

Special Educational Needs and Disability (SEND) Policy

Version 5

This policy applies to all NCLT institutions.

   



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1.0 Principles

- 1.1 The Trust is committed to providing an inclusive learning environment, promoting high aspirations and expectations for all pupils/students. We recognise that every pupil/student is an individual who has a variety of educational and personal needs, which may change as the pupil/student develops.
- 1.2 We aim to support every pupil/student, allowing them the opportunity to achieve their potential by identifying need, providing appropriate support, and removing barriers to learning.
- 1.3 We aim to encourage all pupils/students to become confident, resilient individuals who can make a successful transition onto their next steps, into adulthood and progress to positive and meaningful destinations, including their next phase of education, employment, further or higher education or training.

2.0 Legislative Framework

2.1 The Trust aims to comply with the Equality Act and the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years, relating to the appropriate sections of the Children and Families Act. The definitions of what constitutes a Disability and a Special Educational Need are set out in this document. We also aim to comply with the statutory guidance for Supporting Pupils at School with Medical Conditions. This policy will consider the following legislation and statutory guidance:

- SEND Code of Practice
- The Special Educational Needs and Disability Regulations
- The SEN (Personal Budgets) Regulations
- Children's and Families Act
- Inclusive Schooling
- Education Act
- The Equality Act
- School Discipline (Pupils Exclusions and Reviews) (England) Regulation
- School Admissions Code
- Supporting Pupils in Schools with Medical Conditions
- Mental Capacity Act Code of Practice

2.2 The Trust ensures our safeguarding responsibilities in accordance with:

- Working Together to Safeguard Children
- Keeping Children Safe in Education

3.0 Policy Statement

3.1 The Trust will ensure that:

- All staff take responsibility for the identification and inclusion of pupils/students with SEND as an integral part of raising standards.
- Through its best endeavours, the special education provision requirements meet the needs of prospective and existing pupils/students.
- Robust systems are in place and reviewed to ensure children and young people with SEND do not feel directly or indirectly discriminated against, harassed or victimised.
- All pupils/students are identified and supported through co-operation and partnership with parents/carers and outside agencies in line with the guidance in the SEND Code of Practice: 0-25 years.
- Parents/carers will be fully included in the educational and social journey of their child/young person, and pupils/students will be involved in the development of their own learning.
- All pupils/students will be supported so that they can make academic progress and reach positive destinations in adult life.

4.0 Definition of SEN and Disability

4.1 Definition of disability under the Equality Act 2010 and definition of SEN under The SEND Code of Practice:

4.2 A pupil/student is disabled under the Equality Act if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. 'Substantial' is defined as more than minor or trivial e.g. it takes much longer than it usually would to complete a daily task like getting dressed. 'Long-term' means 12 months or more e.g. a breathing condition that develops as a result of a lung infection.

4.3 A pupil/student is disabled under the Equality Act if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. 'Substantial' is defined as more than minor or trivial e.g. it takes much longer than it usually would to complete a daily task like getting dressed. 'Long-term' means 12 months or more e.g. a breathing condition that develops as a result of a lung infection.

4.4 Pupils/students have special education needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. In addition, a pupil/student has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have 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 or mainstream post- 16 institutions.

4.5 The SEND Code of Practice explains how the definition of disability and SEN work together:

'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.'

- 4.6 A pupil/student does not have a learning difficulty or disability solely because the language (or form of language) in which they will be taught is different from a language (or form of language) which is or has been spoken at home.
- 4.7 A pupil/student who has a medical condition may have an individual healthcare plan, which will specify the level of support required to meet their medical needs. This pupil/student may not necessarily have SEND but there may be some overlap of provision. Where this pupil/student also has SEND, support for their needs will be co-ordinated and planned alongside their healthcare plan. (The Children's and Families Act, Supporting Pupils at School with Medical Conditions DfE).

5.0 Roles and Responsibilities

5.1 The Local Advisory Group will:

- Ensure the implementation and monitoring of SEND policy and that SEND is central to the Self-Assessment Report (SAR) and Quality Improvement Plan (QIP).
- Allocate a Local Advisory Group member as a dedicated SEND link between the Special Educational Needs and Disability Co-ordinator (SENDCo)/Inclusion Lead and the Local Advisory Group.
- Publish the Trust's arrangements for the admission of SEND pupils/students, the steps taken to prevent SEND pupil/students from being treated less favourably than those who are not, and details of the facilities provided to ensure accessibility.
- Participate in appropriate training.
- Monitor and review the progress of SEND pupil/students.
- Have an up to date knowledge about the college/school's SEND provision.
- To ensure that SEND records are maintained by all staff and kept up to date (primary only).
- A representative of the Local Advisory Group will attend termly meetings with the SENDCo/Inclusion Lead, creating SEND Reports to share with the Local Advisory Group (primary only).

5.2 The Principal (colleges) or Headteacher (schools) will:

- Be responsible for the overall management of the Policy and provision for SEND pupils/students and ensure that those strategies include working with parents/carers and external agencies to encourage involvement in the pupil/student's education and learning needs.
- Monitor and review progress of SEND pupils/students.
- Monitor and review the attendance and retention rate (colleges only) of SEND pupils/students.
- Act as an advocate for SEND pupils/students.
- Ensure the curriculum meets the needs of SEND pupils/students.
- Provide performance management for all staff members and regularly review pupil/student progress as part of an overall Trust approach to assessment.
- Consult with the Local Authority and other relevant parties where it is appropriate to deliver a co-ordinated approach to SEND provision.
- Participate in appropriate training.

5.3 The Trust SEND coordinator will:

- Liaise with SENDCos across the Trust to review the progress, attendance and the retention rate of pupils/students with SEND.
- Liaise with SENDCos across the Trust to ensure that pupils/students with SEND are receiving consistently high standards of support.
- Liaise with SENDCos across the Trust to ensure a consistent high-quality learning experience for SEND pupils/students.
- Liaise with relevant external agencies and authorities to maximise the opportunities for support for pupils/students with SEND.

5.4 Parents/Carers and Pupils/Students will:

- Ensure that medical conditions are declared during the application process including individual needs.
- Discuss their needs at enrolment (colleges only), allowing for arrangements to be put in place in a timely manner.
- Be encouraged to participate in the pupil/student's educational progress and discussions regarding provision of support.
- Be involved in decision making, the planning of support and review of provision.
- Be made aware of the Local Authority Offer and will be signposted to support available from universal services and targeted and specialist services for SEND pupils/students.
- Be central to decision-making about their needs, so that they are empowered to express wishes and viewpoints about their own future.
- Be encouraged to provide feedback through learner/student voice.
- Provide evidence of medical conditions and/or exam access arrangements.
- Provide evidence of conditions that are identified mid-year.

Colleges only

5.5 The Special Educational Needs and Disability Co-ordinator (SENDCo) will:

- Ensure the needs of students with SEND, including medical students, are identified at transition.
- Ensure SEND students are appropriately supported through reasonable adjustments according to need.
- Ensure resources are allocated through the use of available funding to meet the needs of SEND students.
- Liaise with pastoral staff and with the Designated Safeguarding Lead for Looked After Children when providing SEND provision for vulnerable students.
- Inform colleagues about updated information with regards to SEND students.
- Liaise with and share information with carers and external agencies regarding SEND students as specified in the SEND Code of Practice.
- Ensure staff have access to relevant information about medical conditions affecting students through Trust systems.
- Ensure that all arrangements for medical students are in place, including the managing of medicines.
- Ensure students with Risk Assessments, Health Care Plans and Personal Emergency Evacuation Plans are identified and the Trust Health and Safety Manager is informed.
- Ensure sufficient staff are suitably trained to meet the needs of all SEND students. Where relevant, the SENDCo will liaise with healthcare professionals about the type and level of training required.
- Have strategic overview of the SEND Study Support Tutors and co-ordinate non-teaching staff to deliver intervention and work towards targets.
- The SENDCo monitors the performance of all students with learning difficulties or disabilities within the college.
- Co-ordinate and plan for transition and the transfer of SEND information to ensure that students are supported at every stage of their education and are prepared for adulthood.
- Provide professional guidance and continuous professional development for colleagues.
- Ensure that progress is monitored and the support reviewed.
- Liaise with the Exams Officer (EO) to record all exam access arrangements and to process online all non-centre delegated arrangements.
- Oversee the collection of evidence and documentation to support the exam access arrangements process.
- Quality assure the SEND provision through visiting lessons, speaking with students, ensuring concerns are logged correctly and checking the progress made from specific interventions.

5.6 SEND Senior Link will:

- Oversee the SENDCo and quality assure the systems in place to identify and support students.
- In collaboration with the SENDCo, review and monitor the progress and achievement of SEND students
- In collaboration with the SENDCo, monitor the participation from SEND students with the personal development curriculum to ensure they receive an enriched experience at college.

5.7 The Study Support Tutor will:

- Will be the keyworker for individual students
- Provide intervention on areas of need
- Monitor the progress of their students
- Liaise with teachers and progress tutors to identify areas of need
- Monitor the well-being of their students
- Support students to secure and transition to next steps
- Support students to access work experience

5.8 The Health and Safety Manager will:

- Ensure reasonable adjustments are made to the college site for SEND students.
- Be responsible for the Trust's First Aid Policy.
- Maintain building assets and carry out routine checks for supporting SEND students.
- Provide E-VAC chairs and training for Fire Exit of SEND students from any of the Trust's buildings, where a risk assessment and Emergency Evacuation Plan has been put into place.
- Ensure Fire Marshalls and teaching staff are trained in Personal Emergency Evacuation Plans and use of E-VAC chairs, to ensure SEND students are supervised out of Trust buildings in times of fire, flood, extreme weather conditions and loss of electricity or in case of emergency.
- Ensure trip organisers assess risks and are well informed about arrangements for SEND students.
- Ensure appropriate insurance is in place that covers staff providing support to SEND students.

5.9 The Teacher will:

- Undertake pre-learning liaison with the Study Support Tutors for SEND students.
- Enable students to use their granted exam access arrangements as their normal way of working and during all assessments.
- Work with Study Support Tutors and/or SENDCo to identify where a student may be having difficulty which may be due to SEND.

- Ensure the inclusion of SEND students within the classroom through differentiation and carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum. Where appropriate, Study Support Tutors will work closely with teaching staff to ensure the support students receive removes barriers to learning and allows them to progress.
- Will adapt teaching and learning approaches within the classroom to accommodate the needs of students and remove barriers to learning.
- Will liaise with the Teaching for Learning Lead to improve the learning experience for students with SEND
- Monitor and review progress.
- Contribute to the review process for students who have an Education, Health and Care Plan and/or Termly Support Plan.
- Where underperformance is identified, put in place interventions to ensure clear and supportive targets are set and to ensure communication with next of kin.
- Provide evidence and/or work samples to demonstrate to JCQ the need for a student's exam access arrangement.

5.10 The Progress Tutor will:

- Ensure all students receive pastoral support including reporting of safeguarding issues and issues relating to student mental health via the Safeguarding Team. Further information available in the Safeguarding Policy and Procedures.
- Ensure that students with any temporary disability or new diagnosis mid-term are referred to the SENDCo who will update records, file any evidence provided, assess what arrangements need to be put in place such as an Emergency Evacuation Plan, Risk Assessment or Exam Access Arrangements. The SENDCo will ensure all medical arrangements and risk assessments are put in place in a timely manner.
- Monitor progress to identify students with difficulties.
- Work collaboratively with Study Support and SENDCo to support students identified as having a learning difficulty or disability.

Wingfield Academy only

5.11 Director of Inclusion/ Special Educational Needs Coordinator (SENDCo)

- Leads the strategic development of the SEND department within the whole school setting.
- Works with the Senior Leadership Team (SLT) to monitor, track and evaluate current procedure and develop practice.
- Carries out the role of SENDCo, working with the ASENDCo to implement support, liaising with other staff and parents as appropriate.
- Leads work with external agencies.
- Oversees development of personalised learning plans for pupils.

- Works with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for such pupils, contributing to in-service training as required.
- Advises staff on differentiation and working with pupils with Learning difficulties and/or English as an Additional Language (EAL), providing training as necessary.
- Manages the identification of pupils with learning support needs, their assessment, support and the review of progress.
- Organises the testing of reading and spelling ages of SEND pupils as necessary and for new admissions.
- Organises the provision for EAL pupils including testing, attending meetings, liaison with external agencies and parents, updating staff in school.
- Leads the teaching and learning in Learning Support including supporting the Learning Support Assistant (LSA) team in maintaining good practice.
- Manages and allocates LSAs to support mainstream learning in liaison with the ASENDCo and faculties, providing training as needed.

5.12 Assistant SENDCo

- Coordinates the support provision, ensuring with the SENDCo and Head Teacher that human and other resources are allocated to get best value.
- Liaises with the SLT, channeling appropriate information to them enabling this area of the school to inform strategic planning.
- Takes day-to-day responsibility for the management of all paperwork appertaining to the dept. and in line with the Code of Practice assisting the Assistant Head Teacher/SENDCo, in the administration of the dept. including the organisation of Annual reviews, external agencies and meetings.
- Liaises with parents ensuring that they are fully involved in all processes regarding their child's special needs and that all pupils are actively involved in the process.
- Has responsibility for maintaining the Grids for Learning, Provision mapping and records appertaining to Safeguarding alongside other safeguarding officers.
- Deputises in Safeguarding.

5.13 Alternative Provision Lead

- Liaises with the Director of Inclusion to identify pupils requiring Alternative Provision and external providers.
- Has responsibility for overseeing and implementing the provision.
- Takes day to day responsibility for ensuring all appropriate paperwork including risk assessments and visits are completed and up to date.

5.14 Lead Physical and Mental Health Practitioner

- Liaises with Child Adolescent Mental Health Services (CAMHS), other agencies and parents to support the mental health of pupils.

- Has responsibility for overseeing and implementing interventions within The Hive (the Academy's Social, Emotional Mental Health (SEMH) provision).
- Line manages the Academy's SEMH advocate.
- Takes day to day responsibility for the medical needs of pupils including care plans and risk assessments.
- Updates the Senior Leadership Team of any incidents and completes logs where necessary.

5.15 Learning Support Assistants (LSAs)

- Carries out duties under the direction and supervision of the SENDCo, ASENDCo, within specified curriculum areas, and the class teacher.
- Works with the subject teacher to understand and act upon aims, objectives and targets of both Educational Health Care Plans (EHCPs) and Support Plans and to implement the Code of Practice.
- Facilitates individual/groups of pupils' access to and progress in the curriculum, usually by assisting the pupils in class but occasionally in a withdrawal situation, supporting pupils for assessment purposes when appropriate.
- Assists with the preparation of resources and equipment and other clerical duties and administrative tasks.
- As a member of staff around the school, implements school policies, attends inset sessions within school as required by terms of employment and further sessions for personal development at own discretion.
- Oversee a place for vulnerable pupils at lunches and breaks and in homework club on a rota basis.
- Acts as a Key worker for pupils as required.

5.16 Autism Advocate

- Acts as a Key worker for pupils as required.
- Liaises with parents and carers, and attends appropriate meetings.
- Monitors and tracks progress, behaviour and wellbeing, and reports to the Assistant Headteacher/SENDCo.

5.17 All Teachers

- Effective planning, teaching and support for pupils with SEND.
- Differentiation embedded across the curriculum, allowing all pupils to access the lesson.
- Liaison with SENDCo where necessary.
- Annual meetings with parents via Parents Evening as well as regular communication when requested by the parent/carer.
- Aware of the Code of Practice.

Primary schools only

5.18 Inclusion Lead/SENDCo

- Day to day operation of the SEND policy.
- Coordinating, monitoring and evaluating the provision of SEND support in school.
- Providing support and advice to staff about the provision of SEND support in school.
- Working alongside staff to assist them in identifying, assessing, planning and reviewing for children's needs and ensuring that children make progress.
- Liaising with parents, pupils and professionals from outside agencies.
- Coordinating and leading staff training related to SEND, including keeping all staff up to date with developments in SEND provision, policies and procedures.
- Reporting on the provision for children with SEND to the governing body.
- Keeping up to date with new developments in SEND by attending relevant courses, seminars and meetings.
- Organising and running termly SEN review meetings to review targets from Individual Education Plans (IEPs) and SEN Support Plans to ensure the needs of children with SEND are met, ensuring that provision within school is meeting those needs
- Organising statutory annual review meetings for children with an Education, Health and Care Plan
- Ensuring close relationships are formed between school and parents
- Keeping open lines of communication between all involved parties involved, including information on children's progress.
- Ensuring the SEND policy is put in to practice consistently across the whole school.
- Keeping up to date with current National and Local legislation and policies.
- Organising and submitting requests for Education, Health and Care Plans, following the graduated response.
- Supporting class teachers when making referrals to outside agencies.

5.19 Teaching staff

- All class teachers have a responsibility to ensure that the SEND policy is put into practice.
- All teachers are accountable for children within their class, including children with SEND and are teachers of SEND.
- Plan for in-class support from teaching assistants, ensuring that *all* children are able to benefit from this support.
- Provide quality-first teaching within their classrooms and an inclusive learning environment, making reasonable adjustments where and when necessary to their daily practice and provision within the setting.
- Identify pupils who are making poor progress in spite of differentiated learning opportunities being provided.
- Collect and record information about any children with SEND, including any steps taken to meet their needs, and keep this information updated regularly.
- Deliver children's IEPs, LSPs, PLPs or SEN Support Plans, working alongside teaching assistants and the Inclusion Lead.
- Contribute to termly IEP review meetings with evidence supporting the child's achievements, successes, progress and needs.
- Liaising with the Inclusion Lead when making referrals to outside agencies.

5.20 Teaching Assistants

- Contribute to the planning, implementation and reviewing of IEPs
- Working alongside teachers and the Inclusion Lead to support groups of children and individuals within class
- Deliver interventions to groups or individuals outside of the classroom where required.
- Feedback regularly to teaching staff and report on the progress of pupils with whom they are working, either in writing or orally, to the class teacher.
- Contribute to the development of resources for pupils with SEND.
- Deliver children's IEPs, LSPs, PLPs or SEN Support Plans working alongside teachers and the Inclusion Lead
- Contribute to termly SEN review meetings.
- Attend and contribute to TA meetings in school.
- Provide pastoral support for individuals as and when it is needed, particularly children with SEMH difficulties but with regard to confidentiality and Safeguarding procedures.
- Keep records including IEP evidence and write ups for individual children up to date.

6.0 Admission Arrangements

6.1 The Trust aims to ensure equal opportunities for pupils/students with SEND. Further information can be found in the Trust Admissions Policy.

7.0 Identification and Assessment of Pupil/Students' Needs

7.1 The Trust has a responsibility for the identification and assessment of pupil/students' needs in line with the guidance outlined in the SEND Code of Practice.

Colleges

7.2 The identification of SEND students will ordinarily be during the interview process when students are expected to meet with Study Support to disclose information recorded on medical forms. Completed medical forms are returned and Student Services share the information with the SENDCo to ensure appropriate support is put in place. The SENDCo will establish links with all feeder schools and ensure transition is fully supported. The SENDCo continues to closely monitor student progress to ensure difficulties are identified in a timely manner. College staff, parents and students may make a referral to have needs investigated at any point during the academic year.

Schools

7.3 Schools are committed to the early identification of Special Educational Needs and Disabilities. A range of initial identification strategies are used and recorded, these include:

- Observation
- Teacher assessment

- Discussions with colleagues
- Discussions with parents
- Discussions with pupils
- Discussions with previously attended schools
- Results of formal termly assessments
- Samples of children's work

8.0 Provision

Colleges

8.1 Learning support:

- Individual or small group intervention for academic, social or life skill development.
- Additional TAP (Teacher Access Periods) lessons delivered by subject specialists.
- Access to whole college intervention sessions.
- Support Plans for high needs learners and students who require a highly co-ordinated approach to support.

8.2 In Class Support:

- In class support is provided for a small number of students who are experiencing difficulty accessing learning.

Wingfield Academy

8.3 Learning support:

- In-class support for pupils having difficulty accessing the curriculum.
- Withdrawal for programmes of nurture, literacy, numeracy or skills to enable better access, usually in a small group for identified pupils.
- Planning of individual programmes to meet pupils' needs, including special arrangements for examinations.
- Support and guidance to staff in working with pupils.
- Support for parents wishing to work with their child at home by providing support and appropriate packages of work.
- Access to Independent Learning Task (ILT) club.
- Liaison with external agencies.

8.4 In Class Support

Provided by LSAs or members of the Inclusion Department, with the aim of supporting pupils with Education, Health Care Plans (EHCPs) to access the curriculum in the mainstream environment. SEND pupils should be firstly supported by the class teacher to deliver quality first teaching.

Primary Schools

- 8.5 Provision begins with the implementation of 'quality first teaching' and following the graduated response. If identification strategies suggest that the pupil is not making expected progress, despite interventions and additional support, and the teacher feels the child requires 'over and above' daily practice, the class teacher will speak and work alongside the Inclusion Lead. If it is decided that the child needs additional provision then an Individual Education Plan (IEP) will be set up for that child.
- 8.6 If a child is supported with an Individual Education Plan (IEP), schools will use the Assess-Plan- Do-Review model as outlined in the SEND Code of Practice 2015. This will outline both the long term and shorter term targets for the child and the strategies and interventions that will be used in school to help them meet these targets. This will be discussed with parents/carers and their permission to add the child to the school's SEND register will be sought. The IEP will be written by the SENDCo/Inclusion Lead, the Class Teacher and support staff, external agencies involved, parents/carers and the child where appropriate. Advice from the Specialist Teacher from the inclusion team may also be sought when writing targets for IEPs.
- 8.7 Termly SEN review meetings are held to review the child's progress against their targets. At these meetings, feedback from the class teacher, TA, outside professionals and parents will be used alongside any relevant assessment data and other evidence (e.g. samples of the child's work) to help review the current targets and help set new targets and interventions. The child's views will also be sought prior to the review meeting, through their One Page Profile which they will be supported to complete by a familiar member of staff, and these will be shared as part of the discussion during the meeting. Their level of support will also be reviewed, so it may then be decided to involve outside agencies and seek professional and specialist support, or if progress has been good, remove them from the SEND register altogether. Children who are removed from the school SEND register are placed on to a separate monitoring register and will be monitored by the class teacher and SENDCo/Inclusion Lead.
- 8.8 If it is felt a higher level of support is required, a child may have a Learning Support Programme (LSP) or a Personalised Learning Programme (PLP), provided by the Specialist Inclusion Team (SIT) and this will be monitored and reviewed by the SENDCo/Inclusion Lead and the Specialist Teacher from SIT. Children with complex needs/ high level and intense support, will have an SEN support plan. These children are likely to require an Education Health and Care Plan (EHCP) at a later date due to the level of support they require (usually over 13 hours a week support). This would be discussed with parents/carers and their permission would be sought. The school would then request for a statutory assessment to be made from the Local Authority which can result in an Education, Health and Care Plan (EHCP) being issued.
- 8.9 If, at any point in this process, it is felt that the child is making progress below that expected despite significant support and staff feel that more specialist advice is needed, outside agencies will be involved (see table above). Again, this would be discussed with parents/carers and their permission would be sought.

8.10 For pupils who have an EHCP, as well as the review of their IEPs, their progress and support outlined in their EHCP will be reviewed annually through an annual review meeting and a report provided to the LA. When the pupil is ready to transfer to secondary education, planning will begin in Year 5 to allow appropriate options to be considered.

Transition

8.11 Primary schools aim to provide as smooth a transition as possible for children with SEND between schools. This is most commonly the transition from Year 6 to secondary school (Key Stage 2 to Key Stage 3). However, it may also include transition between schools if a child moves schools due to changes in circumstances.

8.12 A member of staff from the secondary school that the child will be attending is invited to attend their SEN review meetings in Year 6 or before if it is felt necessary. This means that the child's new school are made aware of their needs and this also provides a good opportunity for the parents to ask any questions that they may have about the SEND provision at the secondary school. SEND records and data are passed from the primary school to the secondary school at the end of Year 6. Information is also recorded on CPOMs and can be transferred directly to their chosen secondary school through their system.

8.13 The SENDCo/Inclusion Lead organises and leads on all the SEN review meetings across all three key stages. This means that parents, staff and professionals are involved and kept informed of the needs of all children. It also gives them the opportunity to meet the parents/carers and discuss the child's needs and the provision available throughout school. All of this information is then shared with the next class teacher, and other staff where appropriate, by the SENDCo/Inclusion Lead and/or with the child's current class teacher. Information is also recorded on CPOMs, therefore creating an electronic record.

9.0 Allocation of Resources for Pupil/students with SEND

9.1 The SEND budget is based initially on the identification of needs across the school/college, is allocated by the LEA/ESFA and is then reviewed by the Head Teacher/Principal and Board of Trustees/Local Advisory Group in the light of the provision that they wish to maintain or develop. It is supplemented by additional resources from the school/college's budget.

9.2 Capitation is available for the daily running of the department.

The SENDCo/Inclusion Lead oversees the allocation of human and other resources for pupils/students with SEND respectively in light of their SEND and level of need. Specific provision may be outlined in EHC plans.

10.0 Access to the National Curriculum

Schools only

- 10.1 All pupils/students are entitled to access a broad and balanced curriculum.
- 10.2 In some cases, pupil/students' needs may be such that withdrawal from some areas of the curriculum is necessary to improve basic skills or facilitate structured interventions with regard to emotional, behavioural and social difficulties. Some pupils/students may need the opportunity to continue their class work in an inclusion area if their needs are such that the normal classroom environment prevents them accessing the subject matter at the level of which they are capable. e.g. pupils/students with a SEMH need may need a time out and restorative work within the inclusion space.
- 10.3 Technical aids are available to some pupils/students depending on need e.g. some pupils/students use Chromebooks or access ICT facilities. Specialist seating and equipment may be obtained through Occupational Therapy (OT) or purchased on their advice, as required.

11.0 Pupil/students with an Education, Health and Care Plan (EHCP) and/or medical needs

- 11.1 The Trust will work closely with pupils/students, families and professionals to meet the needs of pupils/students with an EHCP and/or medical needs. Where a pupil/student has an EHCP or a Healthcare Plan (HCP), the Trust will use support strategies and implement interventions to support the pupil/student to achieve their outcomes or targets. Targets are reviewed at regular intervals throughout the year and if expected progress has not been achieved, the next wave of intervention will be introduced.
- 11.2 If a pupil/student requires medication, the Trust will provide an appropriate safe space for the medication to be stored safely. The Trust will assist a pupil/student to access their medication as part of a pre-agreed plan but generally will not administer the medication. This means that the Trust will hand over the medication to the pupil/student to be self-administered, and the Trust will not measure dosages or monitor the intake of medication. Due to the urgent nature of some conditions such as epilepsy and diabetes, medication to treat these conditions would be administered by Trust first aid staff. However, this would be part of a pre-agreed emergency response plan. The storage of medication includes emergency packs which would be handed to paramedics in the event of an emergency.

12.0 Links with External Services

- In cases where specialist assessment or provision is required externally, the Trust will endeavour to signpost pupils/students and parents/carers where appropriate.

- The Trust will endeavour to actively engage with services and agencies, based both inside and outside of the Trust, to ensure effective and appropriate support for SEND pupils/students.
- The Trust recognises its reciprocal duty to co-operate with the Local Authority on arrangements for young people with SEND, and is actively involved with the Local Authority to help shape post-16 SEND provision.
- The Trust will work with a range of external agencies to help meet the needs of the pupil/students, including:

Child and Adolescent Mental Health Service (CAMHS)
 Targeted Mental Health in Schools (TAMHS) and local cluster services
 (counselling, therapeutic services, CAMHS in Schools, health and wellbeing
 worker, parental support advisor)
 Early Help Assessment Team
 Complex Needs Team/Educational Psychology Team
 Educational Service for Physical Disability
 Hearing Impaired Service
 Multi-systemic Therapy Team (MST)
 Occupational Therapy Service
 Children's and Adult Physiotherapy Service
 School Nursing Team
 SENSAP
 Sensory Service Visual Impairment Team
 Children's Social Work Services
 Speech, Language and Communication Therapy Service
 Gypsy Roma Traveller Education Team
 Paediatrician/Optician
 Physiotherapy Service
 Specialist Inclusion Team (Primary only)
 Aspire Outreach (Primary only)

13.0 In-Service Training

- 13.1 There are regular training opportunities for all staff. Training is delivered by either the SENDCo/Inclusion Lead or highly regarded specialist external services.
- 13.2 Individual members of staff are able to access funding from the career professional development budget to expand their knowledge around SEND.

14.0 Exam Access Arrangements

- 14.1 When applying for Exam Access Arrangements we are obliged to work within the framework laid out by the Joint Council for Qualifications (JCQ)/(STA).
- 14.2 Where a pupil/student is referred to the SENDCo for Access Arrangement assessment, an assessment will be conducted if appropriate. The results of the assessment are

reported to the pupil/student and the parent/carer, and also whether the assessment indicates the pupil/student has standardised scores below the level set by JCQ. This will not guarantee Access Arrangements as the formal assessment results will then need to be checked against the JCQ regulations to see if Access Arrangements can be applied. Within a primary setting judgement will be made by SLT as to whether application for access arrangements should be made.

14.3 All assessments MUST be post Year 9 to qualify. Privately commissioned assessment reports cannot be accepted as they will not be based on evidence of need from the teachers who know the pupil/student's work. When a privately commissioned report from an educational psychologist or specialist teacher assessor is provided, the following is applicable: (not applicable to primary)

- Before a private assessment is undertaken, the educational psychologist or specialist teacher assessor must contact the SENDCo and ask for evidence of a pupil/student's normal way of working and relevant background information.
- This must take place before the candidate is assessed as stipulated in JCQ Regulations.

14.4 Evidence needed to apply for Access Arrangements:

There are a number of pieces of evidence that can be used to apply for EAA to Joint Council for Qualifications (JCQ) (STA):

- Completed Form 8 report from a Specialist Teacher or suitably qualified professional such as a Specialist Assessor or Educational Psychologist, that is signed with the assessor's certificate.
- Previous Access Arrangement evidence from schools or other education providers.
- Subject teachers – examples of work as appropriate as normal way of working.
- Subject teachers evidence of need for an assessment and access arrangement.
- Results of baseline tests e.g. reading/comprehension age, writing tests
- Education, Health and Care Plans.
- Long term medical condition/disability with supporting consultant's letter.
- External agency involvement E.G. SIT, EPS
- We will also take into consideration a private diagnosis e.g., dyslexia screening.

In all cases the Trust's decision is final.

14.5 Extra Time

14.5.1 The Trust has to present a 'compelling' case that the pupil/student's learning difficulty has 'a substantial and adverse effect' on the pupil/student's performance in exams. This will generally require statements from subject staff that a pupil/student is consistently underperforming in classroom tests, as well as evidence in the form of results from standardised testing and incomplete mock examinations or similar.

14.5.2 The pupil/student must also have made use of extra time over a substantial period of time in both classroom tests and mock examinations before the arrangement can be used in external examinations. This is referred to as the 'normal way of working'.

14.5.3 JCQ/STA set specific guidelines regarding the standard scores that enable a pupil/student to be eligible for Access Arrangements; these are not set by the college or academy. A pupil/student may find, for example, completing tests in a fixed time period difficult but without the appropriate evidence from a formal assessment with standardised scores or a diagnosed medical condition that is verified with a consultant's letter or an Education, Health and Care Plan, the pupil/student may not be eligible for extra time or access arrangements.

14.5.4 Extra time on medical grounds:

In order for a pupil/student to be granted extra time on medical grounds, the Trust has to be able to:

- Show that a pupil/student has an impairment which has a substantial and long term adverse effect on their speed of processing
- Confirm that he or she has persistent and significant difficulties when accessing and processing information
- Show evidence of how the disability/difficulty has impacted on teaching and learning in the classroom
- Show the involvement of teaching staff in determining the need for 25% extra time
- Confirm that without the application of 25% extra time the candidate would be at a substantial disadvantage
- Confirm that 25% extra time is the candidate's normal way of working within the centre as a direct consequence of their disability.
- Alternative arrangements will be made within primary setting for on the day illnesses, pupil will be given an opportunity during the week to complete the assessment

In addition to the above, the Trust requires up to date medical evidence:

- A letter from a health professional involved in the pupil/student's care (please note a letter from a GP is not admissible. It needs to be from a psychologist, consultant or specialist).
- An Education, Health and Care Plan which confirms the candidate's disability and level of need.

14.6 Use of word processor (spell check and grammar check disabled) in exams:

14.6.1 Use of a word processor (scribe, primaries) must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

14.6.2 The Trust must be satisfied that the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties.

14.6.3 Candidates who may be considered to use a word processor (scribe, primaries) are those with:

- A learning disability which has a substantial and long-term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisational difficulties when writing by hand
- Poor or illegible handwriting
- Slow handwriting evidence by a standardised score of 84 or less

Use of a word processor will be granted by the SENDCo on a subject by subject basis.

Use of a word processor may not be required for every subject taken by the candidate.

If the candidate never uses the word processor, the SENDCo may consider withdrawing the exam arrangement.

14.7 Separate/Smaller Room Policy for Exams/Assessments(primary)

14.7.1 Separate invigilation or access to a separate/smaller room is determined by the SENDCo, in conjunction with relevant teaching staff and exam office personnel. JCQ are clear in that the decision to offer separate invigilation to candidates is the responsibility of the SENDCo/SLT (primary). A decision is made based on whether the candidate has a substantial and long-term impairment which has an adverse effect and the candidate's normal way of working within the centre. JCQ/STA rules state: 'Candidates are only entitled to separate invigilation within the centre if they are disabled within the meaning of the Equality Act.' In most cases, evidence from a specialist (not GP) demonstrating how cognition is impaired as result of the disability will be required. If applicable, evidence may be required from the previous school to state that separate invigilation/room was the normal way of working for the pupil/student, as well as meeting the definition of disability from the Equality Act. Normal way of working would include separate invigilation during mock examinations, internal school tests and/or high-level GCSE controlled assessments.

14.7.2 The following are two examples where pupil/students would be eligible for separate invigilation:

- A candidate with depression who has been under Child and Adolescent Mental Health Services (CAMHS).

- A candidate with an established and evidenced medical condition or formally recognised social, emotional and behavioural difficulties.

14.7.3 Where a pupil/student simply panics on the day of an examination or becomes anxious, then they should indeed be seated more appropriately within the main examination space. Separate invigilation is no different to other access arrangements; such as prompters, supervised rest breaks etc. Tutors, teachers, Safeguarding and the SENDCo will know precisely those pupil/students with established and long-term health conditions and whether separate invigilation is warranted.

14.7.4 Medical evidence must be provided in advance to support a separate room access arrangement and then be approved by the SENDCo. Within the primary schools this will be gained and recorded prior to the assessments.

14.7.5 Further information relating to exam access arrangements can be found in the Trust Exams policy.

15.0 Access to Information

15.1 The Trust will provide access to information and performance updates in a variety of ways:

- Newsletters
- Trust parental information sharing platforms and systems e.g. Cedar
- Trust Websites
- Open Days
- Parent/Carer evenings/meetings
- Personal Progression Tutor meetings
- SEND review processes
- SEND information parent events

15.2 In order to make continuous improvements for pupils/students, the Trust will:

- Produce all college literature in the correct size font and on the appropriate colour background to assist visually impaired pupil/students.
- Investigate alternative ways of providing access to information, software and activities.
- Investigate ways of communicating with SEND parents/carers and other adult users of the site.
- Make full use of external providers of support including those provided through the Local Authority for providing information in alternative formats (for example Braille or audiotape) if required.
- Seek to use text alerts and e-schools notifications to communicate with specific user groups.

16.0 Evaluation, Monitoring and Review of the SEND Policy

16.1 This policy will be reviewed every year with specific input being sought from:

- Student Executive (colleges only)
- Parents/Carers
- The SENDCo
- Trust Staff
- SEND pupils/students

17.0 Raising of Concerns

Parents/carers can discuss SEND concerns with the pupil/student's Study Support Tutor, Learning Support Assistant/Teaching Assistant, Tutor, Progress Tutor, Subject Teacher and/or SENDCo/Inclusion Lead.

17.1 For queries relating to SEND, please contact the SENDCo/Inclusion Lead at the relevant site:

New College Pontefract: Sarah O'Neill.
Email: sarah.oneill@nclt.ac.uk
Tel: 01977 702139 ext. 2699

New College Doncaster: Laura Carlin.
Email: laura.woodward@nclt.ac.uk
Tel: 01302 976 777 ext. 6434

New College Bradford: Florentina Taylor.
Email: florentina.taylor@nclt.ac.uk
Tel: 01274 089189 ext. 3160

Wingfield Academy: Lauren McKay.
Email: lmc@nclt.ac.uk
Tel: 01709 513002

Thorpe Hesley Primary School: Lisa Shaw.
Email: lisa.shaw@nclt.ac.uk
Tel: 0114 2570153

Redscope Primary School: Ellie Naylor
Email: ellie.naylor@nclt.ac.uk
Tel: 01709 740350

Anston Greenlands Primary School: Claire Bratt
Email: Claire.bratt@nclt.ac.uk
Tel: 01909 550557

17.2 Should a parents/carers concerns not be addressed, it may be escalated to a member of the senior leadership team for appropriate consideration.

17.3 Should concerns still not be resolved, parents/carers should refer to the Trust Complaints Policy, details of which are available on the Trust's website at www.nclt.ac.uk.

18.0 Summary

18.1 It is the Trust's aim to remove barriers to learning for all pupils/students in its care. Implementation of this policy will support the effective inclusion of pupils/students with SEND through raising achievement and encouraging independence whilst also enabling full participation in their educational journey.

Policy Status

Policy Lead (Title)	Trust Director of Safeguarding and SEND	Review Period	Annually
Reviewed By	Trust Executive Team/ Board of Directors	Equality Impact Assessment Completed (Y/N)	Y

POLICY AMENDMENTS

Version	Approval Date	Trade Union Consultation Date (if applicable)	Page No./Paragraph No.	Amendment
Version 1		N/A		
Version 2	BoD 10/12/2020			For details of historical updates please contact HR for achieved version.
Version 3	TET 09/11/2021 BoD 13/12/2021			For details of historical updates please contact HR for achieved version.
Version 4	TET 08/11/2022 BoD 06/02/2023		Pg 4, para 3.1	Change of wording to make applicable to WFA
			Pg 5, para 5.1	Addition of WFA structure and change of wording to make applicable to WFA
			Pg 5, para 5.2	Change of wording to make applicable to WFA
			Pg 6, para 5.4	Change of wording to improve clarity
			Pg 8, para 5.7	Addition of Study Support Tutor responsibilities
			Pg 9, para 5.11	Addition of WFA roles and responsibility information
			Pg 12, para 8.0	Addition of provision information
			Pg 13, para 9.0	Addition of allocation of resources information
			Pg 13, para 10.0	Addition of information relating to accessing the national curriculum
			Pg 13, para 11.0	Change of wording to incorporate WFA practices relating to EHCP pupil/students
			Pg 14, para 13.0	Addition of information relating to training
			Pg 15, para 14.3	Change of wording to improve clarity
			Pg 15, para 14.4	Update to include suitable assessors
			Pg 16, para 14.5.3	Additional wording to include Academy
Pg 17, para 14.7.1	Change of wording to improve clarity			
Pg 18, para 15.0	Change of wording to include WFA practices			
Pg 19, para 17.1	Addition of WFA roles			
Pg 19, para 17.2	Updated SENDCo contact details			
Pg 19, para 18.1	Change of wording to make applicable to WFA			
Version 5	TET 20/09/2023 BoD 16/10/2023		Throughout	Addition of Primary sections to make policy applicable to all NCLT phases.