



# Engage MAT

## SEND Policy

**Date of ratification: January 2018**

**Date of review: January 2019**

**Incorporating Special Educational Needs Information, in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and new regulations under the Children and Families Bill September 2014.**

**To be read in conjunction with the school's Local Offer.**

### **Legislative Compliance**

**This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).**



**‘Engage, Educate, Empower’**

**Inclusion is at the heart of all that we do.**

This policy has been written as guidance for staff, parents/carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014;
- Ofsted Section 5 Inspection Framework September 2014;
- Ofsted SEND Review 2010 “A Statement is not enough”;
- Equality Act 2010;
- Education Bill 2011;
- Children and Families Act 2014.

**1. Inclusion Statement**

We endeavour to achieve maximum inclusion of all children, all of whom are vulnerable learners whilst meeting their individual needs. We are committed to providing an appropriate and high quality education to all the young people we serve.

- We believe that all young people, including those that are identified as having Special Educational Needs have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and enables them to be fully included in all aspects of school life.
- Teachers provide differentiated learning opportunities for all the students within the Federation and provide materials appropriate to pupils’/students’ interests and abilities. This ensures that all pupils/students have a full access to the school curriculum.
- Special Educational Need may provide context for slower or delayed progress. However, we do not view SEND as a barrier or a limitation.
- We make every effort to increase attainment for all our learners and help them make academic progress.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for pupils who are learning EAL as part of our provision for vulnerable learners.
- We aim to make a clear distinction between “underachievement” – often caused by poor early experiences of learning - and special educational needs.

- We aim to create a learning environment that is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners. Staff monitor and review provision regularly.

## **2. Our approach**

The Engage Trust is a unique and diverse MAT that caters for young people throughout the eastern region. We are an all through environment that provides short-term education provision for children in all years from Reception to Year 11. We have a number of bases situated across the region that provide an effective local service for the schools and communities they serve.

The Engage Trust schools have four main functions:

- We provide education and support for young people who have been permanently excluded from school. The needs and profile of these young people vary tremendously. Our role is to assess their needs, help identify the best educational setting for them and prepare them for the next stage of their education. This could be a return to mainstream school, a specialist provision placement or a timetable that allows them to access their education through alternative providers.
- The Engage Trust operates a commercial behavioural support service for schools entitled Engage Educational Services. This multi-disciplinary team uses teachers, support staff and other professionals to provide a holistic approach to supporting young people within mainstream settings who are exhibiting challenging behaviours. We are fortunate in being able to offer schools the services of our own Educational Psychologist and Clinical Psychologist as part of this service.
- We provide education and support to Norfolk young people who are unable to attend school due to their medical needs. This is a wide and varied field that encompasses pupils with both physical and emotional ill health. Across the region specialist teams of staff work with young people in their homes, in our bases and in hospital.
- The Engage Trust schools are an educational base for Children who are Missing Education. We provide educational packages for any child in Norfolk/ Suffolk who is without a permanent school place until such time as their school place is finalised.

In addition, at the Engage Trust schools our pupils are always taught in either small groups with additional adult support, or on a one to one basis

### **3. Introduction**

At The Engage Trust we are committed to working together with all members of our schools' communities. This policy and offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The best people to contact this year will be found in Appendix A

SSSfN Executive Headteacher- Vicki Setters on 01603 508520

SSSfN Headteacher- Anthony Kennedy

Earthsea and Compass Schools- Katrina Warren on 01603 881045

SENDCO- Rachel Thornberry 01603 739512 Amy-Claire Hull 01603 508529

SSSfN Governor for SEND- Sue Cooke

The Pinetree School- Sandra Govender on 01842 752756

SENDCO- James Rice on 01842 752756

The Engage Trust is committed to providing an appropriate and high quality education to all the young people it serves. We believe that all young people, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life.

Our schools aim to be centres of excellence and to provide environments in which individuals are respected and encouraged to reach their full potential. The Schools are committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled.

Each school as a learning community is committed to ensuring success for all. This means that in all work with young people we will aim to ensure that they:

- Achieve their potential and enjoy their learning.
- Stay safe and healthy
- Can make a positive contribution to the school, the community and the wider world.

The Engage Trust is committed to inclusion. Part of the school's strategic planning for improvement is to develop policies and practices that include all pupils. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced difficulties with education in the past. We believe all young people should be equally valued. We strive to eliminate prejudice and discrimination, and to develop an environment where all young people can achieve and feel safe.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment level or background. We take a holistic approach to designing a pupil's individual curriculum that takes account of:

- Special Educational Needs and Disabilities
- Gender
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners with English as an Additional Language
- Learners who are identified as having a disability
- Those who are Gifted and Talented
- Those who are looked after by the local authority
- Those who are subject to a Child Protection Plan
- Others such as those with medical needs, those who are young carers, pregnant students and teenage mothers.

#### **4. Objectives**

- To provide a full accessible and appropriate curriculum for all learners
- To offer a flexible and bespoke timetable of provision for our learners
- To secure high levels of progress for all learners
- To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with SEND.
- To ensure the SEND code of practice is implemented effectively across the Engage Trust schools.
- To continually monitor the progress of all students, to identify needs as they arise and provide relevant support and intervention as early as possible.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision
- To ensure that students with SEND are perceived positively by all members of the school and that SEND provision is positively valued and supported by pupils, staff and parents/carers.
- To enable young people to transition on from us well-equipped in the basic skills of literacy, numeracy and social and emotional independence.
- To involve parents/carers at every stage in plans to meet their child's SEND.
- To involve the young people themselves in planning and in any decision making which affects them.

## **5. How we Identify Special Educational Needs**

Due to the nature of our school our pupils arrive with a history that often indicates that they have difficulty coping within a mainstream school setting. This **MAY** indicate that they have an underlying Special Educational Need.

The Code of Practice defines SEND as:

**“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (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.”**

Upon entry to the Engage Trust schools, most pupils are assessed using a number of methods including standardised tests that relate directly to the four categories of need identified in the SEND Code of Practice:

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

This information allows us to write accurate Individual Learning Plans for every pupil and is the first step in identifying those who may have an SEND and adjusting their provision accordingly.

If a pupil is identified as having SEND we provide provision that is ‘additional to or different from’ the normal differentiated curriculum. This provision aims to enable our pupils to overcome barriers to their learning.

## **6. Continuous Assessment of SEND**

Class teachers, support staff, parents/carers and the pupils themselves will be the first to notice a difficulty with learning. At the SSSfN we ensure that the assessment of educational needs directly involves the pupil, their parent and of course their teachers. Our school staff hold the day-to-day responsibility to oversee and deliver individualised learning to meet the needs of every student, with the support of the SENDCO and senior staff.

Students identified as having SEND will receive interventions which are additional to and different from those provided as part of the school's usual differentiated curriculum offer and strategies. Interventions and targets are used to enable the pupils to progress and these are recorded within the Individual Learning Plan.

The school will take account of the views of parents/carers in the assessment and decision making process. Young people with SEND will also be consulted wherever possible. Procedures for multi-agency referrals will be actively used and reviewed regularly.

## **7. Supporting pupils with SEND**

The focus of this policy is overcoming the barriers to learning for all pupils with SEND by:

### **Good quality assessment**

All SSSfN pupils initially attend a rigorous assessment process for a maximum of three weeks in order to identify academic underachievement and/or a specific SEND. As a result, appropriate interventions are identified and implemented to empower our students through carefully planned programmes, individualised timetables and provision, which address the root causes of any learning difficulty. As a school we respond to pupils and take account of their varied life experiences and needs.

The aim of this is to build a picture of each individual pupil by gathering information from:

- Parent/Carer and pupil
- School files and SEND records
- Other involved professionals and agencies
- Academic assessments
- Reading and Spelling tests
- Teacher assessments and observations
- Staff discussions with SENDCO and other colleagues
- A range of specialist tests where appropriate

This information is summarised in the Student Summary and Individual Learning Plan. This includes recommendations regarding the next steps for the pupil, individual barriers to learning and suggested strategies for all staff to try, as well other agencies to involve.

#### Quality teaching and learning:

At the Engage Trust schools, we expect:

- Systems to support all staff in having information about pupils' individual needs
- Differentiated lessons taking into account individual needs of pupils
- Staff to use strategies that actively support pupils to achieve targets
- Teachers to use support staff effectively to facilitate students to make progress
- Staff to seek additional advice if they are unsure how to best support a pupil
- Intervention programmes to be relevant and in place for pupils identified as having a specific learning need
- Specific interventions relating to literacy and numeracy where appropriate

This is the first and minimum offer to all our pupils with special educational needs.

We value high quality teaching for all pupils and actively monitor teaching and learning in the school. All lessons are differentiated using whole school guidance to meet the individual needs of the pupils.

#### Measuring success of strategies and provision

Any specialised or personalised strategies, provision, interventions and/or programmes of work will be monitored to assess impact by:

- Reviewing and updating Individual Learning Plans regularly
- Setting new targets with the pupil on their Individual Learning Plan as appropriate
- Regular reviews of the effectiveness of strategies and provisions with key staff
- Tracking pupils' progress regularly in order to identify underperforming individuals or groups

If strategies and provisions are not working then there is an expectation that changes will be made. This has to be resourced within the budget limitations of the SSSfN.

## **8. Partnership with Pupils, Parents and Carers**

We believe in the importance of:

- Listening and talking together to make plans to successfully overcome barriers to learning
- Listening to pupils views and involving even the youngest child in the decisions that affect their future.
- Identifying pupil's strengths as well weaknesses
- Recognising the personal and emotional investment of Parent/Carers
- Supporting Parent/Carers understanding of SEND processes and helping them understand their child's entitlement
- Respecting different views
- Seeking constructive ways of reconciling different views
- Respecting the differing needs Parent/Carers may have themselves and offering information, advice and support
- Recognising the need for flexibility in the timing and structure of meetings

The school will always seek Parent/Carer permission before making a referral to other agencies for support for their child except where this would endanger the child.

## **9. Multi-agency approach: working collaboratively and transparently with other professionals**

We work closely with other specialists such as our Educational Psychologist and Clinical Psychology Team, the Attendance Service, the Child and Adolescent Mental Health Service, General Practitioners, Youth Offending Services and Children's Services. The reason to approach outside agencies should always be in the best interest of the child.

## **10. Preparing for the Next Step**

Transition is a part of life for all pupils, given that we are a short stay school. We will ensure early and timely planning for transfer to a pupil's next phase of education whether this be to an alternative provision, a specialist provider, a post-16 college course or a reintegration into mainstream education. Support for the pupil in coming to terms with moving on will be carefully planned and will include visits to familiarise pupils with their new provision. Pupils and parents will be encouraged to consider all suitable options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Parents will be given a reliable named contact at the next phase provider with whom the SENDCO will liaise.

### **11. Education, Health and Care Plans**

In some cases pupils with SEND may need an Education, Health and Care Plan. Where this is identified as a possibility at the Engage Trust schools, staff will work with parents and other professionals to ensure that any application improves the outcomes for the pupil. In applying for an EHCP the school staff will follow all guidelines and procedures as set out by the relevant Local Authority.

Where students arrive at our schools with an EHCP or Statement of SEND we will endeavour to ensure the recommendations are met.

### **12. Role of the SENDCO**

The daily management of special educational needs is the responsibility of the SENDCO and the Executive Leadership Team. It is monitored through regular meetings and visits to the school by a member of the governing body.

The SENDCO is responsible for:

- The day-to-day operation of the schools' SEND policy
- Liaising with and advising teachers.
- Co-ordinating provision for young people with special educational needs and /or disabilities
- Maintaining an SEND register and overseeing the records on all students with SEND
- Liaising with parents/carers of children with SEND
- Overseeing and tracking EHCP applications

### **13. Role of the Directors and governing body**

The Directors and governors of the Engage Trust will:

- use their best endeavours to ensure that any registered pupil with special educational needs has the special educational provision which the pupil's learning difficulty calls for
- ensure that systems are in place that ensure that where the school has been informed by the local education authority that a pupil has special educational needs those needs are made known to all who are likely to teach the pupil
- ensure that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the local education authority and the governing bodies of other schools in the area, to the extent that this is necessary for co-ordinating provision for pupils with SEND

#### **14. High Quality Trained Staff**

Professional Development days and additional training sessions are held regularly to give opportunities for raising awareness, discussing current issues and for staff to develop further skills and expertise in catering for the learning demands of pupils. Regular team meetings are also used as opportunities for the professional development of staff.

The Engage Trust is committed to offering the highest quality training possible to all staff, whatever their role.

We work in close and regular contact with our partner schools and maintain close links with outside agencies. Advice and further training opportunities are sought where appropriate.

#### **15. SEND funding**

The Engage Trust schools are funded as Alternative Provision Academies and as such do not receive SEND funding in the same way as mainstream schools. Due to the specialised nature of our schools, pupils are funded individually/ per place.

#### **16. Monitoring, Review and Evaluation**

All staff within the Engage Trust schools have day-to-day responsibilities with regard to pupils with special educational needs, and the care of such pupils is seen as a whole school responsibility. The SENDCO is responsible for the co-ordination of provision and is responsible to the Head of School in the first instance. Any provision or additional support for pupils with SEND is planned monitored and evaluated by the SENDCO, working with the staff team under the supervision of the Head of School. Other professionals, including support staff and external agencies may become involved when practicable and/or necessary.

#### **17. Complaints procedure**

Parents/Carers are always offered information about working in partnership when their son/daughter starts at an Engage Trust school.

Parents/Carers should not hesitate to contact the relevant member of the Leadership Team if they have any worries concerning their child. Problems and misunderstandings do occur and these can often be resolved quite easily through discussion.

Formal complaints, however, should be directed to the Executive Headteacher or the Chair of the Governing Body who will follow the Schools established complaints procedure.

The Executive Head teacher is Vicki Setters.

The Vice Chair of the Governing Body is Sue Cooke.

Complaints should be sent, in writing to:

The Trust Administrator  
The Engage Trust  
Drayton Old Lodge  
146 Drayton High Road  
Norwich  
NR8 6AN

### **18. Policy Review**

This policy is written according to current legislation and guidance and follows the SEND Code of Practice 2014. It will be reviewed and updated annually or when any new legislation and guidance is published.

Annual or any other proposed changes to this policy will be reported to the Executive Head teacher and Directors for approval.

This policy for SEND will be made available and accessible to parent/carers, colleagues and all stakeholders.

### **19. Have Your Say**

At the Engage Trust we are continually shaping and developing our provision for all our learners to ensure continued success and achievement for all. This policy declares our annual offer to learners with SEND, but for it to continue to be effective it needs the views of all parents/carer, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' our provision for SEND.

### **20. Useful Links**

[www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

**Appendix A:**

We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The best people to contact this year are as follows

Name of Executive Headteacher – Vicki Setters

Name of Head of School SSSfN – Anthony Kennedy

Name of Head of School Specialist- Katrina Warren

Name of SEND governor SSSfN – Nigel Wood

Name of Head of School The Pinetree School- Sandra Govender

Name of SENDCO The Pinetree School- James Rice

Name of SEND governor The Pinetree School- Sue Cooke