

Greenshaw Learning Trust

SEND Policy

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, Grennell Road, Sutton, Surrey, SM1 3DY.

GLT Special Educational Needs and Disabilities (SEND) policy

PART A	3
1.1 Introduction	3
1.2 Approval and Review	3
1.3 Terminology	3
1.4 Associated policies and documents	4
1.5. Legislation and guidance	4
PART B	5
1. Policy Statement	5
2. Definitions	5
2.1 Special educational needs	5
2.2 Disability	5
2.3 The four areas of need	6
3. Roles and responsibilities	7
3.1 The Board of Trustees	7
3.2 The Governing Body	7
3.3 The CEO	7
3.4 The Headteacher	7
3.5 The SENCO	8
3.6 Class teachers	8
4. Parent and Pupil Voice	9
5. Associated Procedures and reports	9

PART A

1.1 Introduction

This Greenshaw Learning Trust (GLT) Policy applies to the Greenshaw Learning Trust as a whole and to all the schools and service units in the Trust, in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

The Greenshaw Learning Trust, including all the schools and services within the Trust, their Trustees, governors and staff, must abide by this GLT SEND Policy.

This Policy describes Greenshaw Learning Trust's policy and provision for pupils with SEND and has been produced in accordance with the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Articles of Association and Funding Agreements of the Greenshaw Learning Trust.

This Policy is subject to the GLT Scheme of Delegation. If there is any ambiguity or conflict then the Scheme of Delegation and any alteration or restriction to the Scheme approved by the Board of Trustees takes precedence.

In implementing this Policy and associated policies and procedures the Governing Body, Headteacher and school staff, and Trust shared service staff, must take account of any advice or instruction given to them by the GLT Assistant Director for SEND & Special Provision, the GLT CEO or Board of Trustees. If there is any question about the interpretation or implementation of this Policy, the GLT Assistant Director for SEND & Special Provision or GLT CEO should be consulted

1.2 Approval and Review

- This Policy is the responsibility of the GLT Assistant Director of SEND & Special Provision.
- This Policy was agreed by the Board of Trustees on: 20 October 2023.
- This Policy is due for review by the Board of Trustees by the end of October 2026.

1.3 Terminology

- The Trust means the Greenshaw Learning Trust (GLT).
- The school means a school within the Greenshaw Learning Trust.
- The CEO means the Chief Executive Officer of the Greenshaw Learning Trust.
- The Headteacher means the Headteacher or principal of the school.
- The SENCO means the qualified teacher appointed by the school to lead and coordinate the school's provision for children and young people with special educational needs and disabilities
- The Governing Body means the committee of the Board of Trustees to which Trustees have delegated appropriate powers and functions relating to the governance of the school.

In this Policy all references to the Greenshaw Learning Trust will be read as including the Greenshaw Learning Trust Shared Service and all schools in the Greenshaw Learning Trust.

1.4 Associated policies and documents

This SEND Policy is a constituent part of the GLT Equalities Policy.

The following procedures and reports are an integral part of this SEND Policy:

- School SEN Information Report
- School Accessibility Plan

Associated Policies and Procedures that are part of the GLT Equalities Policy:

- GLT Annual Equalities Statement
- School Supporting Pupils with Medical Conditions Procedure

Other Policies and Procedures that are directly related to and complement this SEND Policy:

- School Behaviour Policy and Procedures
- School Attendance Policy
- GLT and School Safeguarding Policy and Procedures
- GLT and School Complaints Procedures

1.5. 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.
- The Special Educational Needs and Disability Regulations 2014.
- The Equality Act 2010 (section 20).
- The Public Sector Equality Duty (section 149 of the Equality Act 2010).
- The DfE Governance Handbook.
- The School Admissions Code.

This Policy also complies with the GLT Articles of Association and Funding Agreements.

PART B

1. Policy Statement

1.1 The Greenshaw Learning Trust is ambitious for all our pupils and we believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstance or background. We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

The leaders of the Greenshaw Learning Trust are leaders for all pupils, enabling our teachers to be teachers of all pupils. The Greenshaw Learning Trust is committed to distributed leadership to secure the best possible provision and outcomes for pupils with special educational needs. We have the same ambition for all our pupils, and recognise the importance and impact of prioritising our responsibilities to pupils with special educational needs so it is at the core of school improvement. We seek to work together across our schools to build capacity for all staff to contribute to excellent and equitable academic provision and personal development for pupils with special educational needs.

The Greenshaw Learning Trust recognises the power in collaboration. We work in partnership with pupils and their families in identifying and providing for special educational needs. Where appropriate, we also work in partnership with other agencies. We recognise the importance of communication being inclusive, accessible and culturally sensitive to achieve effective partnership working.

1.2 Each school within the Greenshaw Learning Trust will follow and implement this GLT SEND Policy.

1.3 Each school within the Greenshaw Learning Trust will publish an annual SEND Information Report that sets out how it will support and make provision for pupils with special educational needs and disabilities and provide these pupils with access to all aspects of school life.

2. Definitions

2.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most others of the same age; or
- A disability that 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.

2.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

GLT schools will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

2.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas as set out below. Pupils can have needs that cut across more than one 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.

1. Communication and interaction

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. Pupils who are on the autism spectrum often have needs that fall in this category.

2. Cognition and learning

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact one 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.

3. Social, emotional and mental health

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- 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.
- These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

4. Sensory and/or physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment.
- A physical impairment.

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

3. Roles and responsibilities

3.1 The Board of Trustees

The Board of Trustees will:

- Have strategic responsibility for and oversight of SEND across the Greenshaw Learning Trust.
- Evaluate and approve this Policy at each review, ensuring it complies with the law.
- Hold the GLT CEO to account for the implementation of this Policy
- Keep informed of all statutory guidance.
- Appoint a Link Trustee to monitor the effectiveness of this policy and report to the Board of Trustees.
- Ensure that Headteachers and school Governing Bodies are supported to fulfil their roles.
- Receive and consider relevant reports from the GLT CEO/Directors/Link Trustee.
- Receive any concerns from school Governing Bodies and act on them accordingly.

3.2 The Governing Body

The Governing Body will:

- Hold the Headteacher to account for delivering this policy.
- Monitor the quality and effectiveness of SEND provision within their school(s).
- Appoint a SEND link governor.

3.3 The CEO

The GLT CEO is responsible for ensuring that:

- This policy is adhered to across all GLT schools and the Trust Shared Service.
- External challenge and support is commissioned where appropriate to ensure the Trust is meeting its statutory responsibilities in respect of SEND.

3.4 The Headteacher

The Headteacher is responsible for ensuring that in their school:

- This Policy and its associated Procedures are implemented effectively.
- There is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, that the SENCO has enough time to carry out their duties and monitor the effectiveness of how these duties are carried out.
- Every pupil with SEND gets the support they need.
- Pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Parents are informed when the school is making special educational provision for their child.
- All pupils, including those with SEND, have access to a broad and balanced curriculum.
- A clear approach to identifying and responding to SEND is followed.
- All parents, including those with children with SEND, receive an annual report on their child's progress.
- Information is published on the school website that describes: how the school is implementing the SEND policy, in a SEN Information Report; 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 School Accessibility Plan.
- Arrangements are in place to support any pupils with medical conditions and that they are detailed in a Supporting Pupils with Medical Conditions Procedure.

- Responsibilities under the Equality Act 2010 are met with regard to reasonable adjustments and access arrangements.
- The notional SEND budget and any additional funding allocated by the Local Authority is used to support individual pupils with SEND effectively.
- The Local Authority is advised when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.

3.5 The SENCO

The SENCO will have day-to-day responsibility for the operation of this SEND Policy and associated procedures, and the coordination of specific provision that is made to support individual pupils with SEN, including those who have EHC plans. The SENCO will also be responsible for:

- Informing any parents that their child may have SEN and then liaising with them about the pupil's needs and any provision made.
- Working with the Headteacher to determine the strategic development of the SEND policy and provision in the school.
- Providing professional guidance to colleagues and liaising and working with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEN support and differentiated/adapted teaching methods appropriate for individual pupils.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Being a point of contact for external agencies, especially the Local Authority (LA) and its support services, and working with external agencies to ensure that appropriate provision is provided.
- Liaising 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, ensuring that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Ensuring that the school keeps its records of all pupils with SEND up to date and accurate.
- Identifying any staff who have specific training needs regarding SEN, and incorporating this into the school's plan for continuous professional development.
- Preparing and reviewing information for inclusion in the school's SEN information report.
- Identifying any patterns in the school's identification of SEN, both within the school and in comparison with national data, and using these to reflect on and reinforce the quality of teaching.

3.6 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and considering how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development.
- Ensuring they follow this SEND policy and the SEN information report.

4. Parent and Pupil Voice

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

The school will give parents or carers of a pupil on the SEND register the opportunity to provide information and express their views about the pupil's SEND and the support provided, and will invite them to participate in discussions and decisions about this support.

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

The school will give pupils the opportunity to provide information and express their views about their SEND and the support provided to them, and they will be invited to participate in discussions and decisions about this support.

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

5. Associated Procedures and reports

5.1 SEN Information Report

The school will publish a SEN Information Report on its website, which sets out how this Policy is implemented in the school.

The Information Report will explain the roles and responsibilities of everyone involved in providing for pupils with SEND and ensure the SEND policy is understood and implemented consistently by all staff. It will set out how the school communicates with pupils with SEND and their parents or carers, involving them in discussions and decisions about support and provision for the pupil, and will help pupils with SEND make a successful transition to their next stage in education and into higher or further education, or employment, supporting preparation for adulthood.

The SEND Information Report will be produced by the Headteacher and approved by the school's Governing Body annually. Technical amendments to reflect current provision, such as a change in name of the SENCO, that require a change to be made to the SEND Information Report, can be approved by the Headteacher.

5.2 School Accessibility Plan

The school will publish a School Accessibility Plan on its website annually, which sets out how the school will seek to increase access to education for disabled pupils, as required by the SEN and Disability Act 2001 and the Disability Discrimination Act 1995.

The School Accessibility Plan will be produced by the Headteacher and approved by the school's Governing Body annually.

5.3 School Supporting Pupils with Medical Conditions Procedure

The school will publish a Procedure for Supporting Pupils with Medical Conditions on its website, which sets out the school's arrangements for supporting pupils at their school with medical conditions, so that they have full access to education, including school trips and physical education, as required by Section 100 of the Children and Families Act 2014.

The School Supporting Pupils with Medical Conditions Procedure will be produced by the Headteacher and approved by the school's Governing Body at least every three years.