFA provides basic pupil funding of £4-£4.5k per pupil which is available for the teaching of every pupil in the school (referred to as Element 1 for post 16 students).

Notional SEN funding - The school is expected to contribute out of its general annual funding, up to a maximum of £6k of additional educational support for each student's SEND requirements, whether or not the student has a statement or EHCP, dependent on the assessment of individual pupil needs (where the student has a statement or EHCP from the LA, these assessments are usually expressed in hours and/or cost). The amount allocated by the ESFA for this additional SEND provision in our funding is calculated on a notional formulaic basis and is not based on particular pupils.

High needs funding - Funding provided by the LA as a top up for children requiring a high level of support, mainly through particular targeted provisions, and for whom support has been assessed and costed through EHCPs as exceeding the £10k more general support provided by the ESFA funding (being the £4k basic pupil provision and the maximum SEND notional fund of £6k). This high needs funding is referred to as element 3 for post 16 students.

9. Areas of work in terms of SEND

9.1. There are eight major areas of work in terms of SEND support within the trust:

- Identification, Assessment and Recording
- Access and Provision
- Planning, Monitoring and Reviewing
- Continuity and Transition
- Personal and Social Integration
- Working with External Agencies
- Working in Partnership with Parents
- In-service Training

10. Identification, assessment and recording

10.1. MAT Wide Objectives:

- To ensure that the identification and assessment of students with special educational needs takes place as early as possible and as quickly as is consistent with thoroughness
- To keep an academy register of students with special educational needs in accordance with the SEND Code of Practice Jan 2015, and to maintain all records relevant to decisions made in relation to any student's registration

11. Statement of policy

11.1. To ensure early and accurate identification of special needs, the settings within the trust will aim to have a range of procedures in place to cover the following:

- Registering concerns about students
- Collection of evidence from a variety of sources
- Using relevant assessments

11.2. Where students are identified as having an additional need through assessments of their progress, we will measure students' progress by referring to:

- Evidence from teacher observation and assessment

- Their achievement across a range of subjects in comparison to their peers and national expectations
- Concerns over attendance and/or social and emotional wellbeing
- Standardised screening or assessment tools

12. A graduated approach to SEND support

12.1. The trust is committed to the early identification of SEND and adopts a graduated approach to meeting SEND in line with the Code of Practice Jan 2015.

12.2. The SENDCO, inclusion team and pastoral staff are fully involved in the transition of students from KS1 to KS2, from KS2 to KS3 and from KS4 to KS5, liaising with pre-school, primary or secondary SENDCOs to ensure that the needs of students transferring into Reception, Year 7 or Year 12 are, as far as possible, fully met. This process involves:

- Meeting regularly with pre-school or primary colleagues
- Arranging individual visits for students prior to transfer
- Attending EHCP review meetings
- Reviewing students' prior attainment data
- Additional information is gathered from parents/carers and external agencies as appropriate

13. Registering a concern

- 13.1. Before pre-school transfer, members of the SEND department will liaise with the pre-school/nursery, collect information and note any concerns of pre-school nursery workers, SEND Coordinators, and the nursery leaders about students with special educational needs.
- 13.2. Before secondary transfer, members of the SEND department will visit/liaise closely with each partner primary school and collect information and note any concerns of Year 6 class teachers, SEND Coordinators, and the head teachers about students with special educational needs.
- 13.3. Before post 16 transfer, members of the SEND department will visit/liaise closely with the secondary school provider and collect information and note any concerns of Year 11 class teachers, SEND Coordinators, and the head teachers about students with special educational needs
- 13.4. Any concerns about additional students that emerge after transfer will be raised through the following academy procedures:
 - Subject teacher referral: subject teachers can refer concerns about a student's learning difficulties directly to the appropriate SEND tutor, and ask for advice, support or further investigation
 - Parental concerns: parents' or carers' concerns about their children's special needs may be passed on by them, either directly or indirectly, to the SENDCO

14. Collecting evidence

- 14.1. Before pre-school, primary, secondary or post 16 transfer, evidence will be collected from the pre-school/nursery/primary/secondary school's SEND Coordinators and any other relevant services.
- 14.2. During a student's time at a school within the trust, evidence will be collected in a variety of ways:
 - By the SEND department who have regular contact with students across subject areas
 - By special meetings about students with SEND/subject/pastoral staff

15. Assessments

- 15.1. The trust will make use of the following procedures for students with special educational

needs.

- 15.2. The trust database provides useful information for analysing a range of special educational needs.
- 15.3. In addition, for diagnostic purposes, the SEND department may need to implement additional skills assessments.
- 15.4. Appropriate subject assessments will provide general guides to the difficulties these students may be experiencing across the curriculum.
- 15.5. Where there is clear indication that an assessment from an outside specialist is necessary to diagnose a student's problem, the SEND Coordinator will review relevant pathways with outside agencies.
- 15.6. The trust is committed to carrying out its statutory duties for those students who are being formally assessed under the 1993 Education Act.

16. Registration/Recording

- 16.1. Once a student's special educational needs have been identified and assessed, the student will be placed on to the SEND Register under the following headings:
 - Educational Health Care Plan - EHCP
 - SEND Support – K
- 16.2. For each registered student the academy will maintain a special needs file that will include all records relevant to decisions made on the registration of that student.

17. Access and provision

17.1. MAT Wide Objectives:

- To provide access to a broad and balanced curriculum that is differentiated to meet individual needs and deliver quality first teaching and learning
- To provide learning support to help students with special educational needs to have access to, and make progress within, the academy curriculum
- To provide teaching of basic skills for students with significant learning difficulties with aspects of literacy or numeracy to ensure a greater degree of learning independence

17.2. TAG Specific Objectives:

In addition to the objectives above, TAG has an Autism Provision contracted and funded by the Local Authority. The aims of this provision are:

- To provide an inclusive environment for all SEND learners, including students who have autism
- To become a beacon of excellence for autism
- To maintain quality first teaching and learning as a provision for all students, including those with autism
- To provide an Autism Provision that meets the individualised needs of its learners through a differentiated curriculum that remains broad and balanced
- To provide a safe, supportive environment where our students can flourish and generalise their skills in a wider academy setting
- To provide 1:1 and small group interventions that meet the needs of our learners and enable them to reach their full potential, both academically and vocationally
- To provide supported extracurricular opportunities to foster the talents and special interests of our learners
- To provide a high-quality provision which enables students with autism to transition successfully into the full time mainstream secondary school environment

18. Statement of policy

Differentiation

18.1. Our settings policies emphasise the requirements for all teachers to ensure that the curriculum is differentiated to meet the needs of all students so that they may receive quality first teaching and learning. This will ensure the greatest possible degree of access for students with special educational needs to ensure that they can develop and make progress at their own level and are motivated to learn.

18.2. The trust accepts that by employing appropriate teaching and learning strategies, and by giving special consideration to curriculum delivery and resources, many of the students' needs can be met in the classroom. In the methods of differentiation all aspects of the learning process will need to be considered. There needs to be a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.

18.3. In many subject areas curriculum planning and differentiation may be aided by the use of setting to enable personalised learning. In this way the curriculum content and pace of

lessons can be adjusted appropriately. However, schemes of learning across all subject areas should include a range of resources and strategies to reflect the range of need within each class. Individual students may progress at different rates in different subject areas and so consideration of placement in a set will be made subject by subject.

Learning Support

- 18.4. In addition to a differentiated approach, students with SEND may require extra attention and support for their learning difficulties by another adult as specified in their EHCP. The main focus of this learning support from Teaching and Learning Assistants (n.b. Teaching and Learning Assistants may be referred to by another name in our MAT settings) will be in the mainstream classroom where these students will be taught alongside their peers.
- 18.5. It will be the responsibility of the SENDCO to establish a framework of learning support across the curriculum. The allocation of Teaching and Learning Assistants (n.b. Teaching and Learning Assistants may be referred to by another name in our MAT settings) to classes will depend both on student priorities - to meet the requirements of EHCP students and to meet the needs of other registered students at SEND support level, and subject priorities - where priority will be given to the core subjects of English, maths and science and then to areas where students require the most help with reading, writing and conceptual understanding. Please note that some academies within the MAT do not have Teaching and Learning Assistants. In these academies, support is offered to SEND students in other ways.

19. Education Health Care Plans

- 19.1. Students with an Education Health Care Plan will have their needs met in accordance with the objectives outlined in their plan.
- Each setting holds Annual Review meetings for our students who have an EHCP and we complete the appropriate paperwork for this process.
 - The aim of the review will be to assess the student's progress in relation to the objectives on the EHCP and review the provision made to meet the student's needs, as identified on the EHCP. Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it.
 - Our review procedures fully comply with those recommended in Section 6.15 of the SEND Code of Practice Jan 2015 and with local policy and guidance - particularly with regard to the timescales set out within the process.

20. Planning, monitoring and reviewing

20.1. MAT Wide Objectives:

- To ensure that all processes have the student at the centre and also provide the opportunity for parents/carers to voice their hopes and aspirations for their child
- To set up effective procedures to monitor and review the progress of students with SEND students

21. Statement of policy

Planning

21.1. The trust acknowledges that planning for SEND is an essential prerequisite for meeting those needs. At individual setting level it is important to plan and develop courses that will meet the continuum of needs which exist within the student community, and to provide the flexibility of courses needed to meet the students' individual needs. At departmental level it is important to plan in advance, schemes of work in such a way as to match the learning potential of each group of students. At classroom level it is equally important, as part of lesson planning, for subject teachers to anticipate the individual problems that students with SEND may face.

- 21.2. The trust agrees that the monitoring of students with SEND should be a proactive process which aims at not only checking students' progress, but managing it in a positive way. The academy also recognises the importance of involving the students and parents or carers in the monitoring process. SEND Parental/Carer Consultation Evenings facilitate this process.
- 21.3. The process of all students with SEND is subject to the normal monitoring procedures of subject departments. When necessary they may also be subject to pastoral monitoring through guidance and the report system. The depth and extent of this monitoring will reflect the complexity and/or severity of the students' learning difficulties. Pen portraits (sometimes referred to as ILPs or OPPs) provide a passport to learning for relevant students with additional SEND needs. Parents/carers are invited to consult on this process.
- 21.4. It is essential that effective communication channels between subject, pastoral and SEND staff are created and maintained in this process.

Reviewing

- 21.5. The process of registered students is subject to general reviews which take place at least three times per year. Reviews may take place at SEND Parental/Carer Consultation Evenings, or individual reviews. At some stage or other these reviews may involve the following parties:
- Inclusion Leader on the Leadership team, SENDCO, SEND staff, students, parents, and external agencies/LA representatives
 - Each academy is committed to carrying out its duties for EHCP students who are subject to the Annual Review procedures set out in the new Code of Practice
- 21.6. Students are able to share their views in a number of different ways. These views are welcome and acted upon; they are specially sought as part of their Annual Review, as part of any student progress meetings and at the end of a targeted intervention.

22. Continuity and transition

22.1. MAT Wide Objective:

- To provide continuity of advice and provision for students with SEND throughout their school life, especially at the transitional points of between key stages and in preparation for post 16 education/training

22.2. In order to make the most effective provision for students with SEND the trust appreciates the importance of providing continuity of advice and provision for students as they progress through their school. The trust has procedures to fulfil the following:

- Effective transfer of information
- Consistency of approach and provision
- Special consideration at transition points

23. Transition from pre-school/nursery to KS2, KS2 to KS3 and KS4 to KS5

23.1. Each setting will achieve continuity across these stages by liaising with all those parties who have knowledge of the students with SEND prior to transfer. This will include the SENDCO at each setting, class teachers, Curriculum Support Service, special units, educational psychologists, and any other relevant external agencies. Based on this 'primary' information a summary for each registered student is provided for all the teachers to help them plan their lessons via strategic seating plan software.

23.2. Early in Year 7 subject teachers are also provided with baseline information for all Year 7 students. This includes relevant KS2 results, Cognitive Ability Tests scores and Reading scores. This data will also help curriculum planning and student target setting.

24. Transition at KS3/KS4

24.1. The transition between these two stages for students with SEND can be enhanced by:

- Advice on subject options for relevant year groups
- Information Advice and Guidance from the Careers team
- Collaborative working between SLG, Pastoral and Inclusion leaders, Progress Leaders and SEND staff

25. Transition at KS4/KS5

25.1. Each setting closely monitors all students, including SEND students, throughout KS4 and with special reference to their estimated grades at GCSE.

25.2. The tracking and monitoring of Sixth Form student progress is carried out by the relevant staff. Personal Progress Tutors provide additional support for SEND students.

26. Personal and social integration

26.1. MAT Wide Objective:

- To ensure that students with special educational needs and/or disabilities are not segregated, but fully integrated into the personal, social and academic life in the academy, and have every opportunity to participate in the sporting and extracurricular activities of the academy.

Statement of policy

Personal and social

- 26.2. The trust will ensure that all students, including those with special educational needs and/or disabilities, are fully integrated into the personal and social organisation of the academy through the pastoral system. Form Tutors will care for, support and monitor the personal, educational and social needs of all their students and, where appropriate, will seek additional support and advice.
- 26.3. Students with special educational needs and/or disabilities will receive their personal and social education alongside their peers within their tutor groups.
- 26.4. At secondary level, through the same pastoral/PSHE organisation, all students will receive careers advice and planning, and their entitlement to work experience. Special advice and consideration is given to students who have special needs which may affect their career options.

27. Working with external agencies

27.1. MAT Wide Objective:

- To seek advice and help from agencies, and work in partnership with them to meet the special educational needs and/or specific physical needs of the students.

Statement of policy

- 27.2. To help meet the needs of individual students there will be occasions when a setting will need to seek special advice and support from agencies outside the trust. In this endeavour, we are committed to the principles of the partnership and close working relationships with local area Children's Services Department, the Health services, etc.

27.3. Child Health Services

A child's difficulty at school may be related to a medical condition or disability, or to medical treatment which affects the ability to participate fully in the curriculum. Each setting will work in partnership with parents or carers and the relevant health services to ease anxieties and provide the necessary conditions for the child to prosper. If the setting is the first to suspect a medical problem, it will either advise the parents or consult their general practitioner or, with parental consent, consult the School Nursing Service.

27.4. Child and Adolescent Health Services

Children's progress may be significantly affected by emotional and behaviour difficulties that may be related to mental health problems. Children may also have major difficulties with peer relationships, associated with a range of emotional and social difficulties, which have a potentially serious effect on the child's future health, development and education. In these cases, each setting within the trust will ensure that it liaises with the family and the relevant external specialists to provide maximum support for the child. If the setting initiates the process, it will either advise parents to seek help through their general practitioner or, with parental consent, will refer the child to the educational psychologist through the academy's relevant Inclusion Team member.

27.5. Children's Services and Educational Welfare Services

The settings within the trust will cooperate at all times with the MAST Team and/or any relevant department within Children's Social Care provision when a child is either 'in need', or 'at risk' of significant harm. The Inclusion Leader is one of the designated teachers responsible for carrying out the necessary procedures in child protection cases, especially those pertaining to children with SEND.

If a child is being looked after by the local authority, as part of the child care plan the academy will help to provide educational arrangements, including provision for any special educational needs the child may have, in liaison with the support member of staff responsible for children who are looked after.

27.6. Special Educational Needs Support Services

In order to identify, assess and make adequate provision for students with special needs, each setting within the trust will work in close partnership with the following services:

- The Education Psychology Service
- The Hearing Impairment Service
- The Careers Service
- The Visual Impairment Service

- Speech and Language Therapy Service
- Another relevant external agency

27.7. Special Educational Units

Liaison with special educational units will sometimes be necessary for advice, resources, or possible reintegration into mainstream for some students who have needed to spend time at another establishment. In all cases involving the above support services, the SEND Coordinator will aim to observe the following general procedures:

- Decisions will be reached by the SENDCO in collaboration with the SEND team, pastoral team, Vulnerable Students' Manager and relevant senior leaders
- Parental permission will be sought and a formal request for specialist support will be made
- Arrangements will be made to collect relevant information about the explicit nature and extent of the student's problems, and pass it on to the agency
- Arrangements will be made in the academy for external specialists to meet and work with students/teachers/parents
- Educational plans and provision will be adapted to take into account the specialist advice and support offered

28. Working in partnership with parents or carers

28.1. MAT Wide Objectives:

- To ensure that the trust takes account of the wishes, feelings and knowledge of parents or carers when making assessments and planning actions to meet their children's special needs.
- To encourage parents or carers to recognise that they have responsibilities towards their children, and that the most effective provision will be made when they work in partnership with the academy and other agencies to meet their children's special needs.

Statement of Policy

28.2. Parents and carers of children with special needs will be given the same general information and chances to share in their children's progress as all parents. In addition to this, parents and carers of children with special needs may require and expect information on the following:

- Trinity MAT's SEND policy
- The SEND support available from both the academy and the LA's Local Offer
- The SEND assessment and decision-making procedures
- Other services provided by the LA for children in need
- Local and national voluntary organisations which may provide advice and counselling
- The work of the parent partnership services such as SENDIASS

28.3. The trust values highly a partnership with parents and carers in obtaining the most effective provision for students with special needs. This partnership includes:

- Each setting within the trust explaining to parents and carers its concerns about their children's special needs and strategies that may be used to meet their needs
- Parents and carers working with their son/daughter's setting in monitoring special programmes and encouraging their children to take an effective part in them
- Each setting within the trust responding effectively to parental or carer concerns about the students' special education needs
- Parents and carers responding effectively to a setting's request for their involvement in meeting their children's special needs
- Each setting within the trust and parents/carers having joint reviews of students' progress where relevant

28.4. We will always try to ensure that parents' access to the dealings with each setting in the trust over SEND matters will be easy and as relaxed and flexible as possible.

In-service training

28.5. MAT Wide Objective:

- To encourage all staff, teaching and non-teaching, through both external and internal in-service training, to develop their understanding of special educational needs and disabilities and their expertise in providing for students with such needs

Statement of Policy

28.6. Each year, staff are asked to identify their training needs in terms of either implementing their departmental development plan, or enhancing their own personal and professional development.

28.7. Teaching staff, as a whole, are encouraged to:

- Develop their understanding of special needs and disabilities and the educational, social and personal implications for a student having special needs
- Develop their teaching expertise in providing for students with such needs
- Keep up with any new initiatives, procedures and legislation in the area of SEND

28.8. As the trust continues to develop the use of Teaching and Learning Assistants (please note that Teaching and Learning Assistants are not in place at all academies within the MAT and/or may be referred to by another name), we are also aware of the need for them to benefit from the in-service training and for the teaching staff to be trained in the best ways of utilising Teaching and Learning Assistants as an important resource.

External training

- Courses aimed at the SEND department to develop policies and practices, and to examine new legislation and guidance in this area.
- Courses for teachers wanting to specialise in areas of special needs training.
- Courses for subject teachers wanting to develop special needs provision in a curricular context.
- Courses for Teaching and Learning Assistants to develop their general understanding of SEND issues, and to be trained in support strategies and IT applications.

29. School-based training

- All teaching and support staff receive a full SEND induction.
- The option of allocating specific INSET days or staff meetings to deal with pertinent SEND developments.
- SEND staff are involved in other Training Days and can give a SEND perspective on academy development issues.

- Teaching and Learning Assistant training is a focal point of the development of a CPD programme at the academy. Please note that Teaching and Learning Assistants are not in place at all academies within the MAT and/or may be referred to by another name.