



Special Educational Needs and Disability Policy

Policy Review

This policy will be reviewed in full every three years and agreed by the Standards and Students Committee.

Date Approved: February 2025

Review Date: February 2028

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Chair of Trustees: Gareth Jones

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Aims

Middlesex Learning Trust (MLT) is an inclusive trust where educational inclusion is about equal opportunities for all learners. MLT aims to promote a greater understanding of SEND when providing for the education of all students, including those with SEND.

This policy has been developed in consultation with all key stakeholders, including Link Trustees, Headteachers, SENDCos and SEND Link Governors.

- To ensure that all students identified as having SEND have **full access** to a curriculum which is broad, balanced, relevant and adapted to meet needs, and which provides them with equal opportunity, continuity and maximum progress
- To raise the **aspirations** and **expectations** of all students with SEND so that they can successfully transition to adulthood
- To focus on the **outcomes** for students with SEND so that they can achieve their full potential and become independent learners
- To achieve a **whole school approach** to SEND, where all staff are equally responsible for the progress of all students with SEND
- To ensure that there is a **three-way partnership** to meet the Special Educational Needs or disability of students
- To work with and support outside agencies when the student's needs cannot be met by the school alone
- To ensure that students with SEND receive support that will **impact on progress** rather than focussing on hours of provision, whilst promoting independence, confidence and instilling a positive attitude towards learning so that every student can experience success
- To create a **school environment** where students with SEND can contribute to their own learning, where they feel safe to voice their opinions and where student participation is encouraged so that they can be fully included in the educational and social life of the school.

A graduated approach to SEND support

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision made to add them to the SEND register. The aim of formally identifying a student with SEND is to help the school ensure that effective provision is in place and to remove barriers to learning. The support provided consists of a four-part process in line with SEND legislation:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Training and professional development of staff in relation to Special Educational Needs and Disability

Training on a variety of SEND topics is provided during each academic year through twilight sessions, INSET days, trust-based training and, at times, specialist training relating to individual students. The needs of staff are identified as part of teaching and learning monitoring processes, analysis of outcomes data, and by members of the Senior Leadership Team (SLT), Heads of Department/Line Managers and the SENDCo after annual appraisal meetings and student progress meetings.

Newly appointed teaching assistants, middle leaders, teachers and pastoral staff receive induction training on the expectations of working with students with SEND.

ECTs receive additional training as part of a tailored ECF induction programme (Ambition Institute's full package of support).

Relevant medical training is provided by appropriate NHS Trust Specialist Nurses and Physiotherapists.

Arrangements for considering complaints about special educational provision within the school

Where parents and students are concerned about provision for the student's Special Educational Needs or Disability, they should contact the SENDCo who will acknowledge receipt within 48 hours.

If the issue cannot be resolved with the SENDCo, the matter should be dealt with using the school's Complaints Policy available from the individual school's website.

Monitoring and evaluating the success of the policy

This will be carried out using:

- The individual Governing Body having an overview of provision by monitoring, with the support of a named Governor who has responsibility for SEND, and who meets with the SENDCo termly
- Annual reviews and target setting meetings using data tracking information on the progress made by students with SEND. This involves the SENDCo and the link SLT member of staff.

Compliance

The MLT SEND policy is compliant with the statutory requirements laid out in the SEND Code of Practice 0 – 25 years (2015) and has been written with reference to The Code of Practice for SEND 0-25 years (2015), the Children's and Families Act 2014 and Teachers' Standards 2012.

Appendix 1

Defining SEND

Taken from section 20 of the Children and Families Act 2014:

A 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

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.

The following are not Special Educational Needs per se but may impact on the progress and attainment of students with SEND:

- Students with attendance and punctuality issues
- Students with Health and Welfare issues
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Students who have English as an additional language (EAL) may have additional needs that require intervention and support for a specific period of time, but they should not be classified as a student with SEND.

Appendix 2

Identification, assessment and review procedures

The Code of Practice 0-25 years (2015) defines four areas of SEND Need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical needs.

The purpose of identification is to decide what action the school needs to take, not to fit a student into a category. Some students may experience difficulties within more than one area of need.

Student attainment and progress is monitored through curriculum delivery and through the assessment processes. This may include using:

- data from primary school transfer
 - assessment data from CATS tests and other subject tests
 - the results of whole Year 7 screening of spelling and reading (and the Accelerated Reading Programme)
 - school progress data through regular data drops
 - information from other external agencies.
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- Information on those students with an Education and Health Care Plan (EHCP) is made available to all staff prior to the start of the Autumn term with an expectation that staff engage with the recommended strategies to support the needs of the student. Discussion about the compatibility of the curriculum with the student's needs take place and a decision is reached on the appropriate support for the student
 - During the Summer Term, prior to year 6/7 transfer, information is collected from primary schools on all students. Information is gathered from visits or phone calls made to the feeder schools by staff and from outcomes from Cognitive Ability Tests carried out in MLT schools
 - The information obtained above ensures that any available data is used to appropriately plan for students with SEND and to ensure that all tutor groups are mixed for ability, gender and ethnicity. It also helps to identify those who may benefit from additional specific interventions to support their learning and progress
 - The SENDCo or team members visits or liaises with primary schools where students transferring have an EHCP or particular Special Educational Needs and attends the Year 6 Annual Review wherever possible
 - In addition to a whole year group transition day, those students with an EHCP are offered the opportunity to visit the school in a small group or, if needed, individually during the latter part of the Summer Term. Students may be accompanied by their support staff from their primary school, if necessary
 - Each individual school will liaise with the parents of students with SEND before the student starts secondary school in September

- The student's pastoral lead will have an awareness of the student's particular Special Educational Need to help them to support the student
- The student's subject teachers will provide high quality, adaptive learning opportunities that will aid the student's academic progression
- Throughout all Key Stages, a number of assessments are administered to assist with the baseline profiling of students. Additional reading or other diagnostic tests for students with SEND may also take place on an individual basis where appropriate. The results of these tests are made available to all staff to assist in planning to adapt learning to the individual's needs
- All staff in the school have access to the SEND register and additional information is also made available if necessary. This is communicated to individual teachers and support staff as necessary. There is also information available for all staff on a range of SEND conditions, together with suggestions for how to adapt learning and other relevant support strategies
- The SENDCo, middle leaders and other Senior Leadership Team members monitor the quality of provision through learning walks/tutor group visits and/or as part of departmental reviews.

Additional Identification and Assessments

Staff who identify students who may have Special Educational Needs and/or a Disability, or where known difficulties are increasing, discuss their concerns with their Line Manager who may recommend a discussion with the relevant member of the Pastoral Team. Following this, a discussion may take place with the SENDCo about the appropriate next steps. An assessment may then be carried out by SEND staff or an external support service with the agreement of parents.

Appendix 3

Review of SEND needs

Review of student progress is part of an ongoing process by all staff in line with the Assessment and Review Policy of the school within the MLT, including consultation with parents. As a year group, all students, including those with SEND, are reviewed through data tracking. For students on the SEND register, potentially moving to, from or between SEND stages, the register is reviewed by the SENDCo with any other relevant pastoral or senior staff on a termly basis.

Progress of students with an EHCP is reviewed annually, in line with the Code of Practice and Local Authority procedures. The SEND team chair the Annual Review meetings, with other relevant staff present as required. Reports to inform the review are gathered from all the relevant teachers, support staff, parents and support services as well as from the student themselves.

Appendix 4

Curriculum Needs

Arrangements for providing access for students with SEND to a broad and balanced curriculum and for co-ordinating educational provision for students with SEND:

- Tutor Groups are mixed based on a number of factors and students are offered pastoral guidance by their Form Tutor and Year Manager/ Head of Year and other members of the Pastoral team
- KS4 students have access to all subjects but students with SEND may follow a more personalised pathway
- In planning and researching schemes of work and individual lessons, departments take into consideration students' individual Special Educational Needs and adhere to the school's Teaching and Learning Policies and the MLT Teaching and Learning Handbook
- Learning adapted to the individual's needs is an integral part of lesson planning and lesson observations
- Intervention groups and additional opportunities are organised by individual curriculum areas and by the SEND Department
- Students with SEND are mostly supported in class so that they can access high quality teaching and learning provided by the class teacher. In exceptional circumstances students may be withdrawn once or twice a week if additional help in basic literacy, numeracy or social skills is deemed appropriate
- Interventions such as Phonics instruction, Paired Reading, Accelerated Reader and Literacy Intervention are organised with the aim of raising levels of literacy amongst students with SEND
- Special arrangements are provided for some students in exams. The Joint Council for Qualifications (JCQ) outline procedures for special arrangements at Key Stages 3, 4 and 5 for external exams. Schools also follow these guidelines for internal exams
- Students with SEND are encouraged to take part in all aspects of school life including assemblies, break times, extra-curricular activities and school trips.

Appendix 5

Supporting students

The voice of the child

All students should be involved in making decisions about their education, where possible from the start of their education. The ways in which students are encouraged to participate should reflect their evolving maturity. Participation in education is a process that will enable all children to be given the opportunity to make choices about their education and their future and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practise making choices, will feel safe, secure and supported throughout their education.

At MLT, students are encouraged to participate in their learning by participation in:

- The Annual Review of EHCPs
- Transition planning
- In decision making activities about their education
- Student voice activities
- Regular target setting processes.

Appendix 6

Accessibility plan and supporting students with medical conditions

MLT schools recognise that students at school with medical conditions should be properly supported so that they have full access to education, including taking part in school trips. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

MLT schools also recognise that some students may also have SEND and may also have an EHCP, which brings together their health and social care needs, as well as their special educational provision.

As a result, some specific personalised arrangements may need to be put in place to support students with medical conditions.