

Special Educational Needs and Disability (SEND) Policy



STATEMENT OF INTENT

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Our Vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

AIMS

All TEACH staff and Trustees have high aspirations for all the children identified as having SEND in our schools no matter what their needs or abilities. We strive to ensure that all the children achieve their best and become confident individuals living fulfilling lives.

We are a Rights Respecting Trust and work with due regard for the principles of the United Nations Convention on the Rights of the Child in particular articles 23, 28 and 29. These articles describe the rights of all children to have an education that develops their "personality, talents, mental and physical abilities to their fullest potential" and the rights of children with special needs to have conditions which ensure "dignity, promote self-reliance and facilitate the child's active participation in the community".

Our ambition is to ensure all children are part of a fully inclusive environment and we actively strive to advance the equality opportunities for every single child. Our SEND policy aims to set out how our TEACH Trust schools will support and make provision for children with special educational needs and disabilities (SEND), and explain the roles and responsibilities of everyone involved in providing for children with SEND.

Through this policy we aim to:

- provide access to and progression within the curriculum for all children

- provide quality training for staff that suggests strategies that help them to support children with SEND, to ensure they can access the curriculum
- create an atmosphere and culture of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive
- enable each child to take part and contribute fully to school life
- work in partnership with parents and carers
- develop individuals' self-esteem
- identify at an early age, individuals who need extra help and support
- involve children in planning to address and monitor their special educational needs and or disability.

Our objective is to place every child at the heart of our inclusive management and provision of support. We intend to identify and provide for children who have special educational needs and disabilities, so they can access the curriculum and be successful. We aim to do this by providing support and advice to all staff on how to provide 'ways in' to the curriculum and wider life of the school. We ensure close links with families are encouraged and maintained, and work within the guidance provided in the SEND Code of Practice: 0 to 25 years (2015).

COMPLIANCE, LEGISLATION AND GUIDANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- The SEND Code of Practice: 0 to 25 years (DfE 2015)
- The Special Educational Needs and Disability Regulations (September 2014)
- The Children and Families Act (September 2014)

DEFINITIONS

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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.

The SEND Code of Practice: 0 to 25 years (2015), defines Special Educational Provision as:

- Provision that is additional to or different from that made generally for other children of the same age by mainstream schools.
- A pupil may have a disability under the Equality Act 2010 and, if so, there must be consideration given to what reasonable adjustments can be made.

SCHOOL INFORMATION AND LOCAL OFFER

The TEACH Trust contains four mainstream schools.

Ad Astra Infant School	Mainstream infant school
Canford Heath Infant School	Mainstream infant school with Specialist Resourced Provision for Speech, Language and Communication Needs (SLCN)
Haymoor Junior School	Mainstream junior school
Canford Heath Junior School	Mainstream junior school with Specialist Resourced Provision for Speech, Language and Communication Needs (SLCN)

The CEO has overall responsibility for Special Educational Needs and Disability (SEND) in all TEACH schools, alongside the Headteachers and Head of Inclusion and SEND. The Trust Inclusion Leaders have day-to-day responsibility for SEND in each school. The Trust operates two Specialist Resourced Provision (SRP) bases for children with an EHCP for Speech, Language and Communication Needs (SLCN). Admission to the specialist SLCN bases is determined through the Local Authority in partnership with TEACH Trust. The Base Managers for the SLCN SRP bases have day-to-day responsibility for the children in their base.

In addition to mainstream classroom provision, the Trust operates Inclusion Bases designed to meet the needs of children who require targeted support to access learning successfully. Inclusion Bases provide tailored teaching, therapeutic approaches and personalised support programmes which enable children to develop skills and readiness for learning. Provision is delivered through a flexible model, allowing children to access both specialised and mainstream learning opportunities according to their individual needs. Admission to an Inclusion Base is determined through consultation with parents/carers, school leaders, the Inclusion Leader and relevant professionals, and decided by the school's Headteacher.

The TEACH Trust SEND Information Report is available on each school's website and contains annually updated information about how children with SEND are included. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25 years (2015). This information is kept under review and updated annually in liaison with Trustees and staff.

The BCP Council SEND Local Offer provides information on services and activities for children and young people living in Bournemouth, Christchurch and Poole aged 0 to 25 with special educational needs and disabilities. Information can be found on their website: [The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council](#)

ROLES AND RESPONSIBILITIES

The TEACH Trust Board and relevant staff will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This includes ensuring that the school publishes up to date information regarding:

- supporting disability
- managing medical conditions
- equality
- accessibility
- the SEND policy
- the annual school information report (TEACH Trust SEND Information Report)

The **SEND Trustee** will:

- help to raise awareness of SEND issues at SEND board meetings and Trust board meetings
- monitor the quality and effectiveness of SEND provision within the school and update the Trust board on this
- work with the Head of Inclusion and SEND, Head of Curriculum and Standards, Headteachers and Inclusion Leaders to determine the strategic development of the SEND policy and provision in the school

The **Head of Inclusion and SEND (HOIS)** will:

- work with the CEO, SEND Trustee, Headteachers and Inclusion Leaders to determine the strategic development of the SEND policy and provision in the TEACH Trust schools
- lead the Trust in embracing a positive culture of inclusion
- undertake a continuous process of monitoring and assessment to inform the educational provision across the Trust
- support the Head of Curriculum and Standards and Inclusion Leaders in securing effective intervention, ensuring it is regularly reviewed
- report to Trustees
- quality assure Individual Education Plans and SEND provision across the Trust
- secure suitable resourcing and funding to meet the needs of children with additional needs within the Trust
- advise on the deployment of the school's delegated budget and other resources, such as the High Needs Block funding, to meet pupils' needs effectively
- be the point of contact on matters relating to SEND for the Local Authority and its support services
- oversee the two SLCN Resource Bases at Canford Heath Infant and Junior School
- undertake a continuous process of monitoring and assessment to inform the educational provision in the SLCN Resource Bases
- support the SLCN Base Managers in implementing a purposeful, broad and balanced curriculum, ensuring it is regularly reviewed

The **Headteachers** will:

- work with the Head of Inclusion and SEND, Head of Curriculum and Standards and Inclusion Leaders to determine the strategic development of the SEND policy and provision within the school
- have overall responsibility for the provision and progress of learners with SEND

The **Inclusion Leaders** will:

- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- work with staff and families in identifying needs and providing support
- ensure that EHC plans are implemented where appropriate, and reviewed as part of the Annual Review process
- lead staff training and provide professional guidance through SEND conferencing to develop and improve practice
- support staff with the provision for pupils with SEND
- brief the leadership team and Trust board on issues relating to SEND

- liaise regularly with the SEND Trustee, Head of Inclusion and SEND, class teachers, support staff and the Pastoral Care team regarding SEND provision
- monitor assessment, progress, targets and Individual Education Plans (IEPs) in line with the graduated approach
- line manage, co-ordinate and support the team of SEND teaching assistants
- be the point of contact for external agencies and liaise with relevant support services
- ensure external professional agency advice is implemented
- attend multi agency meetings and co-ordinate work with outreach services
- attend transition meetings and liaise with feeder and destination schools
- ensure SEND and Pupil Premium registers, and school records relating to SEND, are reviewed and kept up to date.

The **class teachers** will:

- be responsible for the progress and development of every child in their class
- be responsible for meeting the needs of all children in their class, including those with SEND
- design challenging and inclusive opportunities for all children
- work closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- be well trained to meet the needs of all children in their care
- collaborate effectively with children, parents, carers and outside agencies when drawing up effective plans for children as part of the graduated response
- encourage children to explore their aspirations and set measurable targets
- work with the Inclusion Leader to review each child's progress and development, and decide on any changes to provision as described on their Individual Education Plans (IEPs)
- ensure they follow this SEND policy.

THE KINDS OF SEND THAT ARE PROVIDED FOR

The SEND Code of Practice: 0 to 25 years (2015) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical needs (PD)

Our TEACH Trust schools currently provide additional and/or different provision for a range of needs. Some children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

IDENTIFYING CHILDREN WITH SEND AND ASSESSING THEIR NEEDS

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from teaching assistants or specialist staff. High quality teaching, a rich, broad and balanced curriculum, differentiated for individual children through carefully planned 'ways in', is the first step in responding to children who have or may have learning needs. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that

additional intervention is not resulting in progress, it is possible that a child may have special educational needs.

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- does not match or better the child's previous rate of progress
- does not close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than academic attainment, for example, social and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes 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 Quality First Teaching offer, or whether something different or additional is needed at SEND Universal School Support level.

If a child has been identified as having special educational needs, the child's parents/carers **must** be informed that special educational provision is being made, in accordance with the SEND Code of Practice: 0 to 25 years (2015), and an Individual Education Plan (IEP) will be implemented. Parents/carers will be invited to contribute to and co-construct the child's IEP, alongside the child and class teacher, where short-term targets and provision will be agreed. The school will keep a careful record of the IEP and the impact of provision in order to monitor progress. The child will be placed on the school's SEND register at Universal School Support Level in line with the SEND Code of Practice: 0 to 25 years (2015).

We will follow the graduated approach and the four-part spiral of **assess, plan, do, review**. This approach is evident in the SEND Code of Practice: 0 to 25 years (2015) sections 6.45 to 6.56. This principle is firmly embedded in working closely with parents/carers and children to agree actions and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes. The class teacher will gain a growing understanding of the child's needs and work with the Inclusion Leader to carry out a clear analysis of individual needs to identify precisely a child's barriers to and gaps in learning. This will draw on:

- the teacher's assessment and experience of the child
- monitoring records of attainment and statutory assessments
- the child's previous progress, attainment or behaviour
- other teachers' assessments, where relevant
- other diagnostic tools, where relevant
- the individual's development in comparison to their starting points, peers and national data
- the views and experience of parents/carers
- the views of the child
- advice from external support services and reports, if relevant

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. We will

regularly review the effectiveness of the support and interventions, and their impact on the child's progress, making adaptations or reasonable adjustments where required.

Schools may request a statutory assessment from the Local Authority when, despite an individualised programme of sustained intervention following a graduated response, a child's progress remains a significant cause for concern. A statutory assessment can be requested by a parent or outside agency. In order to proceed with the statutory assessment, a school should have a range of information upon which it can draw to evidence such a request. An Educational Health Care Plan (EHCP) may be provided where, after a statutory assessment, the Local Authority considers the child requires provision beyond what the school can offer within normal pupil funding parameters. A request for a statutory assessment does not inevitably lead to an Educational Health Care Plan (EHCP) and that the granting of an EHCP may not lead to additional funding.

ASSESSING AND REVIEWING PUPIL PROGRESS

With the support of the Inclusion Leaders, teachers will use the Trust's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND. The Inclusion Leaders will oversee the identification, assessment and individual progress of children with SEND through:

- obtaining information through liaison with feeder settings and schools
- tracking and analysis of assessments and interventions
- observations of the child in school
- asking questions
- target setting and regular review of the progress of pupils using robust tracking systems
- close working with parents/carers and external agencies
- screening for additional or specific needs using diagnostic tools such as a SNAP assessment or dyslexia screener, where relevant
- overseeing Individual Education Plans (IEPs)
- SEND conferencing with the class teachers
- referrals to external agencies and specialists where required.

A child will be removed from the school's SEND register if they have made, after careful review, sufficient progress over a period of time and are able to access the curriculum successfully, without additional support at Universal School Support Level. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents/carers will be consulted at each stage if support is provided or when it will cease. Once removed from the SEND register, a child's progress will continue to be monitored through the TEACH Trust tracking system to ensure they are making appropriate progress.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice: 0 to 25 years (2015). The local authority determines the ceasing of an EHC Plan where a child no longer requires the special education provision as specified in the EHC Plan.

We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- attendance and punctuality
- health and welfare
- having English as an Additional Language (EAL)
- Pupil Premium entitlement
- being a Service child
- being a child in care
- being adopted from care or previously in care
- relationship or behaviour difficulties where there is no underlying SEND
- bereavement and family issues

Identifying and assessing children whose first language is not English requires particular care. Pupils who have English as an Additional Language (EAL) should not be considered to have a learning difficulty solely because English is not their first language. Our teachers – with the support of the Inclusion Leaders – track the English proficiency of children who have EAL and implement support accordingly. If there are further concerns regarding a child's progress, then these will be explored so that any special educational needs can be identified and targeted support implemented.

For those children with SEND, whose needs are significant, complex, ongoing and acute, and where specialist settings or alternative provision support is becoming increasingly more appropriate in terms of meeting need, then we will work alongside parents/carers and the Local Authority to review this.

OUR APPROACH TO TEACHING PUPILS WITH SEND

Quality First Teaching is our first step in responding to children who have SEND, and teachers are responsible and accountable for the children's progress and development. All staff promote an inclusive culture in which differences are valued, and teachers use materials that reflect a range of diverse needs, social and cultural backgrounds, and protected characteristics, without stereotyping. We ensure that our curriculum is not only broad and balanced, but sequential and differentiated with carefully planned 'ways in', so that all children can access the key learning in all subjects. Below, are some of the ways in which we make adaptations and implement provision to ensure all children's needs are met:

- Quality First Teaching by the class teacher
- A rich, broad curriculum that is exciting, involving and appropriately differentiated having carefully planned 'ways in'
- Flexible grouping
- Timetable adjustment
- Adapting our resources and staffing
- Encouraging all pupils to participate fully, regardless of their disabilities or medical needs
- Deploying teaching assistants trained in specific interventions
- Facilitating small out of class interventions
- Providing pastoral, ELSA and holistic support
- Using specialised equipment, resources or software to enable access or address need
- Using recommended aids, such as coloured overlays, visual timetables, social stories, larger font, etc
- Obtaining and implementing advice and support from BCP Outreach Services
- Facilitating transition support programmes

- Interagency working to ensure we provide appropriate support packages for children e.g., Dorset Speech and Language Therapy (SALT), Physiotherapy and Occupational Therapy
- Annual SEND conferencing with class teachers and the Inclusion Leader to ensure high quality provision is implemented, monitored and reviewed
- Termly IEP review cycle, constructed between the class teacher, child and parents/carers
- Regular pupil conferencing

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the Trust's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Our schools work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE December 2015). We will comply with the duties specified under the Equality Act 2010. Staff and Trustees understand they are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon to the TEACH Trust board in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

ADMISSION ARRANGEMENTS

All TEACH schools use the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition, we make appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, our schools liaise with the Local Authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions.

Each TEACH Trust school has a range of specialist SEND facilities and resources, and a summary of these are included the annual TEACH Trust SEND Information Report.

Admission criteria for the two Speech, Language and Communication (SLCN) Resource Bases follows an arrangement with the local authority. We provide an inclusive provision for children who have an Education, Health and Care Plan (EHCP) and whose primary need is related to Speech, Language and Communication (SLCN). The local authority is responsible for the consultation for placement of children attending the SLCN Bases at Canford Heath Infant and Canford Heath Junior School and will work in partnership with TEACH Trust to appropriately place children. The local authority is also responsible for the funding of children attending the SLCN Resource Bases.

TRANSITION ARRANGEMENTS

All TEACH Trust schools are committed to ensuring that parents/carers have confidence in the arrangements for their children on entry to our schools, in the year-to-year progression and at the point

of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education. Further details regarding transition are included in the TEACH Trust SEND Information Report.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and pupils as and when required. For example, the school may seek possible involvement from external professionals to deliver training and support in specific areas of special educational needs and disabilities.

The Inclusion Leaders have all completed, or are in the process of completing, the National Award of SEND Co-ordination, and can provide information on specific needs for staff. They network for personal training through opportunities provided through the BCP SENDCo networks and forums.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals. For example, training provided from the diabetes nurse.

We have a team of well-trained support staff in our Trust, including general teaching assistants (TAs) and higher-level teaching assistants (HLTAs). Our SEN teaching assistants (SENTAs) are directly supported by the Inclusion Leaders.

REVIEWING THE SEND POLICY

The Trust's SEND school information report (TEACH Trust SEND Information Report) is updated annually. THE SEND policy will be reviewed regularly in co-ordination with Trustees and staff. TEACH Trust will consider feedback from parents, carers and children.

LINKS TO OTHER RELATED POLICIES

- Accessibility Plan
- Equality Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Relationship and Behaviour Policy
- Data Protection and Confidentiality Policy
- Physical Intervention Policy

WEBSITE DETAILS FOR EACH OF THE TEACH TRUST SCHOOLS

Ad Astra Infant School	http://www.adastra.poole.sch.uk/
Canford Heath Infant School	http://www.chis.poole.sch.uk/
Canford Heath Junior School	http://www.chjs.poole.sch.uk/
Haymoor Junior School	http://www.haymoor.poole.sch.uk/

COMPLAINTS PROCEDURE (please refer to www.gov.uk)

If you want to complain about a school's SEND support, you should do it while your child is still registered at the school. This includes complaints that the school has not provided the support required by your child's Educational, Health and Care plan (EHCP).

Complaints about SEND provision in our schools should be made by following these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the class teacher
2. Talk to the school's Inclusion Leader
3. Follow the school's complaints procedure as per the school's complaints policy. The TEACH Trust complaints procedure is available on each school's website and can be requested via the school office
4. Complain to the ESFA

Policy reviewed September 2026

Next review date September 2027

Equality Impact Assessment

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	
	Trustees	✓
	Staff	✓
	Parents/Carers	
	Local Authority	✓
	Trade Unions	
	Other Advisors (give details)	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Termly	
	Annually	✓
	When applied	
	If legislation changes	
	If a formal complaint	

Does the policy affect one group less or more favourably than another on the basis of:	Y/N
Disability	Y
Gender reassignment	N
Marriage or civil partnership	N
Pregnancy and maternity	N
Race	N
Religion or belief	N
Sexual orientation	N
Sex (gender)	N
Age	N
SEN	Y
Vulnerable	Y
Traveller, migrant, refugees and people seeking asylum	N
EAL	Y

	Y/N	Comments/Actions
Is there any evidence that some groups are affected differently?	Y	To make additional provision for identified children, as necessary, to ensure that they have their needs met and make progress.
If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	Y	This adheres to the SEND Code of Practice: 0 to 25 years (2015)
Is the impact of the policy likely to be negative?	N	
If yes, can the impact be mitigated by taking different action?	N/A	

