



# TEMPLEFIELDS MULTI-ACADEMY TRUST (TMAT)

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY STATEMENT OF INTENT

<b>POLICY FIRST ADOPTED AND RATIFIED BY THE TRUST</b>	<b>September 2017</b>
<b>POLICY LAST REVIEWED AND REVISED</b>	<b>December 2021</b>
<b>POLICY TO BE REVIEWED EVERY THREE YEARS OR AS REQUIRED</b>	

Signature:

Date: December 2021

Name: Robert Smith

CHAIR OF TRUST

# **SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY – STATEMENT OF INTENT**

## **RATIONALE**

The Templefields Multi-Academy Trust is committed to ensuring that the necessary provision is made for every pupil in its Trust academies. The Trust is passionate about inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all pupils with a learning difficulty, disability, disadvantage or special educational needs.

This Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014) 3.64 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Mental Health Act 2015
- TMAT Child Protection & Safeguarding Policy Sep 2021
- Each TMAT academy's Accessibility Plan
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Code of Practice (2014), states that all pupils are entitled to an education which enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The Trust believes that all children with a Special Educational/Disability Need (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All employees will have due regard to general duties to promote disability equality. The Trust strives to deliver an appropriate curriculum to:

- provide suitable learning challenges
- meet pupils' diverse learning needs
- remove the barriers to assessment and learning

## **OBJECTIVES**

Provision for pupils with SEND is a whole school matter. In line with the Code of Practice, all academies within the Trust will:

- identify and address the SEND needs of the pupils we support
- use our best endeavours to ensure that a pupil with SEND gets the support they need
- ensure that all pupils with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every pupil whatever their prior attainment

- provide for the individual needs of all pupils with SEND and ensure their progress in mainstream education, alongside pupils who do not have SEND, in order to maximise their achievement
- ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed
- take the views, wishes and feelings of the pupil into account, and involve them as fully as possible in decision making about their own education
- work in partnership with parents / carers to enable them to make an active, empowered and informed contribution to their son / daughter's education
- designate a teacher responsible for the coordinating of SEND provision, i.e. SENDCO

## **CONTEXT**

A pupil is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A learning difficulty means that the pupil has significantly greater difficulty in learning than the majority of pupils of the same age; or, that the pupil has a disability, which hinders them from making use of educational facilities from those generally provided by schools for pupils of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which are divided into four broad areas. These areas are:

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

The purpose of identification is to work out what action each academy within the Trust needs to take to support pupils in mainstream education. It is not to fit students into specific categories.

## **IMPLEMENTATION OF THE POLICY**

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of each Academy Improvement Plan
- Enabling identified pupils with SEND to reach their full potential
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in each academy
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the pupils
- Arranging specialised provision to meet the needs of groups with low-level achievement
- Enabling all SEND pupils to join in the activities of the academy together with pupils who do not have SEN, as far as is reasonably practical
- The quality of teaching pupils with SEND and progress made by these pupils is a core part of the Trust's performance management arrangements

- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of pupils with SEND
- Regular monitoring of the progress and development of all pupils throughout each Academy
- Providing high quality teaching that is differentiated and personalised to meet the needs of every pupil
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs
- Ensuring that appropriate staffing and funding is in place for pupils with SEND
- Ensuring that all Trustees and Local Governors, particularly the SEND Local Governors, are up-to-date and knowledgeable about the Trust's and individual academy's SEND provision and Inclusion overall
- Involving the full Trust and Local Governing Bodies in the future development and monitoring of this policy

## **STAFFING AND PROFESSIONAL DEVELOPMENT**

The Leadership Teams in each academy will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes contained in this policy. This will be reflected in the framework of professional development and staff training.

This policy will be reviewed by the Trust Board at least every three years, or as required.

## **INDIVIDUAL ACADEMIES WITHIN TMAT**

Each Academy within TMAT operates its SEND under this policy but also maintains its own detailed SEND procedures and produces an annual SEND Information Report. These procedures set out the names of those responsible for the operation of TMAT's SEND policy at each academy. Both the SEND procedures and the annual SEND Information Reports can be found on the websites of the individual academies.