

SEND Policy

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Signature			
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1. Statement of Intent

The Respect Collaboration Trust values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. Appendix 1 gives key definitions for Special Educational Needs.

The Respect Collaboration Trust is committed to never giving up on young people, our aim is to provide a nurturing environment in where children and young people feel welcome and understood, as schools we strive to ensure that all young people are successful and enthusiastic about life and learning. Through the work that the schools do, they believe in building tolerance and respect to all people.

This policy outlines the framework for the trust to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND. We recognise the entitlement of all SEND pupils to an appropriate balanced, curriculum. Our SEND policy reinforces the need for fully inclusive teaching.

The policy should be read alongside the school SEND Information Report and aims to:

- Ensure that all stakeholders, including staff, pupils, parents and commissioners have a clear understanding of the approach to providing provision for children with SEND.
- Ensure full compliance with the statutory requirements outlined in the SEND Code of Practice (2015) and the Equality Act (2010).
- Foster a culture of high aspiration for all pupils, underpinned by effective, provision that responds to individual needs.

2. Legal Framework

2.1 This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010 [Equality Act 2010](#) sets out the school's duties to make reasonable adjustments for pupils with disabilities
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015

- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

2.2 This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code' The [School Admissions Code](#), sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

3. Definitions

3.1 The 2015 [Special Educational Needs and Disability \(SEND\) Code of Practice](#) identifies a need for targeted support should be considered for a pupil who:

- Experiences significantly greater difficulty in learning than the majority of their peers.
- Has a disability that prevents or hinders them from accessing the same educational facilities as others of the same age in mainstream schools or post-16 institutions.

3.2 Special Educational Provision refers to educational or training support that is additional to, or different from, that which is typically provided for children and young people of the same age in mainstream settings. Within the 2015 SEND Code of Practice, the levels of support are now classed as SEN Support and 0-25 Education Health and Care Plans EHCP.

3.3 Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.

- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

3.4 Under the Children & Families Act 2014, a child or young person has special educational needs if he or she has a Learning Difficulty or Disability (LDD) which calls for special educational provision to be made for him or 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 children of a similar age.
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

3.5 For children aged two or more, special educational provision is educational or 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. (Section 20 Children and Families Act 2014). The term SEN includes Learning Difficulties & Disabilities.

4. Roles and Responsibilities

4.1 The Trust Board holds overarching responsibility for ensuring robust systems are in place to fulfil its statutory duties in relation to SEND, as outlined in the SEND Code of Practice (2015). It is also accountable for the approval and oversight of the Trust's SEND policy.

4.2 The Director of SEND has responsibility to lead and develop co-ordination of SEND strategy across Respect Collaboration of Trust, having a key purpose in the strategic development of each school, embedding policy and practice to support school leaders of SEND to ensure schools are fully compliant and uphold the vision and values of everyday working practice.

4.3 Within each Respect Collaboration Trust school, the **SENDCo**, who is required to be a qualified teacher, coordinates the school's approach to SEND provision, undertaking the duties as set out in Chapter 6 of the SEND Code of Practice in terms of:

- The day-to-day operations and coordinating professional advice, guidance and support to colleagues in that setting.
- Ensuring statutory processes are adhered to
- Effective communication with parents/carers and stakeholders
- Coordinating support for pupils with SEND see Appendix 2
- Liaising with trust and senior leaders about all aspects of SEND provision
- Coordination of high-quality specific SEND training and CPD for staff.

5. Vision

5.1 Through successful implementation of this policy alongside each school Information Report, the trust aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Provide high quality provision to meet the needs of children and young people with SEND.
- Successful preparation for adulthood, including independent living and employment.

5.2 All staff within Respect Collaboration Trust work collaboratively to establish dynamic and successful learning environments for children and young people with SEND, rooted in the heart of their communities. Through their dedicated efforts and innovative, inclusive approaches, they will strive to achieve strong educational outcomes and create aspirational opportunities for every learner.

5.3 The Trust is committed to this vision and supports it through working collaboratively with the designated SENDCos in all our schools and through our own SENDCo network. Support for schools includes specific needs training for SENDCos, support for individual complex cases where enhanced support is required and QA processes.

5.4 All schools will publish a document to detail the Ordinarily Available Provision.

6. Values

6.1 We are committed to being an inclusive trust that welcomes and supports all pupils, regardless of gender, ethnicity, faith, belief, ability, or special educational need and/or disability. Staff are dedicated to fostering a culture of respect, transparency, and collaboration, working closely with parents, carers, pupils, and professionals to achieve excellence, celebrate achievements, and value every contribution.

6.2 We believe that every day is a new day and a fresh start! Great today. Better tomorrow! We are committed to the phrase 'We Never Give Up'. We believe that in all our work pupils, staff and families deserve every opportunity to succeed.

7. SEND Information Report

7.1 Each Respect Collaboration Trust school is required to publish a SEND Information Report on its website. This report outlines how the school identifies, assesses, and supports pupils with special educational needs and disabilities (SEND), and how this provision is reviewed in collaboration with parents, carers, and relevant external agencies.

7.2 The report must be reviewed at least annually and should be clear, accessible, and informative. In accordance with the SEND Code of Practice (2015), the required content is specified in Section 6.79: *Publishing information; SEN Information Report*. Schools are expected to use the Respect Collaboration Trust format to ensure consistency and completeness.

8. Areas of Need

Special educational needs could mean that a child has difficulties in:

8.1 Communication and Interaction:

This area encompasses difficulties with speech, language, and communication, as well as social interaction challenges or understanding what others are saying. This can include conditions like Autistic Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN).

8.2 Cognition and Learning:

This area focuses on learning difficulties and how a child or young person learns at a slower pace than their peers. It may include Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and Specific Learning Difficulties (SpLD) like dyslexia, dyspraxia, or dyscalculia.

8.3 Social, Emotional, and Mental Health:

This area covers a wide range of difficulties, including anxiety, depression, eating disorders, and conditions like Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD). It also includes difficulties with social interaction and emotional regulation.

8.4 Sensory and/or Physical Needs:

This area includes visual or hearing impairments, physical disabilities, and sensory processing difficulties. It may involve a child who is sensitive to certain sensory input or seeks out sensory experiences.

9. Inclusion and equal opportunities

9.1 The Respect Collaboration of Trust will not discriminate against any child or family, we believe that all young people should have the same opportunities where feasibly possible. 'We never give up!'

9.2 Each school have an Equalities and Accessibility set of objectives.

10. Staff training

Regular training will be provided to both teaching and support staff. The Headteacher and designated SENDCO at each school will continuously monitor staff to identify specific training needs, which will be integrated into the school's continuous professional development (CPD) plan. Staff feedback is collected, and a CPD calendar is developed each year based on identified knowledge gaps and priorities set by the schools' Senior Leadership Teams.

11. Evaluating the effectiveness of SEND provision

The effectiveness of SEND provision for pupils is monitored, but not limited to, by:

- Monitoring pupil progress and attainment both academic and non-academic
- Reviewing data and outcomes
- Pupil surveys
- SENDCo monitoring at school level
- Annual and phase review of EHCP outcomes
- Feedback from stakeholders such as parents/carers and professionals
- Annual SEND policy review
- Quality Assurance of school SEND statutory processes
- School monitoring through risk assurance and TACE.

12. Emergency / Early Reviews

12.1 If there is concern about the progress of your child, you or the educational setting may request the review earlier than planned, outside the normal 12-month period. This is called an early annual review, sometimes referred to as ‘emergency’ review. A parent or carer can ask for an early EHC Plan review if: your child's education, health and, or social care needs have changed and the EHC plan no longer accurately describes them or the education, health or social care provision in the EHC plan is no longer meeting your child's needs.

12.2 It is always useful to speak with the school contact about your concerns first before requesting an emergency review.

12.3 A parent or carer can contact the EHCP officer at the Derby City SEND team or contact the team directly on 01332 643616, email SENDAdmin@derby.gov.uk

12.4 For children based in Derbyshire parents or carers need to contact the allocated SEND officer which can be accessed from the Derbyshire Hub by staff and parent/carers.

13. Complaints

13.1 We encourage all stakeholders to speak to an appropriate person in school before making a complaint. All complaints relating to SEND will be dealt through the Complaints Policy.

13.2 The school's website provides information on SEND and how the school supports students and parents. <https://respectschools.co.uk/> where there is a link to each school.

13.3 For a full explanation of suitable mechanisms for complaint see pages 246 and 247 of the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

14. Monitoring the SEND Policy

14.1 The Board of Trustees will regularly monitor the progress of all students in terms of progress and attendance. For these purposes the information will be presented separately for each school within Respect Collaboration Trust.

14.2 Pupil progress will provide evidence for the success of the SEND Policy, and this will be analysed carefully through:

- Consideration of each pupil's success in meeting academic and Social emotional goals.
- Ongoing assessment by teachers.
- Use of standardised tests.
- Evidence generated from review meetings.

Appendix 1

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A student has learning difficulties if he or she:

Has a significantly greater difficulty in learning than the majority of children of the same age.

Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for students of the same age in other schools within the Local Authority.

Special education provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. The Respect Collaboration of schools will have due regard for the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - in expressing themselves or understanding what others are saying.
- Cognition and Learning - in acquiring basic skills in school.
- Social, Emotional and Mental Health - making friends or relating to adults or behaving properly in school.
- Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.
- Independence.

Children make progress at different rates and have different ways they learn best.

Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

Appendix 2

The Code of Practice Graduated Response Targeted SEND Support and Support for Students with an Education Health and Care Plan EHCP.

The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four-part process.

1. Assess
2. Plan
3. Do
4. 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 identification of those interventions which are most effective in supporting the student to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the student's need using staff's assessment and experience of working with the young person, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan

Planning will involve consultation between the teacher, TA, SENDCOs and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Target Planning and Reviewing document or Learning Plan which will be shared with staff, parents and the student.

Do

The class teacher and TA remain responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with TAs to plan and assess the impact of support and interventions and ensure links with classroom teaching. The school SENDCO will support with further assessment of the pupils strengths and weaknesses.

Review

Reviews of a student's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the student and their parents. The class teacher, in conjunction with the TA and designated SENDCO will revise the support outcomes and based upon the student's progress and development make any necessary amendments going forward, in consultation with parents and young person.