ACHIEVEMENT FOR ALL (SEND) POLICY

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1. Rationale

1.1 Cranmer Education Trust is committed to creating ambitious, inclusive schools in which every child and young person is known, belongs, and is enabled to achieve and thrive, Inclusion begins with high-quality universal provision in the classroom and is a responsibility shared by all leaders and staff, Some pupils will require additional or specialist support and schools will use a graduated approach to identify and respond to need while maintaining high expectations, participation and belonging.

1.2 Our schools teach broad, well-balanced and ambitious curricula with experienced staff trained to a high level. All our young people will enjoy a rich, stimulating education that enables them to become everything they can be, and are meant to be. We have the highest expectations of all our children. We attach great importance to the development of the children's social and emotional skills and seek to enable them to build relationships with other children and adults, be sensitive to the feelings and needs of others and learn self-discipline. We aim to provide a wide range of opportunities and experiences that will greatly benefit all children.

1.3 Young people with Special Educational Needs and Disabilities (SEND) can experience significant barriers to learning which mean they do not make progress in line with their peers. This policy outlines how Cranmer Education Trust will focus on raising the aspirations and expectations for all pupils with SEND and positive outcomes for young people as part of our ethos of Achievement for All.

1.4 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Updated Sept 2024) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Guidance for schools DfE (Updated June 2018)
- SEND Code of Practice 0-25 (Updated September 2024)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Updated August 2017)

1.5 This policy should be read in conjunction with the following Trust policies:

- Complaints Policy
- Equality Policy
- Medical Conditions Policy
- Safeguarding Policy

1.6 This policy should be read in conjunction with the following School level policies:

- Anti Bullying Policy
- Behaviour Policy
- SEND Information Report

2. What is SEND?

2.1 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 them. A child of compulsory school age or a young person 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3. Purpose of the policy (Aims)

3.1 To identify the key members of staff who will oversee SEND policy in each school and clarify roles and responsibilities across the Trust.

3.2 To ensure the young person and their family are appropriately involved in the planning and reviewing of provision and support.

3.3 To ensure pupils with Special Educational Needs and Disabilities (SEND) receive effective provision so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning. This provision will be based on quality first teaching that includes effective adaptation of curriculum and pedagogy which allow all pupils to access learning in a safe and happy environment, supplemented by effectively targeted interventions.

3.4 To ensure that parents/carers of pupils with Special Educational Needs and Disabilities are fully informed of their child's progress, support and interventions.

3.5 To ensure a robust process for evaluating the effectiveness of interventions is in place.

3.6 To set out the principles about how all professionals within the SEND system need to work collaboratively to understand the child and co-produce the plans for provision with families.

3.8 To ensure all advice from external agencies is effectively responded to, acted upon and is considered in evaluating a pupil's provision.

4. Roles and Responsibilities

4.1 The role of the Trust Board

- The Trust Board has overall responsibility, and ultimate decision-making authority, for SEND legal compliance.
- The Trust Board exercises its specific legal obligation for SEND Policy through the setting of the Trust-wide policy.
- The Trust board, through the Standards Committee, CEO and Executive Team, approves recommended systems and will take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a

provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.

4.2 The role of the CEO and Executive Team

- The CEO and Executive Team develop and keep under continuous review the SEND Policy to advise the Trust Board.
- The CEO and Executive Team receive reports from headteachers and advise the Trust Board on risks to the Directors and to the Trust generally and establish the appropriate staffing, allocation of resources and funding arrangements required for SEND.
- The CEO and Executive Team recommend systems to support individual schools to mitigate risk to the Directors and the Trust generally.

4.3 The role of the Standards Committee

- Oversee the monitoring of compliance with SEND law having regard to the statutory guidance, 'the SEND Code of Practice: 0 to 25 years'.
- Monitor and review policy drawing on the reports of the CEO, SENDCO reports and local committee reports.
- The Standards Committee will undertake 'deep dives' on SEND. They will scrutinise the work the Local Committee named person for SEND does at each school. This will include the work of the SENDCo.

4.4 The role of the Local Committee

- Local committees will review SEND practice and procedures in schools by appointing a designated local committee member(s), with specific oversight of the school's arrangements for SEND, meeting with the Achievement for All/SEND teams to review key duties that are being undertaken across the school in relation to SEND.
- Annually review the accessibility scheme.
- Review the termly verbal QA report and the annual information report produced by the Local Committee Designated person for SEND.

4.5 The role of the Headteacher

- In all trust schools the headteacher retains overall responsibility for Achievement for All/SEND within the school and ensures responsibility for achievement for all and inclusion is shared across the school's leadership, curriculum and teaching structures.
- The headteacher will ensure that Trust policies and procedures are followed by all staff. The headteacher will determine the approach to the provision for children with additional needs or will delegate the responsibility to the appropriately trained member of staff.
- To ensure the school's local procedures are reviewed annually in line with Trust policy and communicated to all staff and parents.
- The Headteacher may nominate another member of staff to act as the SENDCO. However, the Headteacher still retains overall responsibility.
- In a large school it is good practice to have more than one teacher working with the Achievement for All/SEND team.

- Headteachers may nominate a non-teaching member of staff to support the work of the SENDCO.
- Headteachers should review regularly how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement, including how curriculum and subject knowledge is maximised for the development of pupils with SEND.
- The headteacher will enable co-operation with the Local Authority and other professionals within the SEND system, in reviewing the provision that is available locally, working collaboratively, and developing the Local Offer.
- Where a school has a specialist or resourced inclusion provision, the headteacher retains overall responsibility for ensuring that the provision is effectively integrated within the leadership, curriculum and wider life of the school.

4.6 The role of the Director of Inclusion

- Provides strategic leadership of the CET's developing approach to inclusion, supports and challenges schools in strengthening inclusive practice, facilitates collaboration and professional learning across the Trust,
- Supports the development and evaluation of specialist and targeted provision, working with headteachers and school leaders to develop capacity while recognising that headteachers retain responsibility for inclusion and SEND within heir schools.

4.7 The role of the SENDCO

- Will undergo training to ensure the skills and knowledge required to carry out the role. (Will hold, or complete, within 3 years of appointment, the mandatory leadership level NPQ for SENCOs subject to transition arrangements.)
- To coordinate, lead and advise in relation to SEND.
- To support and challenge leaders and staff in relation to SEND and to collaborate with colleagues where there may be multiple disadvantage.
- To inform the headteacher or his/her nominated representative of any issues especially of safeguarding or where there is a barrier to meeting pupils' needs.
- To have an overview of all pupils' SEND needs, EHC plans and to ensure staff members are supported to make progress with pupils.
- SENDCOs use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND including engaging in all the activities of the school alongside children who do not have SEND.
- To ensure efficient systems of communication methods to inform staff of pupils' SEND needs and to ensure that robust curriculum and subject knowledge alongside a strong understanding of SEND must be present to maximise the learning and development of pupils with SEND.
- To inform parents when SEND provision is being made for their child and gain consent.
- To manage the overarching systems that underpin SEND/Achievement for All e.g. oversight of 1-page profiles, chronologies, progress logs.

- To collate records to report to the headteacher and local governing body including summaries and/or case studies following the analysis of pupil data.
- To ensure all school staff receive regular and appropriate continual professional development training (including all new staff as part of their induction) also including briefing notices and bulletin messages.
- To lead and manage the SEND/Achievement for All Team and work with SLT and curriculum leaders to strengthen inclusive provision across the school.
- To review EHC plans and inform the Local Authority of any changes.
- To ensure that arrangements for any SEND pupils are robust.
- To act as a source of support, advice and expertise to staff on matters of SEND.
- To make referrals or to liaise with relevant agencies to ensure strategies of support are up to date.
- To keep detailed, accurate, secure written/electronic records of concerns and referrals.

4.8 The role of curriculum leaders

- Responsible for ensuring that curriculum design, implementation and teaching within their area are ambitious and accessible for pupils with SEND, working with the SENCO where specialist advice is required.
- Will maximise the learning and development of pupils with SEND by ensuring that robust curriculum and subject knowledge runs alongside a strong understanding of SEND for their subject.
- Will communicate, reciprocally, SEND student milestones to the SENDCO, i.e. outside of the reporting window, recognising that small steps may be significant, depending on the nature of SEND
- Working collaboratively about the effectiveness of interventions for SEND students.

4.9 All Teachers

- All teachers are responsible for meeting the needs of pupils with SEND through high quality inclusive and adaptive teaching.
- Should address the ethos of achievement through adaptive teaching, curriculum and pedagogy.
- Should be aware of the Trust's policy and procedures for identifying, assessing, monitoring and making provision for pupils with SEND.
- 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.

4.10 The role of HLTAs and teaching assistant working to support pupils with SEND

- Works collaboratively with teachers, curriculum leaders and the SENDCO to support effective inclusive teaching and provision for pupils with SEND.

- Will take operational responsibility for agreed learning activities under an agreed system of supervision, planning preparation and delivering of activities including the monitoring and assessment.
- Monitoring of the day-to-day deployment and work of teaching assistants including intervention strategies, clubs, in-class support, withdrawals.
- Will have access arrangements training depending on context.
- Keeping detailed, accurate, secure written records of concerns and referrals.
- Will take part in regular continuous professional development to strengthen and update subject and curriculum knowledge.

4.11 The Role of the teaching assistant/learning support

- Supports the work of the SENDCO.
- Will deliver agreed learning activities under an agreed system of supervision, planning preparation and delivering of activities including the monitoring and assessment.
- Deliver intervention strategies, clubs, in-class support, withdrawals of small groups.
- Will take part in regular continuous professional development to strengthen and update subject, curriculum and pedagogical knowledge.

4.12 All Staff

- All Trust staff have an awareness of the needs of pupils experiencing SEND and should be aware of the Trust's policy and procedures.
- All staff who come into contact with children with SEND should interact appropriately and inclusively.

5. Admission arrangements for pupils with SEND

5.1 The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education Health Care Plans and those without.

6. The identification and review of the needs of pupils with SEND

6.1 Ethos

- All pupils make the most progress when they receive high quality classroom teaching.
- All teachers are teachers of pupils with special educational needs.
- All teachers plan, teach, assess and evaluate the learning of pupils with a wide range of abilities, aptitudes and interests.
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.
- Some pupils with SEND may need an enhanced level of provision. Schools will respond with a graduated approach and clear cycles of plan, do, review.

6.2 Early identification

- If the pupil is known to have SEND when they arrive at school, the Achievement for All/SEND Department will:
  - use information from the previous school or setting to provide an appropriate curriculum for the pupil and focus attention on how to support the pupil within the class,
  - ensure that ongoing observation and assessment provide feedback about the pupil's achievements to inform future planning of their learning,
  - ensure opportunities for the pupil to show what they know, understand and can do through pastoral, personal development and co-curricular programmes.
  - involve the pupil in planning and agreeing targets to meet their needs in an age and ability appropriate way.
- Pupils with SEND may also be identified through assessments of their progress.
- We measure pupils' progress by referring to:
  - evidence from teacher observation and assessment
  - their achievement across a range of subjects in comparison to their peers and national expectations
  - concerns over attendance or social and emotional well-being
  - standardised screening or assessment tools.
- Will communicate, reciprocally, SEND student milestones to the SENDCO, including outside of the reporting window, recognising that small steps may be significant, depending on the nature of SEND.

6.3 The SEND register

- Pupils who are identified as having special educational needs in that they have a learning difficulty which is a significant barrier to learning, hinders their progress, and is not being addressed through quality first teaching, are placed on the School's SEND Register in one of the two categories referred to as EHCP (E) and SEND Support (K)
- Places on the SEND register are not fixed and permanent. Where a child is making good progress in line with their peers then their place on the register will be reviewed and there will be a staged approach towards removal from the register.
- Schools will have a range of procedures in place to review progress and manage their SEND registers.

6.4 Broad Areas of Need & Support

- Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support (also see Chapter 6 of SEND Code of Practice):
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

7. Achievement for All

7.1 Ethos

- Our schools are fully inclusive environments where inclusive provision is a whole school responsibility, beginning with the quality of the curriculum, teaching and wider school experience rather than with additional intervention or specialist support.
- The aim is that all pupils experience a full, wide ranging, engaging curriculum where the curriculum and teaching are adapted to meet pupils' needs. However, some pupils may require more specific interventions. The following statements outline our inclusive ethos for every pupil in the Trust.

7.2 All pupils

- will receive quality teaching within the classroom environment,
- will be taught by teachers who receive regular training and development, opportunities to ensure teaching and learning are all inclusive.
- Will have accessible routines, resources and environments including high- quality resources, identification of barriers, adaptive practice and reasonable adjustments
- will have access to a full and rounded ambitious and accessible curriculum which ensures that students are integrated into lessons/groups/classes and are not viewed differently.
- will have extra-curricular opportunities and participation in wider school life,
- will experience inclusive attendance, pastoral and behaviour practice, strong transitions

7.3 Some pupils

- in addition to the universal offer will:
- receive personally adapted materials and teaching that allow supported access to learning,
- will have access to in-class TA support, with the TA supporting the teaching and learning, rather than individual pupils. Schools will remain research engaged around TA deployment and its impact.
- Will be closely monitored by the Achievement team to ensure that their individual needs are met, where these differ from the majority. There will be regular communication between the Achievement team and teacher(s) to advise on effective strategies to be used with individual pupils in the classroom. Where a school believes they are unable to meet the needs of the young person, they seek support and guidance from the Local Authority responsible for the EHCP.
- Will have access to supporting activities/clubs offered through the extra-curricular offer.
- Will have involvement from relevant external agencies, where appropriate.
- Will receive termly Pupil Progress/Learning Plan Reviews with an opportunity to review progress and set targets.

7.4 Few pupils

- In addition to all items in sections 0 and 0, this group of pupils will receive targeted interventions, either small group or one to one to ensure progress in line with their peers.
- Where appropriate, referrals will be made to external agencies for assessments and additional support.
- A few pupils will be assigned a key worker and a link book to ensure effective communication with home. Key workers will liaise closely with teachers and with the achievement team to ensure the pupil's individual needs are met. In some cases, pupils will be monitored during unstructured times and provided by extra-curricular timetables.
- Where pupils have complex and high-level needs and/or may not be developmentally ready to take part in learning on age-related curriculum at pace, schools may provide some adapted provision to ensure pupils make progress in learning in an environment which is appropriate for their needs.
- For pupils with visual or hearing impairment, the Achievement for All/SEND team will ensure that learning resources are accessible and that there is access to assistive technology.
- Attend Person Centred planning and review meetings to review progress and set targets with all agencies involved in their provision and support.

7.5 Interventions

- Some CET schools are developing specialist or resourced inclusion provision for pupils with more complex needs. Such provision forms part of the CET's wider commitment to inclusive education and will seek to enable pupils to benefit from both appropriately specialist provision and participation in the wider life of school. The Trust will work with schools, Local Authorities and other partners to ensure that provision is appropriately designed, resourced and evaluated to meet the needs of the pupils it serves.
- Interventions are matched and personalised to individual needs. There are some key intervention strategies. Pupils follow a 'graduated response' which determines the relevant offer at the relevant level:
  - universal offer (e.g. in-class quality first teaching and adaptations);
  - selected strategies (structured approach outside of the classroom)
  - targeted response (a personalised and bespoke intervention which will also be outside of the classroom)
- **See Appendix 1 – Graduated Response Template** for types/groups of graduated interventions. The list of interventions is not exhaustive.
- Provision maps are used to map how outcomes will be reached. These are mapping and modelling tools which may include use of interventions. Not all pupils have provision maps. All EHC pupils and SEND support receiving extensive support and intervention will have one.

8. Monitoring of provision

- The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.
- Schools report their local arrangements for assessing and reviewing children and young people's progress towards outcomes in their annual school level SEND Information Report.
- The expectation is that parents receive 3 additional updates on progress of pupils with SEND.
- The SENDCO and headteacher(or their leadership team member representative) set the process for monitoring provision in line with Trust policy.
- In the classroom, robust teacher observation, staff CPD and 'inquiry projects' form a critical part of monitoring quality first teaching.
- Interventions will be determined at the appropriate juncture, depending on context. For example, it might be after a "data drop", when the SENDCO will analyse data to formulate intervention cohorts.
- Some pupils, alternatively, might be identified with the intention to "raise their profile" as a step before a specific intervention.
- Where schools consider a pupil needs intervention, they will match the appropriate intervention to them which will run in the 6-week cycle of plan, do, review.
- Pupils will be 'baselined' before an intervention strategy commences, the appropriate intervention will then run and be reviewed after 6 weeks. (In certain circumstances SENDCOs will extend the period, e.g. up to 12 weeks if there is a need to.)
- The outcomes of interventions strategies will be shared with teachers at the end of the 6-week period and will be documented on the pupil's chronology including the result of the baseline test, the outline of what has been done in sessions as part of intervention, culminating in the final assessment to show progress.
- The intervention is usually around key workers/TAs and the SENDCO will have the final say on what works, what needs adapting, changing etc.
- Strategies will be quality assured through observations of each round of intervention.
- Formal lesson observation of Teaching Assistants is not carried out in the manner of teacher observations, but the following methods of quality assurance will be used:
- Chronologies brought up to date and SENDCOs carry out spot-checks on interventions.
- Reflections and learning from SENDCO observations are fed back to staff during team meetings and CPD training sessions and will normally take the form of general evaluations. Individual staff exceptionally, not routinely, receive feedback about a specific point.

9. Person Centred Reviews

- All Person-Centred Reviews for children with EHCPs will be conducted by the SENDCO or Assistant SENDCO.

- One month before the review date, parents/carers and representatives from relevant external agencies will be invited to the meeting. Parents/carers will be invited to send their views into school prior to the meeting.
- External agencies will be asked to submit their most up to date reports if these have not been received by the school.
- Two weeks prior to the meeting date, pastoral support will circulate and collate a standardised proforma for collecting information from teachers.
- One week before, the SENDCO or nominated TA will meet with the pupil to gather their views.
- In order to make consistent continuous progress in relation to SEND provision the Trust encourages feedback through parent voice activities during the academic year. Parents are also encouraged to contribute to One Page Profiles.

10. Training and Support

- The Headteacher and all other staff who work with children will undertake appropriate training to equip them to carry out their responsibilities for SEND effectively.
- All school practitioners will receive appropriate training to strengthen and update subject and curriculum knowledge. This is important so that all practitioners working with children with SEND, including TAs, who may deliver significant components of children's education, receive training to help them teach effectively.
- Middle leaders, especially curriculum leaders, will be supported to make sure that curriculum development runs alongside a strong understanding of the needs of SEND students.
- SENDCOs will be supported through a trust network and where appropriate, specialist support (SLE)
- The school will report on the expertise, knowledge and skills of staff in the annual SEND Information Report.
- The school will report on professional development opportunities taken, specific types of training and the internal CPD programme in the SEND Information Report.

11. Pupil Progress Reports

- Pupils on the EHCP and SEND Support register have their progress reviewed throughout the year.
- Schools have different approaches depending upon size and staffing structures. 12.

12. School Information Report

- Schools will complete the School Information Report on an annual basis which will cover the previous academic year.
- The information Report will cover specific school progress including impact of strategies, updates on training and key developments that have taken place.

- The school will report on professional development opportunities taken, specific types of training and the internal CPD programme in the SEND Information Report.
- SEND Information reports will be published on school websites in an accessible format.
- Local Committee representatives will use the SEND Information Report as part of the challenge and scrutiny process.
- All School Information Reports will make specific reference and signpost to the Local Offer for the Local Authority/ies they work with.

13. Policy Review

- Engagement initiatives will vary from school to school and may include; consultation and feedback, annual parent questionnaires, parents' evenings, parent school forum meetings, team meetings, pupil voice, local staff consultative committees.
- Developing pupils to have confidence in voicing their opinions and taking responsibility for the world around them is important from an early age. The Trust encourages headteachers to provide a platform for pupil feedback.
- Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice and will include evaluation of the One Page Profile. A formal evaluation of the effectiveness of the SEND provision and policy is carried out by the link SEND committee member who will liaise with the headteacher or his/her representative.

- Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/parents' evenings/ consultation evening/ report feedback forms. This is collated as an individual school's SEND Information Report

Appendix 1 – Graduated Response

The graduated response includes everything the school offers to support young people. This is the generic template; schools use the template to detail the local school offer and publish this on their website and in the annual SEND information report.

