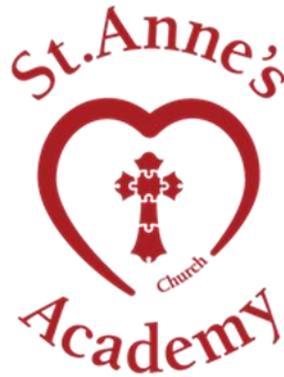




THE PRIORY  
LEARNING TRUST



# SEND and Inclusion Policy

This policy should be taken and used as part of St Anne's Church of England School's overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England School.

## Policies approved by the Board of Trustees

**Signed:**

**Name:**

**Date:**

**Chair of Board of Trustees**

## Authorised for Issue

**Signed:**

**Name:**

**Date:**

**Executive Principal**

## History of Policy Changes

Date	Version	Author	Origin of Change e.g. TU request, change in legislation	Changed by
September 2017	1	Lisa Smith	Creation of policy	
July 2018			Adapted to St Anne's Church Academy	Di Martin

This policy applies to the following schools within the Priory Learning Trust:

Priory Community School Academy

Worle Community School Academy

St Anne's Church Academy

Date policy adopted	September 2017
Review cycle	Annual
Review date	September 2018

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## Overview

This policy will have due regard to legislation, including, but not limited to:

- The SEND Code of Practice: 0 to 25 years, July 2014, January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations
  - Health and Social Care Act 2012.
  - Equality Act 2010.
  - Mental Capacity Act 2005.
  - Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014).

### 1. Aims

The PLT of which St Anne's Church Academy is a part aims to give students with SEND equal opportunities to take part in all aspects of school provision. We involve parents, carers and the students themselves in planning and supporting all stages of development. We as a school aim to ensure that all students and community users are entitled to:

- Be fully included in all aspects of school life both within the classroom and during social times.
- Be equally valued members of the school community.
- Have individual educational needs recognised and met.
- Be treated as individuals
- Be given every opportunity to reach their full potential.
- Feel empowered and experience success.
- Promote individual confidence and positive attitudes

At St Anne's we strive to ensure that **ALL** pupils are fully included in all aspects of school life. All children in our care including those identified as having 'Special Educational Needs' (SEND) have a common entitlement to a broad and balanced curriculum which is accessible to them as individuals. This is regardless of gender, religion, race, background, specific difficulty or physical ability. As a school we value and respect personal qualities and the needs of individual students. We are committed to providing a safe, secure but challenging learning environment where all students feel confident and able to flourish regardless of their special need or differences.

We understand that some children may require more support than others. If all students are to achieve their full potential, we must recognise this and plan accordingly. Children may have SEND either throughout, or at any time during their school career. Our policy ensures that the curriculum planning and assessment for children with SEND takes into account the type and extent of the difficulty experienced by the child. Some of these students may require long term help throughout their time in school, whilst others may need short periods of support to overcome less complex difficulties.

We are a dual campus school with partial disabled accessibility at our Hewish campus and full disabled accessibility at our West Wick campus. High quality teaching is that

which is differentiated to meet the needs of the majority of students. Some students need something additional to and different from, what is provided for the majority of students; this is special educational provision and we use our best endeavours to ensure that provision is made for those who need it. We regard students as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age,
- or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory age has special educational needs if they fall within the definition at (a) or (b), or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

The SEND Code of Practice 2014/2015 identifies students as having a special educational need or disability (SEND) within one or more of the following categories of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Some children with medical conditions may be disabled and where this is the case PLT complies with its duties under the Equality Act 2010. Please see the school's Medical Policy for further details. The Accessibility and Equality Policy and the Intimate Care Policy may also be relevant.

No student is refused admission to St Anne's on the basis of his or her special educational need. In line with the Equality Act 2010, we do not discriminate against disabled children in respect of admissions for a reason related to their disability. We use our best endeavours to provide effective educational provision.

## **2. The Trust**

Our aim across all schools in the Trust is to provide the structure for a child-centred process that engages children, family, the schools and other professionals in planning for and implementing; high quality, needs led provision that is consistent across the Trust. This is to ensure all our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being. We aim to:

- Ensure the Equality Act 2010 duties for students with disabilities are met,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Enable children with special educational needs to have their needs met,
- Take into account the views of the children with special educational needs,
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- Facilitate full access to a broad, balanced and relevant education,

- In conjunction with the Medical Policy make arrangements to support children with medical conditions and to have regard to statutory guidance supporting children at school with medical conditions,
- Implement a graduated approach to meeting the needs of children
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within each school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across PLT,
- Make efficient and effective use of resources,
- Have regard to guidance detailed by the relevant Local Authority in their Local Offer.

### 3. Schools

Each school within The PLT is responsible for forming its own implementation arrangements appropriate to this policy. Please refer to each individual school's website for details on:

- Arrangements for consulting with parents of children with SEND and involving them in their child's education
- Arrangements for consulting with children with SEND and involving them in their education
- Arrangements for assessing and reviewing children with SEND's progress towards outcomes
- Arrangements for supporting children move between phases of education
- The approach to teaching and learning of children with SEND
- How adaptations are made to the curriculum for children with SEND
- The expertise and training of staff to maximise the progress of children with SEND
- How each school helps children with SEND to engage in activities with children who do not have SEND and how their social and emotional needs are met.
- How the school involves external bodies to help support children with SEND and their Families

This is all in our Information report

Where, despite each school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the child has not made expected progress, the school or parents/carers consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the process of review helps to support the Local Authority in determining when this statutory assessment of needs is required. Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The school holds annual review meetings on the behalf of the Local Authority and completes the appropriate paperwork for this process.

Details of the local SEND offer provided by the relevant local authorities can be found at:

Somerset:

<https://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/>

North Somerset:

<http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/family.page?familychannel=5000>

By working closely with our families we would wish to avoid issues or concerns arising. However, if a parent/carer is not happy with the provision for their child under this policy they should follow the PLT complaints policy to ensure a speedy resolution. This is available on the website.

This policy should be read in conjunction with the following policies:

- Accessibility and Equality Policy
- Safeguarding and Child Protection Policy
- Medical Policy
- Anti-bullying Policy
- Sex and Relationships Policy
- Behaviour Policy
- Literacy policy
- Admissions Policy
- Complaints Policy

### **Policy Review**

The working of this policy will be annually monitored by the appropriate Academy Council Support annually and Conduct Committee and reviewed by the Trustees. As well as examining specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements.