



The Societas Trust Entitlement for Pupils with Special Educational Needs and Disabilities

All academies in the Societas Trust aim to be inclusive to all learners and support children with a wide range of needs in accordance with the SEND Equality Act 2010. We have learners with a range of needs including:

- Communication and Interaction. E.g. pupils with speech, language & communication needs, including children with additional needs such as Autistic Spectrum Disorder.
- Cognition and Learning. E.g. Moderate Learning Difficulty, Specific Learning Difficulty, including Dyslexia, Dyspraxia, Dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD)
- Social, Emotional and Mental Health. E.g. Adjustment Disorder, Anxiety Disorder, Obsessive Compulsive Disorder (O.C.D.), Attachment Disorder
- Sensory and/or Physical needs. E.g. Hearing Impairment, Visual Impairment, Physical Disability

Academies in the Trust also work alongside relevant health care professionals to ensure that appropriate support and resources are made available. Children with medical needs will have an agreed care plan which specifies the type and level of support needed. Risk assessments are carried out before educational visits and for other areas where necessary.

Early Identification of Pupils with Special Educational Needs and Disabilities

Academies in the Societas Trust adopt a graduated approach of action and intervention as outlined in the S.E.N. Code of Practice 2014.

All academies understand the importance of the early identification of educational needs and are committed to providing support at the earliest opportunity. Each child will be looked at with a holistic approach when identifying Special Educational Needs.

In each academy there is a continual cycle of assessment that monitors the progress of all children when need is identified and support put in place. When progress is significantly slower than that of their peers - despite high quality targeted teaching - this may indicate that a child has Special Educational Needs and support will be put in place.

Academies will also listen to the views of parents / carers who should contact the school if they have concerns about the progress or attainment of their child.

In the first instance it is the responsibility of the SENCo to ensure that all relevant information is communicated to members of staff who will teach a pupil with identified special needs throughout the years they spend in the school.



Support for pupils with Special Educational Needs and Disabilities

In each academy pupils will receive support as follows:

In the first instance pupils will be supported with 'Quality First Teaching' – i.e. at least good input from the class teacher and other support staff in the classroom.

If, after this input, a child is identified as having an additional need they will be put on the Special Needs Register (with consultation with parents / carers) and a programme of support put in place.

If the child continues not to make limited progress, in some instances they may require a Statutory Assessment with a view to acquiring an Education, Health and Care Plan (an E.H.C.) – previously a Statement of Educational Needs. This is determined by the Local Authority, not the Societas Trust or individual academies. The E.H.C. is a legal document which has targeted objectives that each academy MUST work towards. The E.H.C. will be reviewed annually.

Accessibility

All academies have a legal obligation to ensure that all academies are accessible to all parents, pupils and staff with disabilities and equal opportunities

Services the Societas Trust can access:

Each academy has access to a number of services and organisations including:

- SEND Services
- Educational Psychology
- Speech and Language Service
- Hearing Impaired team
- Visually impaired team
- Educational Welfare Service
- Social Care
- School nurse, Paediatricians, GPs and Health Visitors
- CAMHS (Child and Adult Mental Health Service)
- Occupational Health services
- Physiotherapy
- Children's Centres
- Family Support
- Speech and Language Resource Centre
- Pupil Referral Units (Inspire/Encore)
- Behaviour Support
- ARCH and Dove services
- Child Development Centre
- Special School Outreach
- SEND Information, Advice and Support Service (SENDIASS) Tel: (01782) 234701 or 234847



- Stoke on Trent Safeguarding Board - www.safeguardingchildren.stoke.gov.uk
Tel: (01782) 235100
- Special Educational Needs Assessment and Monitoring Service (SENMAS)
Tel: (01782) 232740

Involvement with Parents / Carers

Before any child is placed on an Academy's S.E.N. Register permission must be obtained from the parents and carers. Parents are entitled to have at least 3 school meeting to discuss their child's progress. This may not be directly with the SENCo, but may be with the class teacher or other relevant professional who has supported the child.

Any child with an E.H.C. plan has to have a statutory review meeting in which the thoughts and feelings of the parents/carers must be recorded. Dependent on the age and need of the child these may be every six months or annually.

For some families the academy may offer support from their internal pastoral support teams to offer help around Education, Health and Welfare matters. In some situations, the academy may further engage with external outside agencies for consolidation and advice.

Involvement with Pupils

Pupils have a right to be consulted and listened to when provision/decisions about their needs are being decided in line with the SEND Code of Practice 2014.

Roles and Responsibilities

Responsibility of the Local Authority

The Local Authority retain responsibility for provision for pupils with Special Educational Needs and Disabilities. They have a duty to work with all Maintained Schools and Academies to ensure that they follow the D.F.E.'s Special Educational Needs Code of Practice 2014.

The Local Authority also has a responsibility to provide an S.E.N.D Advisor and Educational Psychologist for each academy and the local Assessment and Monitoring Team (the E.H.C. Assessment Panel)

Responsibility of the Societas Trust

The Members and Directors of the Societas Trust is responsible for ensuring that each academy adheres to its policies for pupils with Special Educational Needs and Disabilities.

The Members and Directors of the Trust will promote inclusive practice, ensuring equal opportunities for all pupils across the Trust.

Responsibility of the Local Governing Bodies

Each Governing Body will ensure that a representative of the Local Governing Board will meet with relevant staff regularly to monitor the effectiveness of provision and provide challenge



and support when appropriate. In the first instance any complaints regarding S.E.N.D. will be dealt with in line with each academy's Complaints Policy.

The responsibility of the class teacher / classroom support staff

The class teacher takes full responsibility for all pupils in the class, with the teaching assistants working under their guidance and in partnership with them. It is the class teacher's responsibility to deliver 'Quality First teaching' in line with their academy's policies.

Any support staff working with pupils with Special Educational Needs or Disabilities will use their expertise to support the child's learning under the guidance from either the class teacher, SENCo or any outside agency as appropriate.

Responsibility of the Parents / Carers

Parents and Carers are expected to work in partnership with each academy; to support their children at home; attending all meetings and appointments as appropriate and supporting the academy staff with the implementation of any programmes of support as appropriate.

Parents and Carers will support the individual ethos, values and policies of the Academy to which their child attends.

Responsibility of the Pupil

All pupils are expected to adhere to the expectations for learning, behaviour, ethos and values of the academy to which they attend and to engage with provision to support their learning. Where reasonable adjustments for children with SEND have been made, it is expected that the pupil should engage with the individualised provision.

Funding

Funding for pupils with Special Educational Needs is devolved to each individual Academy from the Local Authority. This is called the 'Notional SEND Budget' and is based on the percentage of SEND children on each academy register at a particular point on the academic year.

Academies will aim to match support, interventions and physical resources to the level of each child's need. This may increase or decrease over time as needs change. Pupil Premium funding, which is allocated for pupils entitled to free school meals, may also be used to support pupils with Special Educational Needs.

All Statements and Education, Health and Care Plans (E.H.C.s) are part funded by the Local Authority (this is called the Higher needs/top up funding) and part funded by the named Academy on the E.H.C.

Qualifications and Training

All academies are committed to high quality Continuing Professional Development for all staff. The SENCOs and Inclusion Leaders undergo continuous training and are experienced and



qualified teachers. The SENCOs will have obtained the National Award for S.E.N. Coordination in line with legislation.

Through a rigorous recruitment process each academy will ensure that all teaching and support staff working with pupils with S.E.N.D. are suitably trained for their role and each academy ensures that pupils with Special Educational Needs and Disabilities receive good / outstanding teaching.

Each academy will have staff who have a particular expertise or specialism. (See individual academy web sites for full details). These specialisms will be used across the M.A.T. and academies will link with the Blackfriars Teaching School Alliance.