

EQUITAS ACADEMIES TRUST



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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Policy Lead: Designated Safeguarding
Lead

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

Contents	Page(s)
1. Definitions of Special Educational Needs and Disabilities.....	3
2. Aims.....	3
3. Legislation and Guidance.....	4
4. A Graduated Approach to Equitas Academies Trust SEND Support.....	4
5. The Early Years Foundation Stage (EYFS) and SEND at Chilwell Croft Academy.....	6
6. Equitas Academies Trust: Identification of Special Educational Needs.....	7
7. Parental Involvement.....	8
8. Referrals.....	10
9. Exams and National/Statutory Assessments.....	10
10. Transition.....	10
11. Supporting Pupils with Medical Conditions.....	11
12. Training & Resources.....	11
13. Roles and Responsibilities.....	11
14. Safeguarding.....	12
15. Storing and Managing Information.....	12
16. The Trust.....	13
17. Accessibility.....	13
18. Bullying.....	13
19. Evaluation Success.....	14
20. Reviewing the Policy.....	14

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

1. DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)

1.1 A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

1.2 This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

1.3 **SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR** – Each Academy within the Trust has a SENDCo on site.

1.3.1 At Aston Manor Academy the SENDCo, Sandra Coleman is an Assistant Headteacher based in the Inclusion Department and member of the Senior Leadership Team. She can be contacted on 0121 359 8108, or emailed at scoleman@astonmanoracademy.com

1.3.2 At Chilwell Croft Academy Hayley Robbs has responsibility for SEND. Hayley is Assistant Headteacher and member of the Senior Leadership Team. She can be contacted on 0121 464 3402 or emailed at hrobbs@chilwellcroftacademy.com

1.4 The SENDCos work with strong teams in their respective Inclusion Departments. They work with pupils, parents, and teachers and outside agencies to ensure that all needs are met

1.5 Equitas Academies Trust strives to support all pupils to achieve their full academic and social potential. In order to do this many steps are taken to support pupils through their learning journey. Quality teaching is vital. Every teacher is a teacher of every pupil. However, for some pupils there are occasions when they need further provision that is different from and additional to that made generally for others of the same age.

2. AIMS

2.1 The Trust aims to provide every pupil with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs and Disabilities Code of Practice 2014*.

2.2 The Trust's aims are:

- a) To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed, and catered for within the school with high expectations for the best possible progress.

- b) To encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- c) To develop and challenge the full potential of each child, recognising the uniqueness of each individual. We aim to provide a relevant, broad based curriculum within a caring environment in which all pupils can develop towards their full potential, regardless of ability.
- d) To ensure that every pupil is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- e) Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning.
- f) To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their families/carers.
- g) To employ a Special Educational Needs Co-ordinator (SENCo) at both academies who will be responsible for the implementation of the SEND Inclusion Policy.

3. LEGISLATION AND GUIDANCE

3.1 This Equitas Academies Trust policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, and the following legislation.

- a) **Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.**
- b) **The Special Educational Needs and Disability Regulations 2014, (Regulation 51, Schedule1) which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report.**

4. A Graduated Approach to Equitas Academies Trust SEND Support

- 4.1 Our approach to SEND support is based on a continuous cycle of the graduated approach. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes.
- 4.2 Teachers are responsible and accountable for the progress and development of all the pupils in their classrooms, including those who access support from Teaching Assistants or other specialised staff. High quality teaching, including differentiation for individual pupils is the first step in the Trust's response to pupils who may have SEND.
- 4.3 All teachers are regularly observed and reviewed regarding the quality of their teaching and learning of all pupils, including those who are at risk of underachievement. We aim to keep all school staff up to date with relevant ongoing training and developments in teaching practice in relation to the needs of pupils with SEND. We recognise the need to train our entire staff and SEND Governor on SEND issue.. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.
- 4.4 The decision to make special educational provision is made by relevant staff and the SENDCO when all available evidence is gathered, including data from any specialised assessments. This will include high quality accurate formative assessment, which is compared to National

data and expectations of progress. Additionally, outside agencies may support and advise at this point.

- 4.5 Specialist support and advice is bought into our Academies from outside agencies when a need is identified. Some examples are listed here.

Agency or Service	Who they work with
Pupil and School Support Service	Pupils identified as needing support. Assessment of pupils with cognition and learning difficulties. Support with strategies and resources for teachers.
Educational Psychology Service (Authority)	The EP Service provides assessment and psychological support for children, young people and families in a wide range of settings. They use their expertise to develop an understanding of pupils' developmental issues, including very complex situations involving SEN.
Communication and Autism Team (CAT)	All pupils who have a diagnosis of Autistic Spectrum Disorder (ASD), or display ASD traits can be referred to the service. The CAT team also work with parents and families to help reduce stress and anxiety related to Autism.
Counsellors/Learning Mentors	Any pupil identified to need emotional support.
Occupational Therapists and Physical Difficulties Support Service	Pupils who have identified physical difficulties.
Forward Thinking Birmingham (Formerly CAMHS. (Out of school)	FTB supports and intervenes with young people experiencing emotional and mental health problems. Referrals to this service can be made by the Academy or by a doctor. They also advise and train staff to support pupils eg. Stress and Anxiety workshop
Psychological/Counselling Service (Independent)	Pupils who are identified as needing extra emotional support.
Behaviour Support Service (COBs)	The Behaviour Support Service work with pupils in school and in other settings. They support pupils with coping strategies and monitor their progress. BSS reports back to the Academy.
Special Educational Needs Assessment and Review Service (SENAR)	SENAR is responsible for the administration, assessment and Educational Health Care Plans of pupils by Birmingham City Council The Birmingham Special Educational Needs and Disability Information, Advice and Support

<u>Special Educational Needs and Disability Information, Advice, and Support Service (SENDIASS)</u>	Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.
West Midlands Speech and Language Therapy	This service supports children with communication difficulties.

- 4.6 Where a pupil is identified as needing additional provision, which is different from the provision made generally for others of the same age, the Trust follows the 4 Point Plan – Assess, Plan, Do, Review. Parents’ and pupils’ thoughts and feelings will be central to the plan which will outline the provision we will make. These provisions will be reviewed regularly depending on the need and the intervention.



- 4.7 The pupil and parent/carer’s wishes inform the whole process. The areas of concern will be recorded together with targets and a desired outcome. This information forms the basis of a Learning Plan. Strategies and provisions to help the pupil attain the desired outcome are also decided and recorded at this point, along with any barriers to learning. The Learning Plan is an individual resource to support the pupil and part of the Academy’s Provision Plan.
- 4.8 The targets also have an agreed time frame and a review date is set. At the review the participants: parent/carer, pupil, teacher, TA’s assessment of the pupil’s progress towards the outcomes is made and new targets will be set. Assessments are carried out at the beginning and end of interventions which are in place and of course, regular observations are carried out by the teachers and support staff. Outcomes of interventions are evaluated through effective target setting and by employing a tiered response to pupils’ needs and effective involvement of external professionals. Outcomes of intervention are usually improvements in issues such as: attendance or behaviour, a reduction in the number of incidents recorded for a pupil and improved participation in lessons, or school life generally.
- 4.9 The reviews are arranged by, and the responsibility of the Inclusion Department, which is headed by the SENDCo. The evidence of the pupil’s progress in relation to educational targets is provided by the teacher. The usual arrangement for Learning Plan Review meetings is that they take place twice yearly, but if there are changes in circumstance, or the needs of the pupil are complex, then they may happen more frequently.

- 4.10 If, after consecutive reviews and monitoring, the pupil has reached the desired outcomes and the teachers assess that the child no longer has any areas of concern, then the pupil will be removed from the School's Provision Plan. Pupils presenting with more complex needs will have the support of an Education Health Care Plan and in some cases additional funding. If all professionals and parents/carers agree that the EHC plan and funding to provide the appropriate provision is no longer appropriate and serves no purpose, then it will be ceased after an Annual Review takes place involving all concerned. It will be recorded as a Statutory Assessment with SENAR on behalf of Birmingham City Council.

5. The Early Years Foundation Stage (EYFS) and SEND at Chilwell Croft Academy

- 5.1 The Early Years Foundation Stage (EYFS) is the statutory framework for children's early education age 0 to 5 years providing standards for all children's learning (including those with additional needs), development and care in early years settings.
- 5.2 In our EYFS setting, those that work with our young children will be alert to emerging difficulties and respond early to any concerns. The schools' SENDCo will be made aware and ensure early concerns are communicated to parents/carers, and equally if parents/carers express any concerns, the EYFS team, along with the SENDCo will listen and act because parents/carers know their children best and it is important that all practitioners listen and understand when they express concerns about their child's development.
- 5.3 In some cases, children will already have had any additional needs identified before they start attending reception at Chilwell Croft Academy, perhaps at or before birth or at one of the Health Visitor checks. In this situation, we would continue to work with all professionals involved to ensure we are meeting the needs of the child.
- 5.4 In our EYFS setting, we have clear assessment arrangements in place for identifying children's additional needs and to promote equal opportunities. Our assessment procedures are planned at appropriate intervals and there is always an opportunity through our open-door policy or through parents evening to discuss the progress children are making.
- 5.5 If a child in our trust has a disability the child is offered support and protection under the Equality Act 2010.
- 5.6 Staff in our Trust are knowledgeable in relevant law and policy and know how to apply it in their practice with regards to SEND Code of Practice. We ensure children's needs are identified early, appropriate support is given, and children are referred onto external agencies if their learning and development continues to be a concern.
- 5.7 We have enhanced transition arrangements in place for children with SEND moving from a Nursery or a Childcare setting. This will usually involve face to face meetings between current and welcoming settings, parents and any other professionals involved and well planned phased transition times where appropriate.
- 5.8 As an inclusive Trust it is important to us that children with SEND are enabled to access activities available to and with children without SEND. In addition to this, we have planned

small group or one to one intervention for children to focus on accelerating learning and to address any targets identified.

6. EQUITAS ACADEMIES TRUST: IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

TYPES OF NEED AND WHAT THAT COULD LOOK LIKE	EXAMPLES OF SUPPORT IN OUR ACADEMIES
Cognition and Learning <i>Pupils who work at a slower pace than their peers, even with appropriate differentiation. Pupils with specific learning difficulties. E.g. Dyslexia, Dyspraxia</i>	Differentiated curriculum Small teaching groups Literacy support eg. Lexia, Turnabout, Fresh Start, Clicker 7 and Flash Academy. Pupil and School Support involvement In class support from Teaching Assistant (TA). Specialist teaching programme to accelerate progress.
Communication and Interaction <i>Pupils with Speech, Language and Communication needs. Pupils with ASD, including Aspergers Syndrome and Autism.</i>	Social Interaction and communication groups. Level 1 Autistic Spectrum Disorder training for all staff. Communication and Autism Team involvement..
Social, Emotional and Mental Health difficulties <i>Pupils may experience a wide range of Social and Emotional difficulties which manifest themselves in many ways e.g. Attention Deficit Hyperactivity Disorder (ADHD).</i>	‘Friends’ group – supporting anxiety and building resilience. School Counsellor/Learning Mentor School Educational Psychologist. Behaviour Support Service Pupil and Family Support Worker.
Sensory and/or Physical Needs E.g. Hearing Impairment (HI), Visual Impairment (VI) <i>Pupils who require Special Educational provision which prevents or hinders them from making use of the educational facilities generally provided.</i>	Appropriate outside agency involvement. Some specialist personalised resources. Regrettably, because of the nature of our Academy buildings, we are not able to meet the needs of some physically impaired pupils. At Aston Manor Academy the Sixth Form (KS5) buildings does have ground floor toilets and a lift.

6.1 These four broad areas give an overview of the range of needs that the Equitas Academies Trust plans for. The purpose of identification is to work out what action the Trust needs to take to meet pupil needs, not to fit a pupil into a category. The Trust operates a ‘whole pupil, whole school’ approach when considering needs and will include not just those relating to the special educational needs of the pupil

6.2 The Trust also considers individual needs that would not be categorised as SEND but which may impact on progress and attainment. These would include:

- a) Disability (The Code of Practice outlines the ‘reasonable adjustment’ duty for all settings provided under current Disability Equality legislation – these alone do not constitute SEND).
- b) Attendance and Punctuality (and any underlying cause)
- c) Health and Welfare
- d) English as an additional language (EAL)

- e) Being in receipt of a Pupil Premium Grant
- f) Being a Child in Care.
- g) Being a child of a Serviceman/Woman
- h) Being a child of a Travelling Community.

7. PARENTAL INVOLVEMENT

- 7.1 Equitas Academies Trust does welcome parental involvement in our pupils' education. We hope that parents/carers will participate as fully as possible in decisions regarding their child's education. We will have regard to the views, wishes and feelings of the pupil and their parents, so that we can facilitate the development of the pupil and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- 7.2 The Trust links into the Birmingham Authority Local Offer, and fulfils statutory requirements by publishing our SEN Information Report on our websites – www.astonmanoracademy.com and www.chilwellcroft.bham.sch.uk This outlines the SEND provision in both academies.
- 7.3 The Local Authority Offer can be found on www.birmingham.gov.uk/localoffer. Independent Parental Special Educational Advice can be found at www.ipsea.org.uk 01799 582030. Families with disabled children can access support from www.cafamily.org.uk. Helpline 0808 808 3555.
- 7.4 Special Needs Jungle provides parent-centred information, news, resources and informed opinion about SEN, disability, children's health and SEN politics. www.specialneedsjungle.com
- 7.5 Free impartial, confidential information and advice for the Trust, as well as parents and carers of young people with SEND can be found at www.birmingham.gov.uk/sendiaas Telephone Number: 0121 303 5004. This was formerly known as PARENT PARTNERSHIP. Further information about Birmingham City Council's SEND provision in the city can be found at www.birmingham.gov.uk/SEND

7.6 MAKING A COMPLAINT

- 7.6.1 If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher. If your complaint is still not resolved, please refer to the complaint's procedure.

7.7 PUPIL INVOLVEMENT

- 7.7.1 Each Academy within the Trust listens to the wishes and feelings of all pupils and involves them in planning and decisions; we provide them with all the support and information needed to make those decisions. We support them formally and informally by providing high quality provision to help remove any barriers to their learning and their social development. Systems for collecting feedback are established and consistently applied. Their targets are incorporated into plans.

7.8 If We Cannot Meet a Pupil's Needs

- 7.8.1 If, after a period of support which may have included: small groups, additional numeracy and literacy sessions, and an additional adult in class (TA support) and differentiated individual teaching provision, a pupil has made little or no progress then a formal assessment will be made by the Trust and may involve support from Outside Agencies. A Team Around the Child (TAC) meeting or Person Centred Review (PCR) will take place involving all the adults (family, teachers and professionals) associated with the pupil (as well as a school friend or two in the case of PCR). At that stage, 'what is important' for the pupil both currently, and in the future, will be decided upon. An Action Plan will be agreed.
- 7.8.2 On rare occasions, in such cases, the parent/carers may ask for a change of placement when it is clear that the pupils' needs cannot be met in mainstream school. In other cases, special provision may be arranged in school or regular visits to medical professionals may be appropriate.
- 7.8.3 Before the initial meeting evidence will be collected from all of the professionals involved and presented at the meeting, where the views and opinions of all those concerned will be aired. The pupil's and parents' views will be given priority. This arrangement allows the parent/carers and pupil to make informed decisions based on the information and evidence they are exposed to.

8. REFERRALS

- 8.1 All Outside Agencies or other Professional support is organised by the SENDCo/Senior staff/Family Support Worker or the Headteacher. This may be arranged at the request of a parent/carer, or by a teacher. Formal referrals are made which state the concerns and perceived needs of the pupil; the agency will then decide whether they can provide appropriate support and accept or reject the referral. Referrals are made to organisations, for instance Forward Thinking Birmingham (formerly CAMHS), or to support services who gather a number of agencies under one roof to provide multi-agency support for a whole family. For example, Early Help Assessment.
- 8.2 Additional funding to help pay for extra provision can be tapped into by the Trust from the Local Authority High Needs Block. In Birmingham this funding is accessed by a process known as CRISP (Criteria for Special Provision). Assessments are made by the teacher/SENCo and a member of an Outside Agency – usually an Educational Psychologist or Pupil and School Support – on a series of 18 strands concerned with Learning, Personal, Social, Emotional and Behavioural, Motor Skills, Hearing and Visual disabilities. The level of difficulty is assessed on bands 1- 6, and the level of funding is provided in accordance with the level of need. The funding is paid directly to the Trust. At time of printing, these arrangements are being reviewed by SEND and Inclusion, Birmingham City Council.

9. EXAMS AND NATIONAL/STATUTORY ASSESSMENTS

Aston Manor Academy

- 9.1 The Trust provides Access Arrangements (before the exam) which reflect the students' normal way of working, and Special Considerations (after exam) to all pupils who require it. It is a statutory requirement to make 'reasonable adjustments' for all pupils in our Academies. The Trust recognises all difficulties which may cause a pupil to be

disadvantaged in exams or 'vulnerable' in exam situations. Provision of a small room away from the main exam hall can be offered to candidates without any recourse to the exam board, so can the use of a word processor, supervised rest breaks and a prompter. Other provisions such as extra time, a reader or a scribe are used often during the Trust's exams seasons. These provisions must have been granted by the exam boards.

10. TRANSITION

- 10.1 Equitas Academies Trust follows a Transition Programme.
- 10.2 At Chilwell Croft Academy, Reception pupils are visited where possible before they start school. Additional transition arrangements will take place for SEN/Vulnerable pupils plan, pupils who need them have transition plans to support the change from one-year group to the next.
- 10.3 At Aston Manor Academy the Transition Manager visits all feeder Primary schools through the year, building relationships with the Year 6 pupils and staff. Pupils from Year 3 onward visit Aston Manor Academy to take part in sporting activities and to get a taste of secondary school life. They become familiar with the school layout and the staff. They are also taken to watch concerts and plays and usually take part in a Talent Show in which feeder schools are competing against each other. SEND pupils have the same support but with extra individualised programmes, which are designed to answer the need of the pupil. For example, ASD pupils may be invited to lunch once a week in the summer time, if it is appropriate, so that they can become more familiar with school and the lunch procedures. All SEND pupils have an open invitation into Aston Manor Academy at any time during the school day., an appropriate member of staff will attend the final annual review of pupils with EHC Plans.
- 10.4 Once they have joined Aston Manor Academy, whilst they settle in, all pupils are escorted around from lesson to lesson and they have their lunch before the rest of the school go down to the dining hall. In year 9 SEND pupils have a Transition meeting where their Preparation for Adulthood support is planned., in order to support them during Key Stage 4 and beyond. As with all Students, planning meetings will take place to ensure that the most appropriate placement is found.

11. SUPPORTING PUPILS WITH MEDICAL CONDITIONS

For full information please see our *Policy Supporting Pupils with Medical Conditions and Medical Policy*, can be found on our website

- 11.1 Equitas Academies Trust recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE.
- 11.2 Arrangements within each of the Trust's Academies and the training of staff is carried out, monitored and reviewed regularly. Whole staff briefings remind staff of all pupils with medical conditions. The list of First Aid trained staff is published in school, along with a list of those willing to administer an EpiPen.
- 11.3 At Aston Manor Academy, all students are encouraged to carry their own inhaler, as well provide an emergency inhaler which is stored in the main office with the pupil's name clearly visible. Emergency generic inhalers are also available in the main office.

All students are encouraged to carry their own Epi-pens. Emergency generic Epi-pens are also stored in the main office.

- 11.4 At Chilwell Croft Academy, inhalers are stored in classrooms. Emergency generic inhalers are stored in the school office, the welfare office and the Assistant Head's office. EpiPen's are stored in the main office. Emergency generic Epi-pens are also available in the front office.
- 11.5 For some pupils with medical conditions it may be appropriate for them to have a care plan.

12. TRAINING AND RESOURCES

- 12.1 All staff regularly attend on-going training and development both in and outside school, to ensure quality teaching and provision in order to respond to the strengths and needs of all pupils.
- 12.2 Upon induction all staff meet with the SENDCo who explains the systems and structures in place around the Trust's SEND Provision and to discuss the needs of individual pupils.
- 12.3 The SENDCo regularly attends SENDCo Network meetings, in order to keep up to date with local national changes in SEND, which is then cascaded to relevant staff within the Trust and new initiatives are put in place, where necessary.

13. ROLES AND RESPONSIBILITIES

- 13.1 Provision for pupils with SEND is a matter for the Trust as a whole.
- 13.2 The SENDCo's have a strategic overview of SEND across the Trust and will support and challenge both Academies at Leadership level to ensure high quality provision for, and progress of, pupils with SEND.
- 13.3 At Aston Manor Academy years 7 and 8 both have a small cohort (approximately 15) of SEND for Learning pupils who are taught together in a supportive environment; at least one teaching assistant supports them in most of their lessons. Further up the school when the groups are split into their chosen GCSE subjects, the teaching assistants work with groups where SEND pupils are present who need support. Teaching assistants rarely work with one pupil but assist the teacher to support all pupils, with SEND pupils taking priority. This support can be followed up at Homework Club after school in the Inclusion Dept, where pupils can come for support or advice.
- 13.4 At Aston Manor Academy Teaching Assistants are deployed within subject areas and where possible work in areas where they can use their individual expertise. s. TA's support the subject teachers in class with some planning and preparation, marking or by teaching small withdrawal groups. They also come together as a team, supporting the SENDCo with responsibilities within the Inclusion Department. It is also the responsibility of Teaching Assistants to ensure that the Inclusion Area is always open for pupils, and their duty times are built into their timetables.
- 13.5 It is the responsibility of Teaching Assistants to ensure that the Inclusion Area is always open for pupils, and their duty times are built into their timetables.

13.6 At Chilwell Croft Academy, the Teaching Assistants are deployed within year groups. Every class in Reception, Year 1 and Year 2 classes have a full time TA every day. In Key Stage 2 the TA's are shared by both classes in the year group. The TA's are involved in the planning and preparation of the children's work, particularly the most vulnerable children and those with additional needs. They build relationships with the children and often provide nurture, settling them in in the mornings and liaising with parents. They also teach small intervention groups and carry out personalised targeted interventions to support the children's learning.

14. SAFEGUARDING

14.1 There is a team of DSLs (Designated Safeguarding Lead) in the Trust. Children in Care are managed by the SENDCo/ Family Support Workers at each Academy.

15. STORING AND MANAGING INFORMATION

15.1 As part of the application of this policy, the Trust will collect, process and store personal data and special categories of data in accordance with our data protection policy. We will comply with the requirements of the Data Protection Legislation (being (i) the General Data Protection Regulation ((EU) 2016/679) (unless and until the GDPR is no longer directly applicable in the UK) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018), in relation to how we collect, hold and share special category personal data. Records will be kept in accordance with our Staff Privacy Notice and in line with the requirements of Data Protection Legislation.

16 THE TRUST

16.1 The Trust Board have a duty to ensure that both academies adhere to the SEND Code of Practice under the *Children and Families Act 2014*.

16.2 Some of the key responsibilities of the Trust Board are:

- a) To appoint a Trustee who is responsible for Special Educational Needs or Disabilities – currently, Jayne Hackett. The Trustee for SEND will champion the issue of special educational needs within the work of the Trust, and have specific oversight of the schools' arrangements and provision for meeting special educational needs.
- b) To ensure that the Trust's SEND policy and SEND report is on the Equitas Academies Trust website.
- c) To ensure that all appropriate safeguarding procedures are in place for all pupils, including those with SEND.

17. ACCESSIBILITY

17.1 The Trust has a duty to increase the accessibility for disabled pupils over time and complies with the Disability and Discrimination Act 2001. The main buildings on both sites are old but have been made as accessible as possible and are always under review in the Academy Improvement Plan. Unfortunately, because of the nature of both buildings, we are not able to meet the needs of physically impaired pupils. However, the Sixth form buildings on the Aston Manor site are fully accessible with ramps, toilets and lifts.

- 17.2 The Trust works toward the identification and removal of barriers to learning as a matter of course. It is central to our mission statement, All Equal, All different, All Achieving.
- 17.3 The Trust seeks to be fully inclusive. All pupils have access to all activities, trips, after school clubs, residential trips and so forth. The Trust endeavours to expose all pupils to new experiences and the 'wider world' as part of their day-to-education.
- 17.4 Written information is differentiated according to individual needs and requests; different coloured paper is used for some Dyslexic pupils and enlarged writing is used for others. The use of Widgeit and visual prompts for some SEND pupils are also integrated into teachers' plans and resources. Some reviews are recorded on A3 sheets in bright colours and the photographs of the sheets become the documents; this helps pupils and parents/carers who may need it.
- 17.5 There is open access for parents and carers to speak to, email or visit the key members of staff. Any member of staff can be contacted including the Headteacher. This is the ethos of the Equitas Academies Trust and all our pupils and parents/carers are made aware of it. Equally, members of staff frequently contact parents to discuss concerns, or to inform them of recent exemplary behaviour or work. 'Congratulations' cards are sent out to the Aston Manor Academy pupils' homes, and 'Chilwell Stars' are given out in Congratulations Assemblies so that all family members are made aware of their recent successes.

18. BULLYING

- 18.1 Equitas Academies Trust has an Anti-Bullying Policy which is regularly reviewed.
- 18.2 Steps are taken to reduce the risk of bullying in relation to vulnerable learners, which is considered very seriously indeed, at both sites. The Trust regularly reviews the opinions of parents and pupils about bullying in the form of questionnaires and focus groups. Data is collected and acted upon. Aston Manor Academy operates a 'Sharp System' where pupils can email anonymously to inform senior staff that they are being bullied and who by, or to inform staff of who they believe the bullies to be; or any other incident.
- 18.3 Pupils are made aware of what constitutes bullying, and what they should do about it, very often in morning assemblies and PSHE lessons. Posters are displayed all around both Academies about bullying. Pupils at Equitas Academies Trust know and understand that they can tell any adult in school if they are upset for any reason.
- 18.4 Pupils and parents/carers also know that they can speak to the SENDCo at any point if they are upset about anything, including bullying. If this disclosure is perceived as serious then it will be treated as a safeguarding referral and taken further, possibly involving outside agencies or the police.

19. EVALUATING SUCCESS

- 19.1 The success of the Trust's SEND Policy and provisions is evaluated through;
- a) Monitoring Learning Plans and strategies used by teachers
 - b) Monitoring classroom practice through lesson observations
 - c) Monitoring academic progress through the Work Scrutiny process

- d) Analysis of pupils' tracking data for SEND and vulnerable pupils
- e) Monitoring of procedures and practice by the SEND link Trustee
- f) School Self-Evaluation
- g) The Academy Development Plan
- h) OFSTED Inspection arrangements

20. REVIEWING THE POLICY

20.1 This Policy is kept under review by implementing changes as they occur in the statutory arrangements both locally and nationally. The policy will undergo a review annually.

Reviewed and approved by:	Date approved:	Next review date:
Trust Board	29/03/2021	March 2022

Last updated 08/03/2021