

Maiden Erlegh Trust
**SPECIAL EDUCATIONAL
NEEDS & DISABILITIES (SEND)
& INCLUSION POLICY**



MAIDEN ERLEGH
TRUST

**TO BE READ IN CONJUNCTION WITH THE
SCHOOL SEND INFORMATION REPORT**

Initial approval:	October 2024
Review frequency:	Annually
Date(s) reviewed:	October 2025

Contents

Key Contacts 3

1. Introduction and Purpose 3

2. Scope 4

3. Legislation and Regulation 4

4. Definitions within this policy 4

5. Learners of SEND 5

6. Children with health needs who cannot attend school 6

7. Policy Statement 6

8. Training 11

9. Learners with English as an Additional (EAL) and Learners from Minority Ethnic Groups (MEG) 11

10. Monitoring and Compliance 12

Related documents:

- SEND Information Report for each school – should be read in conjunction with policy
- Equality Policy and Objectives
- Supporting Students with Medical Needs Policy

Key Contacts

Director of Education	School Improvement – SEND	Director of Special Education
------------------------------	----------------------------------	--------------------------------------

Local school contacts can be found in the school SEND Information Report.

Local Offer from Local Authorities

The links can be found below:

[Brighter Futures for Children – Reading](#)

[Bracknell Forest Council](#)

[Oxfordshire County Council](#)

[Wokingham Borough Council](#)

[West Berkshire Local Offer](#)

1. Introduction and Purpose

This policy sets out our vision and principles for children and young people with SEND and our expectations for all of our academies across the Trust. The offer in our curriculum and wider activities within each of our Academies can be found in the SEND Information Reports which are published on our academy websites.

These expectations will ensure we are compliant with both the requirements and the ethos of the SEND reforms and serve to improve outcomes for all learners. This policy makes reference to the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015).

Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding, and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve, and participate fully in the life of the school. Inclusion focuses particularly on those groups of children who have historically been marginalised or who have underachieved. Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs – this is equity in learning.

Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. All children, including those identified as having special educational needs and / or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.

All schools in England must have regard to the Code of Practice (2015) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory

duties towards children and young people with SEN (Special Educational Needs) or disabilities in light of the guidance set out.

Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.

The Teachers' Standards (2012) makes clear the expectation for all *teachers* to "adapt teaching to respond to the strengths and needs of all learners." Teachers must "have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)

Terminology

"The Trust" means Maiden Erlegh Trust (MET)

"Academy" means an academy within MET

"Headteacher" means the Headteacher or Head of school

"CEO" means the Chief Executive Officer of MET

"SENCo" means the member of school staff with key responsibilities related to SEND pupils and provision

2. Scope

This policy applies to all education staff, as well as professional services staff when considering reasonable adjustments, funding, and provision for learners with SEND.

3. Legislation and Regulation

This policy is compliant with the following legislation and regulation:

- The Special Educational Needs and Disability Code of Practice 2015
- The Equality Act 2010
- The Children and Families Act 2014, Part 3
- The Special Educational Needs and Disability Regulations 2014

4. Definitions within this policy

Definition of SEND (Special Educational Needs and Disabilities)

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 him or her.

A child of compulsory school age or a young person has a learning difficulty 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children and young people of the same age by mainstream schools and early years' settings.

Definition of Disability

Many children and young people with SEND may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires early years' providers, schools, colleges, other educational settings, and local authorities to:

- Not directly or indirectly discriminate against, harass, or victimise disabled children and young people;
- Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory.'

5. Learners of SEND

The Code of Practice (2014, updated May 2015) makes clear the four broad areas of Special Education Need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

In line with the Code of Practice, all schools follow the graduated approach to a learners' special educational needs. This support should take the form of "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes." This is referred to as Assess, Plan, Do, Review (APDR):

REVIEW

Continual review of pupil's progress and effectiveness of provision, interventions, support or teaching approaches.

ASSESS

Using a variety of tools to identify pupils' strengths and needs, including the viewpoint of parents/carers, the student and staff who know the pupil well.

DO

Implement the additional support, alongside quality first teaching, to gain a better understanding of how the pupil learns and thrives.

PLAN

Use information gathered to plan the provision, interventions, support or teaching approaches.



6. Children with health needs who cannot attend school

The Trust aims to ensure that all children and young people who are unable to attend school due to medical needs, and who would not receive suitable education without such provision, continue to have access to as much education as their medical condition allows, to enable them to reach their full potential.

Due to the nature of their health needs, some children may be admitted to hospital or placed in alternative forms of education provision. We recognise that, whenever possible, students should receive their education within their school and the aim of the provision will be to reintegrate students back into school as soon as they are well enough.

We understand that we have a continuing role in a student's education whilst they are not in school and will work with local authorities, healthcare partners and families to ensure that all children with medical needs receive the right level of support to enable them to maintain links with their education.

7. Policy Statement

MET's three core values, aim **high, be inclusive and work together** are at the heart of all we do to ensure all pupils, achieve to their fullest potential, and make successful transitions between phases and into adulthood. This policy strongly advocates:

Aim High succinctly articulates our fundamentals of high expectations and high aspirations for all – our staff, our children, and young people and our wider community. It asks all our stakeholders to be the best they can be, to view the world through a positive lens and to be continually ambitious for themselves and others.

Be Inclusive expresses our fundamental commitment to educational equity and opportunity for all in everything we do and every decision we take we choose to support children to overcome barriers and to succeed.

Work Together demonstrates our commitment to team and others over self where collaboration and partnership with all stakeholders underpins how we operate and why we exist. Working together to ensure that the children and young people who attend one of our schools has the very best experience and leaves us ready to take their next steps in the world.

We will ensure that:

All academies have regard for the voice of the child or young person with SEND as well as those of the parent or carer, and take into account their feelings, wishes and views.

Academies will work closely with local authorities including the local authority in which the academy is located, and the home local authority of children with SEND to assist them in fulfilling the obligations under Part 3 of the Children and Families Act 2014 and its associated guidance.

All academies have procedures and professionals in place to enable them to fulfil their statutory duties and to drive the ethos and vision that runs through the SEND Code of Practice.

Support for our Academies

The School Improvement Director - SEND and Director of Specialist education will ensure that the strategic direction of SEND is followed across all the academies as well as developing and sustaining effective systems and structures to maximise outcomes for learners with SEND. This will include training for all staff and direct support for SENDCo's, deputy SENDCo's and teaching assistants.

The Executive Director of Education and wider ELT will work with The School Improvement Director – SEND, Director of Specialist as well as Headteachers and SENDCo's to ensure support and training are of the same high standard across academies and share specialist expertise where appropriate.

The services offered to academies may include:

- Training for senior leaders;
- Training, guidance, coaching and mentoring for SENDCo's;
- SEND reviews;
- Support in identification and intervention;
- Specialist assessment;
- Legal advice;
- Whole staff training and conferences;
- SEND audits and reviews of provision;
- Brokering of support services within regions;
- Cluster meetings to inform and share best practice;
- Parent consultation groups.

Education and Health

All academies must work jointly with education and health care professionals and agencies to secure the best possible outcomes for the children and young people in their setting. Academies will work with local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services might include speech and language therapy, physiotherapy, occupational therapy, educational psychology assessment, mental health services, and other health and social care professionals.

All academies will make reasonable adjustments for disabled children and young people and will plan to support those with medical conditions.

Each MET school will cooperate with the relevant Local Authority in developing and reviewing its local offer.

What our academies will do

Every school is required to identify and address the SEN of the pupils that they support.

They must:

Ensure that a graduated approach using the 'Assess, Plan, Do, Review' cycle (as set out in paragraphs 6.44-6.56 of the SEND Code of Practice) is in place for all young people with SEND.

Use their best endeavours to make sure that a child/young person with SEN/D gets the support they need – this means doing everything they can to meet children and young people's SEN

Designate a qualified teacher to be responsible for coordinating SEND provision (the designated SENDCo) who will have completed either the National Award in Special Educational Needs Coordination (NASENCo) or, from September 2024 onwards, the NPQ SEND within three years of taking up their position.

Ensure that learners with SEND acquire the knowledge and cultural capital they need to succeed in life. They will have the same opportunity to partake in all areas of school life. Reasonable adjustments, where possible, must be made to ensure equal opportunity to participate.

Inform parents and carers when they are making special provision for their child and shall then work in partnership with them to establish support needed and specialist input, to secure best outcomes, taking full account of their views and wishes.

Prepare a SEND Information Report in accordance with paragraphs 6.79 onwards of the DfE (Department for Education) *SEND Code of Practice* and publish their Information Reports on their website. This will be reviewed and updated every September to coincide with the start of the academic year.

They will:

Ensure that all teachers **embrace** that SEND is their responsibility and that class and subject teachers take full responsibility and accountability for the progress of the children and young people with SEND whom they teach.

Academies will ensure there is high ambition for learners with SEND and ensure they are not provided with a reduced curriculum. It will be broad and balanced and support progression to the next phase of education.

Academies will employ a variety of assessment and screening tools to assess a child or young person's skills and attainment to identify and build on information received from previous settings in consultation with their parents and carers. This could lead to learners being placed on 'SEND support'

As part of the screening process, academies will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.

Class and subject teachers, supported by the SENDCo and Senior Leadership Team, will make regular assessments of the progress for all learners and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment.

Engage and communicate regularly with parents and carers as well as students and pupils so they are aware of the provision/s being made for them/their child/young person and are part of the decision-making process.

After consultation with the parent or carer and the child or young person, an academy will request the local authority to undertake an Education, Health, Care needs assessment for any child or young person for whom we have evidence this is necessary.

Academies will work with relevant local authorities in a timely manner to undertake annual reviews of EHCPs (Education, Health, and Care Plan), so that they are conducted within the statutory timeframes and so that they consider the views of the child or young person and those of the parent or carer.

Outline of responsibilities

Trustees and the Executive Leadership Team have overall responsibility for the implementation and approval of this policy.

The following responsibilities apply in relation to this policy:

- Headteachers are responsible for ensuring an appropriately qualified member of staff is the designated SENDCo within their academy.
- They school should ensure that the SENCo has sufficient time and resources to carry out their duties. This should include providing the SENCo with sufficient

administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school

- Headteachers are responsible for enabling the SENCo to work strategically within their academy to ensure the best possible education for learners with SEND. Where possible, SENCos should be on the senior leadership team.

The SENCo has responsibility for:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The Class Teacher are responsible for

- Working in line with the DfE Teachers' Standards¹, and providing appropriate education for all the learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2015
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Work closely with the SENCo and wider staff to implement the graduated response.
- The class or subject teacher should remain responsible for working with the student/pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.
- They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

All academies are *committed* to providing:

- High Quality Teaching (HQT) which meets the needs of all learners, and which is appropriately adapted.

- Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all learner groups
- Opportunities to extend and challenge all learners, so that they can achieve their potential
- Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family

8. Training

Academies will ensure training is provided to all staff on identifying special educational needs. They will learn about and develop best practice in supporting learners with SEND both inside and outside of the classroom. The collaboration within and across our MET academies will support the sharing of best practice for SEND.

MET will provide training for SEND staff to ensure they are skilled in completing evidence-based interventions both in small groups and 1-2-1 where applicable. Where possible, this will also include the sharing of best practice from local MET academies.

9. Learners with English as an Additional (EAL) and Learners from Minority Ethnic Groups (MEG)

The term EAL learner is often used interchangeably with 'bilingual learner' (DfES 2007); the government definition of a bilingual learner is that it refers to 'all learners who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages. (DfES 2003)

To ensure equity of learning for our EAL and MEG learners, it is important that recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. "EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs."

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities must be provided for children who are learning English as an Additional Language as part of the MET's provision for vulnerable learners; this may be underpinned by the approaches highlighted for the disadvantaged and more-able, where appropriate.

The Office of National Statistics (2003) states that 'in British government research, minority ethnic groups are differentiated based on a combination of categories including 'race', skin colour, national and regional origins and language...this is based on the assumption of an 'ethnic majority' that is white, of British origin, and English-speaking'.

Responsibility and leadership, which enhances provision for EAL and MEG learners is evidenced when there is a clear strategic approach, with key personnel identified and recognised, and where CPD and performance management are successful in improving outcomes for EAL and MEG learners.

Enjoyment and innovation for EAL and MEG learners is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, and actively promotes a safe environment where risk taking is encouraged to enhance independence.

The aspiration and development of EAL and MEG learners is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners and all languages are equally valued and respected.

Collaboration and inclusion is well evidenced when the provision for EAL and MEG learners is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which capitalises on opportunities for active and practical learning experiences and which secures effective partnership working for all involved. This actively includes parents / carers so that they feel confident that their home and community language, and the narratives and culture in which their language is embedded, is respected by the school.

Honesty and integrity is well evidenced in the appropriate and accurate identification of needs specific to EAL and MEG learners, where an ethos of *Respect for All* is promoted and a where all languages are equally valued and central to the development of identity and belonging in contemporary British society.

10. Monitoring and Compliance

Headteachers will monitor compliance with this policy within their academies. Through the agreed assurance activities, the Director of School Improvement for SEND / Director of specialist along with the Education Director will scrutinise the impact of this policy in supporting SEND learners and in meeting the SEND Code of Practice.