



**PROSPER**  
LEARNING TRUST

## **Prosper Learning Trust**

### **SEND Policy and SEND Information Report**

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# SEND Policy and SEND Information Report

## 1. Aims

Our SEND policy and information report aims to:

- Set out how our academies will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## Prosper Learning Trust

**Our Vision** – What are we here to do?

Prosper Learning Trust will endeavour to provide outstanding education which is individually tailored for every pupil, challenging them to succeed and supporting their personal growth.

**We will achieve this by:**

Improving the educational experience of every pupil by recognising and celebrating their achievement

- Providing a stimulating learning environment in which our team of highly skilled staff deliver quality, well-resourced teaching to meet the needs of every pupil
- Working in partnership with parents, trustees, local advisory committee members, stakeholders and the wider community
- Valuing the entire school community, promoting well-being and encouraging spiritual, moral, social and cultural development in an atmosphere that fosters the growth of respect and responsible behaviour
- Promoting a safe, secure and supportive environment that allows pupils to become more independent and resilient, where they can be happy and enjoy learning

**Our Trust Values** – How will we achieve our vision?

These are our values; they reflect our ethos and aspirations for our culture. We believe in:

Personal growth through;

Respecting pupils' needs

Overcoming barriers to reach potential

Safe, nurturing and supportive environment

Pupil centred approach

Empathy and excellence in learning

Recognising achievement in all circumstances

## **2. Legislation and Guidance**

This policy and information report 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 and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report. This policy also complies with our funding agreement and articles of association and has been developed using appropriate legislation and guidance along with the members of the Prosper Learning Trust Executive Leadership Team.

## **3. 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
- 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 an 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. Within the EHCP of all our pupils who require one, is described the provision that they need.

## **4. Roles and responsibilities**

### **4.1 Executive Headteacher/Headteachers**

Executive Headteacher/Headteachers will:

- Work with the Chief Executive, and Trustees to determine the strategic development of SEND policy and provision in the Trust
- Work with the SENDCOs, Educational Psychologists, Local Advisory Committee's and other relevant stakeholders to determine the strategic development of the SEND policy and provision in their academy(s)
- Ensure that the SEN Code of Practice is adhered to when dealing with admissions
- Have overall responsibility for the provision and progress of learners in all outcomes
- Ensure the school keeps the records of all pupils with SEND up to date

- Ensure a nominated point of contact is provided to external agencies, especially the local authority and its support services
- Ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure liaison with potential next step providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure all staff within their academy(s) receive appropriate CPD that enables all pupils needs to be met
- Ensure appropriate representation at the Prosper SEND Networking Group

## **4.2 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- They have a full and clear understanding around the curriculum areas they plan and teach
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions
- Work with appropriate staff within the academy and Trust to ensure all specialist pupil needs are understood, planned for and met
- Work with the School Leadership and Management Teams to review each pupil's progress and development and decide on any changes to provision through SEND meetings
- Ensuring they follow this SEND policy
- Work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching

## **4.3 The SENDCO**

In our academies that have an identified SENDCO, they will:

- Work with the Executive Headteacher/Headteacher to determine the strategic development of the SEND policy and provision in their academy
- 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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

## **5. SEND Information Report**

### **5.1 The kinds of SEND that are provided for**

Our academies currently provide for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Cognition and Learning Difficulties
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

***(This section is only applicable to our Alternative Provision Academies within the Trust)***

Upon admission, previous schools are asked to provide any information they have on the needs of each individual pupil. Where there are gaps in information this is followed up to gather any additional relevant information, building a picture of the likely needs of the pupil. We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Assessment involves psychometric testing, ICT resources and formative assessment by staff. Links with CYPS, EP and other specialist organisations are also used to support teacher input. A broad spectrum of need is identified in our pupils

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

### **5.3 Involving pupils and parents and carers**

Positive relationships with parents are essential to our working; they are encouraged and valued. This is achieved in many ways including:

- regular direct contact with parents
- written school reports
- parents' afternoons
- school events
- multi-agency meetings
- actively seeking parent and pupils' views (using alternative forms of communication such as talking mats / signs / symbols / use of a translator or advocate if appropriate)

Pupil, parent and stakeholder questionnaires are completed annually and feedback is collated and acted upon. All of our academies have a pupil council which represents the views of our pupils. Representatives from the pupil council come together to form a Trust pupil council.

All the academies in the Trust have an open door policy for parents and carers and aim to communicate regularly with parents/carers. We will have annual discussions with the pupil and their parents when identifying and/or reviewing their special educational provision as laid out in their EHCP.

These conversations will make sure that:

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

All academies in the Trust welcome contact from any parents and carers who are wanting help and advice. When you contact the academy, you will be able to ask to speak to a member of staff or directed to the appropriate person. Further advice and support is offered to parents and carers through the academies websites and through our social media platforms.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review through the academy student learning plan. This document links the aspirations and aims laid out in the EHCP in to measurable annual or termly targets.

The class or subject teacher will carry out a clear analysis of the pupil's progress against their targets. This process will be supported by the SENDCO in those academies with an identified SENDCO

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to national data/measures where appropriate
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. There is a thorough induction process in each academy that prepares pupils well for transition through visits to their new school/college, meetings to discuss needs and a hand over of information. Each academy has their own individual systems for moving pupils into the next phase and all are following the Gatsby Benchmarks.

### **5.6 Our approach to teaching pupils with SEND**

High quality teaching is our first step in responding to pupils who have SEND.

Teachers are provided with a range of training in meeting and understanding a range of needs. This is supported through the Prosper Network Meetings as well as coaching and feedback from senior teachers and leaders. The curriculum in each academy is designed to meet the needs of the whole child, developing social, emotional, communication, physical, mental health and academic aspects.

We make the following adaptations to ensure all pupils' needs are met:

- Planning and differentiating our 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 our facilities, resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using autism friendly resources, routines and communication support

### **5.7 Additional support for learning**

We have teaching support assistants who are trained to support in class and where necessary work on a 1:1 with a pupil. There is a designated safeguarding lead in each academy who ensures that children are safe, and families are supported in issues such as attendance.

Each academy has access to specialist input through Speech and Language Therapy (SALT) provision, Occupational Therapy (OT) and Educational Psychologist (EP) through the statutory requirements. They contribute to the education process through



the development of planned programmes or strategies that will support the child to learn.

Our academies also buy in other external support such as Kalmer counselling where required.

Where appropriate, exam access arrangements and associated in-class support are identified as early as possible to make sure candidates are used to this as their usual way of working. Exam co-ordination ensures that individual needs are met. Support includes access to ICT and specialist equipment.

## **5.8 Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Using pupil & parent questionnaires
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Internal quality assurance reviews
- External quality assurance through cross trust validation and an external school development partner who visits each academy on a termly basis
- Executive Headteacher/Headteacher will report on SEND KPIs' to Local Advisory Committee
- Local Advisory Committee's will ensure monitoring of SEND through its governance monitoring schedule
- Chair of Local Advisory Committee's will report on SEND provision to the Standards Committee of the Trust Board

## **5.9 Equality and accessibility**

- All of our extra-curricular activities and academy visits are available to all our pupils, including our after-school clubs, depending on risk assessments
- All pupils are encouraged to go on residential trip(s) that meet their needs
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc - No pupil is ever excluded from taking part in these activities because of their SEND or disability

## **5.10 Support for improving emotional and social development**

All of our academies have strong pastoral support through their tutor or class teacher. They also have key adults that they can approach e.g. safeguarding lead if they have any safeguarding concerns.

We provide support for pupils to improve their emotional and social development in the following ways:

- Every academy has a student council
- Strong provision of Social, Moral, Cultural and Spiritual education

- Strong personal and social development offer
- We have a zero tolerance approach to bullying
- Social groups are an important aspect of all academies education programme

### **5.11 Working with other agencies**

As is often the case, sometimes pupils require external support in areas such as mental health services, dietician services or other medical needs. This external support is often reached through formal processes such as EHCP meetings, Early Help meetings etc.

All academies ensure that they work with such agencies effectively and share information with them in line with GDPR guidelines.

### **5.12 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the Executive Headteacher/Headteacher of the academy in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that one of our academies has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.13 The Local Authority Local Offer**

Our contribution to the local offer is published on each academy's website and is in the Parents Information section.

Our Local Authority's Local Offer are published on each academy's website and is also available at the website address below

#### **Newcastle upon Tyne**

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

#### **Sunderland**

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0>

#### **Northumberland**

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

## **6. Monitoring Arrangements**

This policy and information report will be reviewed by the Prosper SEND Network Group annually. Changes will be presented to the Headteacher at Harry Watts Academy for ratification.

The policy be approved by the Standards Committee of the Board of Trustees

It will also be updated if any changes to the information are made during the year.

## **7. Links with Other Policies and Documents**

This policy links to our policies on:

- Accessibility plan – this can be accessed through the HSAT Website
- Behaviour
- Equality Policy
- Supporting pupils with medical conditions