



Our vision is to provide an

Inspiring Educational Experience

for all students which is beyond their expectations and therefore forms the foundation of a happy and fulfilled life.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Vision statement

All WMAT schools are inclusive. This means that all students, regardless of their strengths and weaknesses in any area, are equally valued and have the same opportunities for participation. We strive to ensure that all of our students feel that they belong to the MAT community.

We respect the unique contribution which every individual can make to the community and seek to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

Within WMAT schools we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: 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.

Aims

- The individual learning needs of students are identified and regularly assessed and that pathway plans are planned and carried out in collaboration with parents, carers, specialist staff and the relevant support agencies.
- All students, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.
- Appropriate provision is implemented as part of a MAT approach to meeting SEND.

- Appropriate technology, resources and services exist to support a differentiated curriculum.
- We expect that all students with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give students with SEND the support they need.
- Ambitious educational and wider outcomes will be set for them together with parents.
- To make the optimum use of support staff and to ensure that a range of effective support strategies are used.
- To help staff to develop their skills in differentiation and to include consideration for individual learning needs in all aspects of curriculum planning.
- To ensure that adequate procedures exist for effective liaison with primary schools, parents, external parties and other agencies.
- We want all students to become confident individuals and independent learners who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for students who have special educational needs and disabilities with students and their parents/carers.

To develop effective whole school provision management of universal, targeted and specialist support for students with special educational needs and disabilities.

MAT Approach

All teachers provide quality first teaching that differentiates expectations for all students and personalises teaching to the individual. This is the first step in responding to students who may have SEND.

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

Students' progress is regularly tracked. In addition, the SENCO meets with parents during the year, both at Parents' Evenings and individually.

Interventions are offered to students who have not made adequate progress, whether they have SEN/D or not.

Staff have regular opportunities to develop their understanding and repertoire of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered in Inset sessions throughout the year.

Identification of Needs

WMAT schools will identify the needs of each student by considering the broader needs of the child as well as any special educational needs that they may have. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

Monitoring and Evaluation

The quality of provision we offer all students is regularly monitored and evaluated and that this informs future developments and improvements.

- Each WMAT school will work closely with the nominated SEND governor who regularly reports through the various governor committees and LGB meetings
- The progress of both SEND and Pupil Premium (Disadvantaged) students is a MAT and individual school priority for all subject areas

Complaints Procedure

Parents or carers who are unhappy about any aspect of the provision being made to meet their son or daughter's special educational needs are urged to contact the school as soon as possible. The sequence of people to contact are:

- The SENCO
- Deputy Head - Teaching and Learning
- The Principal/Headteacher
- The Chairman of Governors
- The Board of Trustees

The school can provide details of the Partnership with Parents Organisation which provides help and advice for parents of students with Special Educational Needs.

Contact Details

The contact details of SEN contacts in each WMAT school is available at the individual school sites.

Storing and Managing Information

All SEND documentation is stored confidentially in school for until the individual is 25 years old.

Reviewing the SEN Policy

This is reviewed every two years.

Approved: Spring 2019
Review Date: Spring 2021