



David Ross Education Trust

Broadening Horizons

Special Educational Needs and Disability (SEND) Policy

4.	2022 Review	29 September 2022
5.	2023 Review incorporates guidance from HM Government Special Educational Needs and Disabilities and Alternative Provision Improvement Plan 2023 and HM Government: The national strategy for autistic children, young people and adults 2021 – 2026, as well as provision for Internal Alternative Provision in DRET academies.	28 September 2023
6.	2024 review to incorporate guidance in DfE guidance Behaviour in schools and Mental health and behaviour.	2 May 2024



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- 2.2. It is the responsibility of all individuals in the Trust to familiarise themselves with this policy and comply with its provisions.

3. Legal and Regulatory Framework

- 3.1. This Policy takes its legal framework from the following statutory guidance:

- x The Equality Act 2010
- x The SEND Code of Practice 2020.
- x SEND review: right support, right place, right time 2023
- x Supporting pupils with medical conditions at school 2017.
- x Education for children with health needs who cannot attend school 2023.
- x Keeping Children Safe in Education 2023.
- x Early Years Foundation Stage (EYFS) statutory framework 2024.
- x Working Together to Safeguard Children 2024.
- x Working together to improve school attendance 2024.
- x HM Government Special Educational Needs and Disabilities and Alternative Provision Improvement Plan 2023.
- x HM Government: The national strategy for autistic children, young people and adults 2021 –



epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

4.6. The SEND Code of Practice 2020 identifies four broad areas of need:

x **Communication and interaction:** This include(a)-o8-0.0A2 (e)-3 (y)-4adBDC .anti2743lnr6 (f)-n-0.7 (e)-6

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the academy will seek advice and involvement from external support services, including specialist teachers and assessors.

- x If deemed appropriate, after relevant evidence has been collected, the academy and/or parents may decide to request that the local authority undertakes a statutory assessment. This may lead to a pupil being provided with an EHCP.
- x The SENCO is responsible for providing support, monitoring and ensuring that pupils with EHCPs receive specified of support. The SENCO will take a lead on strategic decisions regarding target setting, monitoring and reviewing outcomes for all pupils, in conjunction with members of the senior leadership team and accounting for other academy assessment routines.
- x The SENCO will keep a record of all pupils receiving support that is different from or in addition to the provision available for all pupils for special educational needs. The details of the support and any interventions will be mapped, and the impact monitored by the SENCO in collaboration with academy staff providing the support who will provide the SENCO with the impact of these interventions in their subject. Where a pupil benefits from the support such that they no longer require additional or different provision, they will not appear on the register. Any changes to the support offered to individual pupils will be communicated to parents.

8. Responding to the behaviour of pupils with special educational needs and/or disabilities

- 8.1. Academies will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. All staff will seek to understand the underlying causes of behaviour and to determine where additional support is needed. The graduated approach will be used to assess, plan, deliver and then review the impact of this support. As part of meeting its duties, academies will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.
- 8.2. Academies will implement systems to ensure all staff interacting with pupils have the means of raising concerns with the SENCO and be involved in monitoring the impact of any agreed interventions.
- 8.3. Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an EHCP, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.
- 8.4. Academies should not a.3 (h)10-4.5 (h)2.3 (Tw 2.3379 (e)-3 (an)28b)-0.7 (e)-6 0 Tw 24.674 0710-4-0.7 (e) b.9



exclusion, of a pupil with SEN, a disability or an EHC plan it will, in partnership with the SENCO and others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

9. Internal Alternative Provision

- 9.1. The Trust is committed to giving every pupil a world class education. Some pupils, including those with SEND, require a bespoke learning and therapeutic learning environment to enable them to access the aspirational curriculum in each academy. Where an academy establishes its own internal alternative provision, there will be a clear rationale for its development and maintenance. This rationale will account for a comprehensive analysis of the needs of the pupils on roll, as well as the provision available in meeting their needs both internally at the academy and via the Local Offer. The internal alternative provision will specialise in meeting one or two key areas of need rather than all needs in one setting.
- 9.2. A pupil's referral to the internal alternative provision will be under the guidance of the SENCO as part of the graduated approach in accordance with the most suitable of interventions available as follows:
- x Tier 1: Alternative provision specialist early interventions and support that help pupils stay in the mainstream.
 - x Tier 2: Time limited placements in alternative provision to allow pupils access to specialist intervention and support that allows them to return to mainstream full time.
 - x Tier 3: Transitional placements for pupils benefitting from sustained support in preparing them to move-3 (e)-3 e3 (n).9 (e)-3 (rn)2a3.6 5.3 (em)

11. Admissions

- 11.1. The admissions criteria should not discriminate against pupils with SEND. The admission of pupils with an EHCP or a statement of Special Educational Needs which names the Academy falls outside the usual admissions process. Those pupils will be admitted in accordance with the provisions of the Academy's funding agreement.
- 11.2. The Trust has due regard for the practice advocated in the Code of Practice 2020. The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:
- x **must** consider applications from parents of children who have SEND but do not have an EHCP on the basis of the school's published admissions criteria as part of normal admissions procedures.
 - x **must** not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs.
 - x **must** not refuse to admit a child on the grounds that they do not have an EHCP.

12. Access Arrangements

- 12.1. The David Ross Education Trust follows national guidance about supporting children and young people with regard to access arrangements. This is overseen by the Senior Leadership Team with a



children with SEND to stay safe online.

15.2. Sexual violence and sexual harassment between children

15.2.1. Staff should be aware that children with SEND are at greater risk of sexual violence and sexual harassment. Staff will:

- x challenge inappropriate behaviours;
- x make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- x not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- x challenge physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

15.2.2. Principals will ensure that children are taught about safeguarding, including online safety, and recognise that some pupils with SEND may need a more personalised or contextualised approach.

15.2.3. When using reasonable force in response to risks presented by incidents involving children with SEND, mental health or with medical conditions, academies will



age who, because of health reasons, would otherwise not receive suitable education.

17. Record Keeping

- 17.1. The Trust will retain records evidencing compliance with this policy, as set out in the Trust's Data Retention Policy. The Trust management information system allows for the careful recording of all provision for individual pupils with SEND at each academy. This system will also accommodate any assessments of impact and review documentation as well as communication with the parents of pupils with SEND and external agencies supporting these children.

18. Roles and Responsibilities

- 18.1. Academy principals hold delegated responsibility for discharging the sound application of all Trust policies. This should be considered with reference to the Equality Objectives outlined by the academy as well as the Disability Access Statement and Accessibility Plan.
- 18.2. The principal is responsible for the completion and annual review of the academy SEND report which sets out the academy's specific arrangements. This will be published on the academy website.

19. Reporting and Consequences of Non-Compliance

- 19.1. Principals report to the Primary and Secondary Directors of Education throughout the year, with the Primary and Secondary Regional Directors responsible for SEND reporting to the Trustees via the Education Cmmilit-6 (.e)49 (e)TJO Tc 0 Tw 4.8 1 0 Td()Tj-0.004 Tc 0.003 Tw 0.228 0 Td{an10.6 (t)-3 (h l)7.9 (ca