



XP Trust Special Educational Needs and Disability (SEND) Policy

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XP Trust follows the statutory guidance within [Special educational needs and disability code of practice \(January 2015\)](#)

High aspirations and expectations for children and young people with SEN

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At XP Trust, we identify and address the SEN of the pupils that we support. We must:

- use our best endeavours to make sure that a child with SEN gets the support they need
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate **a teacher as SENCo** to be responsible for coordinating SEN provision
- inform parents when we are making special educational provision for a child
- prepare an **SEN information report** and our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and our **accessibility plan** showing how we plan to improve access progressively over time

The **Wellbeing DLC** (Director-Led Committee) has specific governance oversight of the school's arrangements for SEN and disability and we have a named **Director for SEND**. This committee should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

Each school's arrangements for assessing and identifying pupils as having SEN should be agreed and set out as part of the **Local Offer** and should ensure that children, parents and young people are actively involved in decision-making.

Equality and inclusion

Our schools support pupils with a wide range of SEN. Our schools **must** cooperate with the local authority in reviewing the provision that is available locally and in developing the Local Offer.

Our schools should also collaborate with other local education providers to explore how different needs can be met most effectively. They must have due regard to general duties to promote disability equality.

All our schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory - they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Our schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Medical conditions

The Children and Families Act 2014 places a duty on our schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan.

 S19. Supporting pupils at school with medical conditions policy

Curriculum

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

Identifying SEN in schools

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age.

Schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what **reasonable adjustments** may need to be made for them.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Four broad areas of need give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated,

as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Special educational provision in schools

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell children, parents and young people about the local authority's Information, Advice and Support Service.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and

whether it can be provided by adapting the school's core offer or whether something different or additional is required.

However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made.

SEN support in schools

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN 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 pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEN support, the **parents must be formally notified**. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class or subject teacher should remain responsible for working with the child 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. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The **impact** and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every **twelve months**. Schools **must** cooperate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

Transition

SEN support should include planning and preparation for the transitions between phases of education. To support transition, the school should share information with the school, college or other setting the child or young person is moving to.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The **Local Offer** should set out clearly what support is available from different services and how it may be accessed.

Schools should work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests.

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Requesting an Education, Health and Care needs assessment

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Involving parents and pupils in planning and reviewing progress

Schools **must** provide an **annual report** for parents on their child's progress. Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools **should** meet parents **at least three times each year**.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff, with the school's management information system updated as appropriate.

Use of data and record keeping

It is for our schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN should be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.

Schools should particularly record details of additional or different provision made under SEN support. This should form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They should ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact.

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way, provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school.

Publishing information: SEN information report

Each of our schools **must** publish information on their websites about the implementation of this policy for pupils with SEN. The information published should be **updated annually**.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- The kinds of SEN that are provided for
- The protocol for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO
- Arrangements for consulting parents of children with SEN and involving them in their child's education
- Arrangements for consulting young people with SEN and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children and young people in moving between phases of education.
- The approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEN
- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- Support for improving emotional and social development.
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations.
- Arrangements for handling complaints from parents of children with SEN about the provision made at the school

The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

It should also give details of the school's contribution to the **Local Offer** and **must** include information on where the local authority's Local Offer is published.

XP Trust School Information Reports

-  XP School Local Offer- SEND Information Report 2023-24.docx
-  XP East Contribution to the LA SEND Local Offer 2023-2024.docx
-  Green Top SEND Information Report 2024-25.docx
-  Plover SEND Information Report 2024/25
-  Norton Infant School SEN information report 2024-25.docx
-  Norton Junior School SEND Information Report 2023-24
-  XPG SEND Information Report 2024/25
-  Carcroft SEND Information Report 2023-24.docx

The role of the SENCO in schools

Each of our schools **must** ensure that there is a qualified teacher designated as SENCO for the school. The SENCO **must** be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a **National Award in Special Educational Needs Co-ordination** within **three years** of appointment. A National Award **must** be a postgraduate course accredited by a recognised higher education provider.

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the **Local Offer** and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating 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

Funding for SEN support

All our schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a **local funding formula**, discussed with the **local schools forum**.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is **not a ring-fenced amount**, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and Trust

establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible **local authority**, usually the authority where the child or young person lives, should provide **additional top-up funding** where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.