

# Special Educational Needs and Learning Difficulties Policy (CST)

This policy is applicable to all CST Schools Trust (CST) schools and academies.

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## 1. Introduction ¶

This policy sets out the procedures for ensuring that pupils identified as having special educational needs (SEND) have their needs addressed through supported access to a broad, balanced and relevant curriculum. In meeting these responsibilities the school will have due regard to the SEND Code of Practice (2014).

## 2. Scope and publication ¶

**Application:** This policy applies to all pupils, parents/carers and staff at Mount Street Academy, Benjamin Adlard Primary School and Lincoln Carlton Academy. Copies of the policy are available on request, in the Academy's prospectus and the policy is published on the Academy's website.

**Policy status:** This policy has been approved by the Executive Headteacher / Headteacher and the Lincolnshire Strategic Board. It takes into account the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DFE - 0000205-2013), Department for Education (DfE), July 2014 (Code). The procedures set out below may be adapted as appropriate to meet the policy aims and circumstances of each case, but all Special Educational Needs (SEN) decisions will be informed by the Code.

The policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

**Accessibility:** Copies of the policy are available on request and is published on the school's website. It can be made available in large print or other accessible format if required.

## 3. Principles ¶

The school's approach to SEN and learning disabilities will operate within the following five principles:

- a child with SEN should have their needs met
- the needs of children with SEN will normally be met in mainstream schools or settings
- the views, wishes and feelings of the child or young person should be taken into account
- parents have a vital role to play in supporting their child's education
- children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

The school and the Local Governing Body will act in accordance with Appendix C of the School Funding Agreement.

## 4. Definitions ¶

**Special Educational Needs (SEN):** Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.

**Learning difficulty (LD):** Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- have a disability which prevents or hinders the child 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 (if your child has a disability, please ask to see our Disability Equality Scheme); or
- are under five and fall within the two preceding bullet points above or 3.2.2 above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

**Special Educational Provision is defined as:** The provision for children of two years or over, or a young person, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in mainstream schools in England, maintained nursery schools in England, mainstream post-16 institutions in England, or places in England at which relevant early years education is provided.

**SEN Coordinator (SENCo):** This is a member of the senior leadership team at the Academy who has responsibility for coordinating SEN provision in the Academy. At Mount Street Academy and Lincoln Carlton Academy the **SENCo is Mrs Ruth Clark**. At Benjamin Adlard Primary School the **SENCo is Mrs Debbie Glover**.

The responsibilities of the SENCo will include:

- overseeing the day-to-day operation of the Academy's SEN policy
- coordinating the provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Executive Headteacher/Headteacher and Local Governors to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring that the academy keeps the records of all pupils with SEN up to date.

A **"mainstream" school/academy:** Is one that provides education mainly for children who do not have SEN. The Academy is "mainstream", as opposed to a special school, which would provide education solely for children with SEN.

## 5. Policy statement ¶

### **The school**

In our school we understand that each pupil has individual and unique needs. However, some pupils require more support than others to achieve. We acknowledge that a significant proportion of pupils will have SEND at some time in their school career. Many of these pupils may require help throughout their time in education, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the school curriculum. To achieve this we will work with and follow advice provided by external and specialist agencies such as educational psychologists, speech and language therapists, members of the specialist teaching team, the sensory education and support service, the teaching and learning centre and physiotherapists.

### **Training**

We will ensure that all staff receive training that is relevant to their role and specifically staff delivering specialist and targeted support to those with specific learning difficulties or disabilities.

### **Consultation**

We will consult with the child and the child's parents about the child's learning difficulties/SEN and ensure teachers are given any necessary information about a child's learning difficulties/SEN and that teaching practices are appropriate. We also aim to work closely with families to make the school information about SEND accessible and to work towards greater transparency in support available through working with the local offer.

In particular, we will:

- ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- work collaboratively with pupils, parents/carers and professional and support services;
- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, including making reasonable adjustments where appropriate;
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them;
- identify, assess, record and regularly review pupils' progress and needs through a cycle of assess, plan, do, review;
- involve parents/carers and young people in planning and supporting at all stages of pupil's development and in reviewing the school information that is available;
- act in accordance with the academy funding agreement.

## **6. Identification, screening and assessment ¶**

### **Screening test**

Screening tests for learning difficulties/SEN are carried out when required. We recognise that such screenings/assessments will not be regarded as a single event, but as a continuing

process.

### **Outcome of tests**

If the outcome of a test or any other circumstances gives us reason to believe that a pupil may have a learning difficulty/SEN, we will report and consult with parents/carers as necessary and make recommendations.

### **Formal assessment**

If the test results indicate that the pupil may have a learning difficulty which ought to be assessed without delay, we will ask you to agree to your child being formally assessed by a Local Authority educational psychologist, a member of the Specialist Teaching Team or a speech and language therapist.

## **7. Provision ¶**

### **Students known to have SEN**

If a pupil is known to have SEN when they arrive at the school, the Executive Headteacher/Headteacher/Head of School and SENCo, literacy and numeracy coordinators, departmental and pastoral colleagues should:

- Use information from the pupil's current and/or previous school/setting, if appropriate, to provide starting points for the development of an appropriate curriculum for the pupil.
- Identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class.
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.
- Ensure that appropriate informal opportunities for the pupil show what they know, understand and can do are maximised through the pupil support programme.
- Involve the pupil in planning and agreeing targets to meet their needs.
- Involve parents/carers in developing and implementing a joint learning approach at home and in school.

## **Graduated approach**

The 2014 Code recommends a four part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The school's approach is explained in the table below. However, each case will be considered on an individual basis and where necessary action taken outside of this approach.

Teachers are responsible and accountable for the progress and development of the pupils in















































































their class, including where pupils access support from teaching assistants or specialist staff.