Changing Lives Learning Trust

RESPECT · RESILIENCE · ACHIEVEMENT · OPPORTUNITY

INCLUSION AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Part 1

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1. INTRODUCTION

Changing Lives Learning Trust (the Trust) is committed to ensuring that services are accessible as far as is reasonably possible to all its students, employees and stakeholders regardless of their race, special educational need and/or disability, gender, age or religion. The Trust's Inclusion and Special Educational Needs and Disability (SEND) Policy is sectioned into 3 parts. The Trust policy (part 1) is a statement of intent and applies to all activities and responsibilities of the Trust. The organisation of the SEND Policy (part 2) is academy specific and states how this is managed and organised within an establishment with specific SEND roles and responsibilities assigned. Part 3 is also academy specific and is the Academy Accessibility Plan.

The Trust is an advocate of inclusive education and as such aims to ensure equality of opportunity for all stakeholders; this includes a suitable transition pathway into adult life for all students.

All Trust academies have rigorous systems that ensures the tracking of progress for all students.

The academies have student support structures which aim to meet the needs of all students academically, socially, and emotionally. They also provide opportunities which are accessible and made available to all students.

The SEND Policy is intended to respond to the spirit as well as the letter of the Equalities Act and the Special Educational Needs and Disability regulations 2014.

What is our Trust Vision and Principles?

Changing Lives Learning Trust is an advocate of inclusive education and aims to ensure equity for all our children and young people. Our vision is for the educational experience for learners with SEND to consistently be as good as it is for learners without SEND (equity of educational experience for all learners). Our values are based on respect, trust, equity and accountability to ensure all children and young people with SEND, and their families, are supported and looked after in the best way possible leading to measurable and visible positive impact and opportunities. At our schools we will provide all students with access to a broad and balanced curriculum. We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

What do we mean by Equality, Diversity, Inclusion and SEND?

Equality refers to the Trust providing equal opportunities to everyone and protecting people from being discriminated against.

Diversity refers to recognising, respecting, and valuing differences in people. Equality is impossible to achieve without recognising diversity.

Inclusion refers to an individual's experience within their academy and in society, and the extent to which they feel valued and included.

A person is considered to have SEND if they have a substantial and long-term learning difficulty or disability which calls for special educational provision whereby they require support or resources that are additional to, or different from, the majority of students of the same age. substantial and long-term

Every student may face barriers, challenges, or have needs at some point throughout their school years. The Trust's academies will make their best endeavours to support all students and meet their needs, so they experience an inclusive and fulfilling school experience.

CATEGORIES OF SEND

There are four broad categories of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

Students may have needs in more than one area

Behaviour is not classified as a SEND but may be the communication of an unmet need from one of the four categories. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) the school would firstly follow the Graduated Response procedures and offer support then if needs persist an Early Help Assessment or referral for specialist advice may be proposed.
All children's behaviour is responded to consistently and reasonable adjustments are made to accommodate individual needs.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a protected characteristic group.

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief, or gender.

Indirect discrimination is when there are rules or procedures that have an effect of discrimination against certain groups of people.

The Trust and its academies will have the responsibility for ensuring the SEND Policy is adhered to.

2. AIMS, OBJECTIVES AND INTENTIONS

The Trust is committed to continually improving provision, and in turn outcomes, to meet the academic and aspirational outcomes of all students. This approach will be used as the basis of a personalised approach to their educational experience.

2.1 The Trust aims to provide a broad and balanced curriculum, which is adapted to meet individual needs and abilities of its community.

This policy ensures inclusive curriculum planning and an inclusive assessment procedure, including specialist assessments which take account of the type and extent of the difficulty experienced by the student.

All staff are expected to plan for a student's Special Educational Needs and/or Disability, enabling them to participate effectively in all curriculum, assessment, extra-curricular activities and the broader aspect of academy life as far as is reasonably possible.

2.2 The aims and objectives of this policy are:

- To identify students with SEND, and their specific barriers to learning and participation, as early as possible;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To ensure all students have equal access to a broad, balanced, and inclusive curriculum where they are able to participate fully and effectively.
- To continue to make adaptations to the academy environment that meets the special needs of each student. Each academy will have an Accessibility Plan (SEND Policy – Part 3).
- To value and encourage the contribution of all children to the wider life of the school and participation in extra-curricular activities.
- To support and encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- To support students to be fully involved in their learning and to promote independent learning for all as far as possible;
- To ensure that all staff have access to training and advice to support quality teaching and learning.
- To ensure parents have the opportunity to contribute to their child's SEND assessment and support and that they are kept fully informed and are engaged in effective communication about their child's SEND provision;
- To regularly assess, monitor and review progress of students;
- To work effectively with external agencies and the community to deliver the necessary support, aiming for timely contribution to the assessment, support, monitoring, and review process.

2.3 The Trust will adhere to:

- The Academies Act with regards to funding agreements.

- The Education Act
- The SEND Code of Practice
- The need for all SENCOs to be qualified on appointment or within 3 years of appointment.

2.4 The Trust will ensure that all academies and procedures adhere to the SEND Code of Practice.