

## Sandstone Trust Special Educational Needs and Disabilities (SEND) Policy

### • Introduction – Sandstone Trust

Tarporley High School and Sixth Form College, Tarvin Primary School and Eaton Primary School are a newly formed multi-academy trust (MAT) now known as the Sandstone Trust. A MAT is a form of organisation with several schools working closely together as one legal entity. The three schools are similar in ethos and vision and have both current and long-standing connections.

In terms of special education needs and disabilities (SEND) our Special Educational Needs Coordinators (SENCOs) also hold similar values and visions around inclusivity for all. We hope that the MAT will allow for opportunities to work more closely and collaboratively in terms of SEND provision across all three settings to ensure the best possible support is in place for students with additional needs as well as a smooth transition from primary to high school for our most vulnerable students.

The SENCO contact details for the individual settings are as follows:

<p><b>Tarporley High School and Sixth Form College</b> Mr Matt Pringle</p> <p>SENCO 01829 732558 <a href="mailto:mpringle@tarporleyhigh.co.uk">mpringle@tarporleyhigh.co.uk</a></p>	<p><b>Weaverham High School</b> Mrs Joanne Farquhar SENCO 01606 852120 <a href="mailto:joanne.farquhar@weaverhamhighschool.com">joanne.farquhar@weaverhamhighschool.com</a></p>
<p><b>Tarvin Primary School</b> Mrs Sarah Cliffe SENCO 01829 740399 <a href="mailto:scliffe@tarvinprimary.school">scliffe@tarvinprimary.school</a></p>	<p><b>Eaton Primary School</b> Mrs Sarah Cliffe SENCO and Mental Health Lead 01829 732731 <a href="mailto:scliffe@eatonprimary.school">scliffe@eatonprimary.school</a></p>

### • Legislation and Guidance

This policy is set out to provide information regarding the MAT's collective vision and ethos for supporting children with SEND in line with the Department for Education's (DfE) Special Educational Needs and Disabilities Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act (2014) which sets out school's responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disabilities Regulations (2014) which sets out a school's responsibilities for Education, Health and Care Plans (EHCPs), SEN Co-ordinators (SENCO) and the SEND Information Report.

- **Key Definitions**

The definition of Special Educational Needs (SEN) referred to within this policy and across the MAT is taken from the SEND Code of Practice (2015) as follows:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him / her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or 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.*

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.*

*Post-16 institutions often use the term learning difficulties and disabilities (LDD)”. Please note the term SEN is used across the MAT and within this policy but includes LDD.*

Many children and young people who have SEN may have a disability under the Equality Act (2010):

*“... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.*

Please note that ‘long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those effecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer (see each individual setting’s Medical Needs Policy for further information about how the MAT’S schools support students with medical conditions).

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child required special educational provision they will also be covered by the SEND definition.

The four broad areas of need outlined below are taken from the SEND Code of Practice (2015) and give an overview of the range of needs. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- **Communication and Interaction**

*“Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism,*

*are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others”.*

- Cognition and Learning

*“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia”.*

- Social, Emotional and Mental Health Difficulties

*“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder”.*

- Sensory and / or Physical

*“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers”.*

- **Aims**

Our aims are:

- For SENCOs to work collaboratively with each other and with colleagues across the MAT to improve outcomes for children / young people with SEND within each of our settings
- To create inclusive learning environments across the MAT that meet the special educational needs of each child / young person
- To ensure that the special educational needs of children / young people are identified at the earliest possible stage
- To ensure students with SEND are provided with access to a broad, balanced and differentiated curriculum. Staff across the MAT will use quality first teaching strategies in order to meet the needs of individual learners and will have high expectations for children / young people in their classrooms
- To provide support, advice and continuing professional development / training for all colleagues working with children / young people with special educational needs across the MAT
- To ensure students make holistic progress in line with their individual targets including academic, social and emotional progress

- The MAT will follow the graduated approach (assess, plan, do, review) to monitor the impact of any provision / intervention in place to support children / young people with SEND and adapt where necessary
- To work in collaboration with parents / carers and children / young people to ensure all views are considered through varied and effective channels of communication
- To maintain strong links with a range of specialist external agencies and seek support / advice where appropriate
- To ensure the mental health and well-being of all learners is at the heart of our practice
- To pledge a commitment to continually review our SEND provision in order to further strengthen what we do
- To fulfil our statutory duty with regards to the SEND Code of Practice (2015)

- **Roles and Responsibilities**

The following sets out the roles and responsibilities of key members of staff within the MAT with regards to SEND provision:

#### SENCO

The SENCO has the responsibility for the day to day operation of the school's SEND policy and for co-ordinating provision to support individual students with SEND, including those who have EHCPs.

- Work with key colleagues across the MAT to determine the strategic development of the SEND policy and provision for each school / setting
- Have day to day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children / young people with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the individual school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements
- Ensure the school keeps the records for all students with SEND up to date.

#### SEND Governor

The SEND Governor will:

- Help raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within MAT and update the governing body on this
- Work with the headteachers and SENCOs of the MAT to determine the strategic development of the SEND policy and provision in school.

## Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of students with SEN and / or a disability.

## Teaching Staff

***“Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff”*** (SEND Code of Practice, 2015).

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working 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
- Working with the SENCOs in each setting to review each student’s progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## Teaching Assistants

Teaching Assistants will:

- Work closely with the SENCO and teaching staff in each setting to ensure students with SEND are fully supported across the MAT
  - Contribute to the graduated approach cycle of support
  - Work positively and collaboratively with the team around the family including the children / young people they support, their parents / carers and any external agencies involved
  - Maintain up to date records of any support / interventions / outcomes for the students they are supporting across the MAT
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- **Transition Arrangements**

Children / young people are supported during important transition phases across the MAT as follows:

### Early Years Transition

School staff contact nurseries, pre schools or parents of new starters to ensure correct up to date information is shared before the child starting a place within the primary school. Children are offered transition days to meet reception teaching staff before they begin in September. Any key information is passed to the SENCO.

## Key Stage 1 – 2

Transition meetings take place between teaching staff to ensure continued and correct support for children identified with special educational needs. This is to ensure a consistent approach for the child as they transition to Year 3. Children are given transition days in the Summer term to meet with their new teacher. If the child needs additional time to adjust to changes in key stage, then they are given opportunities to meet informally with and share good work with their next teacher in readiness for transition.

## Key Stage 2 – 3

Vulnerable students prior to admission are identified by the SENCO – Inclusion Leader of Tarporley High School and Sixth Form College through working in close collaboration with partner and non-partner primary schools as well as key members of the transition team. These students may need academic, emotional, physical or social support. Alongside the MATs whole school transition programme an extended transition will also be offered to those students who require it and where appropriate, additional meetings / visits will also be arranged to enhance this process. Key transition information will be distributed to colleagues working with these students to ensure awareness of any additional needs and how best to support them.

## Key Stage 3 – 4

Students with SEND are supported through the options process. In addition to the whole school programme, the SENCO – Inclusion Leader of Tarporley High School and Sixth Form College liaises with the school's Careers Advisor to ensure that additional careers meetings are in place for our most vulnerable students. The SENCO – Inclusion Leader also attends the Year 9 Options Evening in order to advise and further support students and their parents / carers. Students with EHCPs should also have support from CWAC Young People's Services and this will feed into their Annual Review meeting.

## Key Stage 4 – 5

With high aspirations, and the right support, children and young people with SEND can go on to achieve successful long-term outcomes in adult life. Tarporley High School and Sixth Form College supports students to realise their ambitions in relation to further / higher education, training and employment. This includes support to explore different options regarding Post-16 education providers as well as training providers. In addition to the whole school programme, the SENCO – Inclusion Leader of Tarporley High School and Sixth Form College liaises with the school's Careers Advisory to ensure that additional careers meetings are in place for our most vulnerable students. The SENCO – Inclusion Leader can also organise college visits and attend with the student and their parent / carer on request in order to further support with transition. Students with EHCPs should also have support from CWAC Young People's Services and this will feed into their Annual Review meeting.

- **SEND Information Report**

The SEND Information Report for each individual setting is available on each of the MAT's school websites and provides further details about provision and support available at each school. The SEND Information Report is updated annually.

Tarporley High School and Sixth Form College

<https://www.tarporleyhigh.co.uk/school-information/send>

Weaverham High School

<https://www.weaverhamhighschool.com/information/special-education-needs/>

Tarvin Primary School

<http://www.tarvin.cheshire.sch.uk/page/sen-provision-at-tarvin-school/7060>

Eaton Primary School

<https://www.eaton.cheshire.sch.uk/send>

- **Monitoring Arrangements**

The SEND Policy will be reviewed annually by the MAT's SENCOs and headteachers and approved by the governing body.

- **Links to other policies and documents**

This policy document has made references to / has links with other key policies / documents within each individual setting including:

- Medical Needs Policy
- Behaviour Policy
- Admissions Policy
- Accessibility Plan

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