

The Cam Academy Trust FRAMEWORK FOR ACADEMY SEND POLICIES	
Approved in consultation with the Standards and Curriculum Committee on behalf of the Trust Board:	21.06.2022
To be reviewed:	Every two years or as appropriate
Date of next review:	June 2024
Responsible Officer:	Primary Executive Leader – Chris Jukes

The purpose of this framework.

In its core principles The Cam Academy Trust is committed to providing education of the very highest standards to all pupils. This can only happen if pupils who have special educational needs and/or disabilities (SEND) are supported appropriately so they can make the same progress in their learning as other pupils with similar starting points.

The aim of this framework is to help support every academy in achieving this. Every academy needs its own SEND policy which is tailored to its own individual context. This policy must be consistent with the guidance within this framework (as set out for a Category 2 policy in the Trust's Scheme of Delegation).

They will also be consistent with the:

- the statutory *Special Educational Needs and Disability (SEND) Code of Practice (2015)*
- *Part 3 of the Children and Families Act 2014*, which sets out schools' responsibilities for pupils with SEN and disabilities
- *the Special Educational Needs and Disability Regulations 2014*
- *the Special Educational Needs and Disability (Amendment) Regulations 2015*, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Each academy's SEND policy will sit alongside a range of other policies to support the education of pupils who have SEND. These include the Trust's equality and diversity policy, which is a Category 1 policies so is common across the Trust. Academies will have a range of their own policies which will also contribute to supporting pupils who have SEND. These will include policies concerning accessibility, behaviour, anti-bullying, health and safety, supporting pupils with medical conditions, safeguarding and, where relevant, the early years and foundation stage (EYFS).

The Trust's executive officers will support each school in discharging its responsibilities. The SEND Director, Director of Education and Primary Executive Lead will work with relevant academies to evaluate the effectiveness of their SEND provision.

Every school in the Trust will have its own **SEND policy**. This will be reviewed every two years. It must be placed on the school website. The SEND policy will explain:

- how the school will support and make provision for pupils who have SEND.
- the roles and responsibilities of everyone involved in providing for pupils with SEND.
- how the school will endeavour to make every effort to create inclusive environments that do not discriminate against pupils who have SEND, whilst maximising pupils' achievement and promoting independence and lifelong learning
- how the school will work to raise the aspirations and expectations for all pupils with SEND, with a focus on individual pupil outcomes.

The SEND policy sets out the vision, values and broader aims of the school's arrangements for pupils with SEND. It will also explain the practical strategies by which the school's vision for pupils with SEND should be achieved.

Every school in the Trust must also produce an **annual SEND information report**. Although this may well have a good deal of overlap with the SEND policy, it will essentially report on the implementation of the policy in practice across the previous year. This should be presented to the full local governing body or appropriate committee annually and must also be available for parents via the school website. This will include how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families. In doing so it will explain how the school's provision fits in with and contributes to the Cambridgeshire local offer which can be accessed via <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/> .

Principles

Each school SEND policy will explain how the school will:

- identify pupils who have SEND as early as possible
- provide for pupils who have SEND, as soon as possible
- ensure that teaching staff feel equipped to provide for pupils with SEND via an 'Assess; Plan; Do; Review' model
- work closely with the parents/carers of pupils with SEND (this includes providing them with links to details of appropriate organisations (including voluntary sector organisations), supporting pupils with SEND and signposting towards the Local Authority Local Offer
- ensure that all pupils with SEND are able to access exams and other assessments
- ensure that all pupils with SEND are able to make successful transitions across all relevant key stages

Each annual school SEND report will include an evaluation of the implementation of this policy in practice.

Definitions

School SEND policies will incorporate the following definitions.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- *A significantly greater difficulty in learning than the majority of 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*

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.

Roles and responsibilities

The SENCO

Each school's SEND policy will name the SENCO, and any other relevant school leaders who have a direct responsibility for the provision of education for pupils who have SEND and provide clear contact details.

It will explain their role and responsibilities, including how they will:

- work with the headteacher and SEND 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support
- 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 and its support services
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- work with the Principal/headteacher and the local governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor

Each school's SEND policy will identify a member of the LGB as the SEND governor. The policy will explain how they will

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

- work with the Principal/headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- liaise with the Trust board when relevant
- collate and provide an annual SEND report to share with the governors and trustees

The Principal/Headteacher

Each school's SEND policy will explain how the Principal/Headteacher will:

- work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND.

Class teachers

Each school's SEND policy will outline how the school will support every class teacher to fulfil their responsibility to ensure

- the progress and development of every pupil in their class
- they work 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
- they work with the SENCO to review each pupil's progress and development and decide on any changes to provision
- they meet every aspect of the school's SEND policy

Identifying SEND

Every school SEND policy will explain how pupils who have SEND, and the particular nature of their need, will be identified. The Code of Practice 2015 describes 4 broad areas of SEND and each of the trust schools has provision to manage and support pupils with needs in each of the categories. There will be a need to refer to the individual School SEND report/offer to see specific details. These 4 categories of need are:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and/or Physical needs

Consulting and involving pupils and parents

Each school's SEND policy will explain the process by which a pupil having been identified as having SEND will be placed on the SEND register.

Pupils will be placed on the SEND register if they are considered to have SEND Support or an EHC Plan.

The SEND policy will explain the school's own mechanism for managing pupils on the SEND register (this includes their exit from the SEND register). These are likely to include:

- how processes result in pupil centred plans which act as live records, telling teachers what needs have been identified, how to remove barriers to learning and expected outcomes
- how the provision in the plan is decided upon
- what the costs of the plan are
- when the plan is due to be reviewed (how pupils and their parents/carers are involved)
- how pupils with SEND can have opportunities to make known their opinions about their support/provision
- how regular monitoring and evaluating of the provision offered will be undertaken
- how the pupil's lead professional will be identified
- how any appropriate paperwork e.g. CAF, EHC Plan will be completed.

Assessing and reviewing pupils' progress towards outcomes

The school SEND policy will explain how the school will follow the graduated approach and the four part cycle (**assess, plan, do, review**) and how the SENCO will work with other professionals, including class or subject teachers, to carry out a clear analysis of the pupil's needs. The policy will explain how the school takes into account

- teachers' assessments and experiences of the pupil
- the pupil's previous progress, attainment and behaviour
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant.

The policy will outline the process by which assessments are regularly reviewed.

It will explain how all teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. It will explain processes to review the effectiveness of the support and interventions and their impact on the pupil's progress.

Adaptations to the curriculum and learning environment

The school's SEND policy will explain how the school makes adaptations to the curriculum to ensure all pupils' needs are met. This is likely to include:

- differentiating the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- adapting resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Training and Resourcing

The SEND policy will explain the school's approach to training and professional development, how the training needs of staff will be identified. It will outline how specific training on SEND and inclusion will be incorporated within induction training for all staff and how staff can engage in high quality CPD on associated areas throughout their careers.

The SEND policy will explain how individual school SENCOs will keep up to date with local and national developments and changes in SEND provision, including through participation in LA/trust SENCO network meetings, NASEN conferences and CAP sessions on SEND law.

Storing and Managing Information

The SEND policy will explain the school's approaches to storing and managing information, including the storage of documents related to individual pupils' SEN. These will be consistent with the school and Trust's policies on information management and data protection.