



Special Educational Needs and Disabilities Policy

Including Additional Educational Needs (Appendix 1)

2024 - 2025

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This SEND policy sets out our approach to SEN across Durrington Multi Academy Trust (DMAT). To find out exactly how this policy is implemented in one of our schools, see the SEND Information Report on the school websites.

1. Introduction/Aims

Children have one chance at education and it is the core purpose of the Durrington Multi Academy Trust (DMAT) to ensure that, whatever their starting points, all will achieve and succeed. Our teams work together to:

- Ensure **excellence** from all, for all
- **Transform** the life chances of young people and their community
- Raise **aspirations** by believing that, together, we can all achieve beyond our expectation

At all the schools in our trust, we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and are supported to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Our Special Educational Need and Disabilities policy aims to:

- Make sure the schools in our trust fully implement national legislation and guidance regarding pupils with SEND
- Support and make provision for pupils with SEND
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfill their aspirations and achieve their best
- Help pupils with SEND become confident individuals, living fulfilling lives
- Help pupils with SEND in our secondary school to make a successful transition into adulthood
- Communicate with pupils with SEND and their parents/carers, and involve them in discussions and decisions about their support and provision
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The [Governance Handbook](#), which sets out trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs
- This policy operates in conjunction with the following school policies:
 - Admissions Policy
 - Equality, Diversity and Inclusion Policy
 - Equality information and Objectives
 - Data Protection Policy
 - Supporting Pupils with Medical Conditions Policy
 - Child Protection and Safeguarding Policy
 - Careers Policy
 - Exclusion Policy
 - Behaviour Policy
 - Complaints Procedures Policy
 - Accessibility Policy
 - School- specific SEND information report

- The local offer

The Teachers' Standards (2012) makes clear the expectation for all teachers to "adapt teaching to respond to the strengths and needs of all pupils". Teachers must "have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)

3. Inclusion and equal opportunities

All pupils should be equally valued in school.

When used in respect to learners in schools, inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of each learner's experience; how they are respected, supported and empowered to learn, achieve and participate fully in the life of the school and feel valued by their wider community.

Inclusion focuses particularly on those groups of children who have historically been marginalised or who have underachieved. Inclusion does not mean that all learners receive identical provision, but rather that educational practices are adapted to take account of all learners' needs in order that all learners achieve ambitious outcomes and are well prepared for their next phase of education and ultimately for adulthood – this is equity in learning.

In our trust we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with additional educational needs and disabilities are included in all aspects of school life.

4.1.2. Schools have wider duties to prevent discrimination, to promote equality and to foster good relations for 'an equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situations and goals and removes the barriers that limit what people can do and can be.' (EHRC, 2014)

4.1.3. To that end, DMAT actively supports all schools in the Trust to continually develop and strengthen an inclusive and diverse school curriculum that includes the National Curriculum and statutory obligations regarding Religious Education (RE); Personal, Social, Citizenship,

Health and Economics Education (PSHCE); Sex and Relationship Education (SRE) and careers education, and is responsive to their local context.

4. Definitions

Commonly used terms used throughout this policy:

Term	Definition
Diversity	Any dimension that can be used to differentiate groups and people from one another.
Inclusion	A state of being valued, respected, and supported.
Special/ Educational Need and Disability (SEND)	<p>A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.</p> <p>They have a learning difficulty or disability if they have:</p> <ul style="list-style-type: none"> ● A significantly greater difficulty in learning than most others of the same age, or ● A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools <p>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.</p>
Special Education al Needs and Disability Co-ordinator (SENDCO)	A qualified teacher who has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND,
Disability	<p>Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.</p> <p>All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.</p> <p>Not all pupils with SEN have a disability and not all pupils with a disability have a SEN</p>

Educational Health Care Needs Assessment (EHCNA)	The precursor assessment undertaken by the local authority to decide if a child's needs are so great that they require a formal Education Health Care Plan (EHCP)
Education Health Care plan (EHCP)	<p>An Education, Health and Care Plan (EHCP) is a legal document. It is sometimes called a statutory plan. An EHCP sets out:</p> <ul style="list-style-type: none"> • the child/young person's needs • the outcomes for that child/young person • the provision needed to meet their needs/outcomes • the most appropriate educational placement <p>EHCPs cover the age range 0-25 .</p>

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 (Section 20 Children and Families Act 2014) (SEND Code of Practice, 2015, pp.15 - 16).'

5. The four areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

A disability may also fall into one of these categories.

6. Roles and responsibilities

The SENDCO

The SENDCO of each school in the trust will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher/s and SEND local governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution, make sure that all relevant information about a pupil's SEND and the provision for them, are sent to the appropriate authority, school or institution, in a timely manner
- Work with the headteacher/s and governing board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher/s, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher/s, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the Local Offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher/s and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Board of Trustees

The Board of Trustees is responsible for making sure the following duties are carried out, though the

duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when their child's school is making special educational provision for the child
- Make sure that arrangements are in place in schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the schools' accessibility plans

- Make sure that there is a qualified teacher designated as SENDCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- In secondary schools, make sure that all pupils from year 8 until year 11 are provided with independent careers advice

The SEND local governor

The name of the SEND local governor is available from our individual schools.

The SEND local governor will:

- Help to raise awareness of SEND issues at local committee meetings
- Monitor the quality and effectiveness of SEND provision within their school and update the board on this
- Work with the headteacher/s and SENDCO to determine the strategic development of the SEND policy and provision in their school

The headteacher/s

The headteacher/s will:

- Work with the SENDCO and SEND local governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and SEND local governor to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in their school, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review. This may be delegated to the SENDCO.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes

- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

Every DMAT school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

Identifying pupils with SEND and assessing their needs

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated high-quality teaching. If progress does not improve the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil joins the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

Our schools will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive special educational provision.

The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff as a pupil passport / individual education plan / school-based support plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

9. Levels of support

School-based SEND support

Pupils receiving SEND support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHCPs
- Getting feedback from the pupil and their parents/carers

10. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher/s and the SENDCOs will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development.

11. Links with external professional agencies

The trust recognises that we will not be able to meet all the needs of every pupil. Whenever necessary our schools will work with external support services such as:

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Pupil Entitlement Team
- Childrens' Social Care Services

12. Admission and accessibility arrangements

Admission arrangements

A child whose EHC plan names a DMAT school will be admitted to that school before any other

places are allocated.

Pupils who have identified additional needs (but not an EHCP) should apply through the normal

in-year admission process. Any additional questions relating to SEND provision should be emailed

into the school and a response will be provided where possible.

In terms of in-year admissions, parents can apply for a place for their child at any time outside the

normal admissions round. As is the case in the normal admissions round, pupils who have an

EHC plan will receive priority over those on the waiting list.

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.

- Not refusing admission for a child that has named the school in their EHC plan, except under exceptional circumstances.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Accessibility arrangements

DMAT schools are committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, where this can be reasonably achieved, regardless of their physical, sensory, social, spiritual, emotional and cultural needs. Our schools have a culture of support and inclusiveness and are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Each DMAT school has an Accessibility Plan which can be found on the school's website, or by contacting the school.

13. Complaints about SEND provision

In the first instance, where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCO, who will try to resolve the complaint. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our schools should be made to the school's Headteacher/s in the first instance. They will be handled in line with DMAT's Complaints Policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

14. Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the board of trustees.

15. Responsibilities of the MAT

To ensure the expectations of all schools are upheld, the MAT undertakes or commissions a variety of Quality Assurance (QA) activities on a regular basis, from which strengths and areas of development are identified to inform best practice and priorities for improvement:

- SEND Reviews
- Pupil Premium Reviews
- Monitoring Visits, as appropriate, for SEND and Pupil Premium
- School Effectiveness Reviews

Where a school is identified to have significant weaknesses or areas for development, supplementary support is provided by the MAT to ensure accelerated improvements are made, leading to effective and consistently good practice to meet the needs of pupils.

DMAT is committed to joint working arrangements with education, health and social care bodies and professionals to secure effective outcomes for all pupils in our schools.

Each school will cooperate with the relevant Local Authority/ies in developing and reviewing its local offer.

The MAT will work with our schools, local and national providers to secure the services needed to improve outcomes for children and young people with SEND.

Appendix A

Additional Educational Needs

This refers to learners who:

- Have an identified SEND (as per this policy)
- Speak English as an Additional Language (EAL)
- Are ethnically diverse (formerly referred to as learners from ethnic minority groups)
- Are eligible for Pupil Premium Grant (disadvantaged)
- Have high prior attainment
- Are a 'Child We Care For' / 'Looked After Child' (LAC) or 'Previously Looked After Child (PLAC)
- Young carers

Pupils with English as an Additional Language (EAL) and pupils who are ethnically diverse

The term EAL learner is often used interchangeably with 'bilingual learner' (DfES 2007); the government definition of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages'. (DfES 2003)

Speaking English as an Additional Language (EAL) is not considered a Special Education Need, nor is being a pupil who is ethnically diverse. Carefully scaffolded access to the curriculum and individual learning opportunities must be provided for children who are learning EAL as part of the school's provision for pupils with additional educational needs; this may be underpinned by the approaches highlighted for disadvantaged pupils, and for pupils with high prior attainment, where appropriate.

'Significant differences of culture, outlook, narrative and experience should be recognised and respected. It is important that all pupils should feel that they belong – to the school itself, the neighbourhood and locality, and to Britain more generally. Belonging involves shared stories and symbols; a shared sense of having a stake in the well-being and future development of the wider community; a sense that one is accepted and welcomed, and that one is able and encouraged to participate and contribute.' (Derbyshire EA 2003)

The school curriculum, culture and ethos should include and celebrate positive examples of people who are ethnically diverse.

The Office of National Statistics (2003) states that 'in British government research, ethnically diverse groups are differentiated based on a combination of categories including 'race', skin colour, national and regional origins and language...this is based on the assumption of an 'ethnic majority' that is white, of British origin, and English-speaking'.

However, people who are ethnically diverse (previously referred to as minority ethnic groups) also include White minorities, for example Gypsy, Roma and Traveller of Irish Heritage groups, groups which national statistics show experience disproportionately high rates of fixed term and permanent exclusions and are statistically more likely to drop out of school or be electively home educated.

Disadvantaged pupils in receipt of the Pupil Premium Grant (PPG)

These are pupils who have been in receipt of free school meals (FSM) at any point in the last six years, children of Service personnel who have served at any point in the last six years, or pupils who have been looked after for 1 day or more, adopted from care, or who have left care under a special guardianship order, a residence order, or a child arrangements order, the Pupil Premium is additional funding provided to schools with the sole aim of improving educational and wider outcomes.

Before committing to a Pupil Premium strategy to raise attainment, schools should engage in a process of robust self-evaluation to accurately identify the barriers faced by pupils eligible for pupil premium. Provision should consider the 'whole child' and provide an appropriate balance of support between academic and wider outcomes.

4.8. Pupils with high prior attainment

Teachers' Standard 5 requires that teachers adapt teaching to the strengths and needs of all pupils, including those of 'high ability.'

DMAT schools recognises that ability is not fixed. Therefore whilst our schools use assessment tracking systems and can identify pupils with prior attainment which exceeded that which is expected for their age group in one or more areas of learning, this knowledge is not used to limit a pupil's opportunity to access the curriculum, learn and attain.

The National Association for Able Children in Education ([NACE](#)) believes: Defining ability is complex and evolving. High ability includes all domains of human achievement. Many children are capable of high achievement given the right opportunities. There should be no ceiling on how many children in a school are defined as highly able. Every school should and can provide opportunities for all children to flourish and achieve. All pupils, including pupils with additional educational needs, should have the opportunity to attain highly.

Inclusive teachers do not assume that because a pupil has special educational needs or any other additional educational need, they will not be able to attain highly. Inclusive teachers use assessment for learning to build ever stronger evidence of how pupils in their classrooms learn, supporting them to adapt their teaching to secure better outcomes and improved attainment for all. Giving pupils provision that is limiting (e.g. restricting curricular access because a child has SEND or use of pre-determined differentiation) can put an artificial ceiling on learning opportunities and risks fixing poor outcomes. Research informed,

inclusive teaching strategies such as scaffolding, flexible groupings and teaching metacognition skills are beneficial for all pupils, avoid artificial ceilings on learning and can provide stretch and challenge for all.

Children 'on the edge of care', children who are Looked After by the Local Authority (LAC) or children who have previously been in care / are care leavers (PLAC)

Children who are on the edge of care and are the subject of a Child Protection Plan, Looked After Children (referred to as 'Children We Look After' by some Local Authorities), previously Looked After Children, unaccompanied asylum seekers, and children and young people who are care leavers can be vulnerable to underachievement.

Many individual children and young people in care enjoy and do well at school. However, as a group, children in care or those that have left care do not perform as well in their education as their peers. Since April 2014, every local authority in England has had to appoint at least one person to fulfil the local authority's statutory duty to promote the educational achievement of its looked after children, wherever they live or are educated. Within the local authority the Virtual School Head is the statutory lead (Children and Families Act 2014) with responsibility for ensuring that arrangements are in place to improve educational experiences and outcomes.

All schools are expected to have a Designated Teacher for children and young people who are LAC. The Designated Teacher is responsible for liaising with the Virtual School within their Local Authority regarding any child or young person who is LAC. This includes sharing information about how their 'Pupil Premium Plus' grant has been used for that learner to support them to achieve their educational.

Young carers

Young carers are children who are under 18 and help to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem. This may include looking after one of their parents or caring for a brother or sister. A young carer may do extra jobs in and around the home beyond the responsibilities typically expected of someone of their age, for example helping someone get dressed or to move around, cooking all the family meals or being responsible for all the cleaning. They may give a lot of physical help to a parent, brother or sister who is disabled or ill. In addition to providing practical help, they may also be providing emotional support to their parents.

Some Local Authorities provide additional targeted support for Young Carers, such as short breaks, respite or support groups. Many schools also provide support, such as Young Carers groups,