



PolyMAT SEND Policy

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Contents

Contents

1.Statement of intent	3
1.Aims.....	3
2. Legislation and guidance	5
3. Definitions	6
4. Roles and responsibilities.....	7
5. SEND information report	10
6. Monitoring arrangements	11
7. Links with other policies and documents	11

1. Statement of intent

This policy outlines the framework for PolyMAT to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

PolyMAT therefore intends to work with Greenwich Local Authority and within the following principles, which underpin this policy:

- The involvement of parents and young people in decision making for a child centred approach.
- The identification of young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.
- Success for everyone

At PolyMAT all staff aim to:

- Work tirelessly to provide high aspirations, high motivation and high achievement for all
- Create an ethos of support and encouragement in order to allow our students to succeed both academically and personally.
- Build a strong community based on the development of character, leadership and intelligent, moral and ethical compass.
- Aspire to develop learners who are confident outstanding human beings, active and articulate participatory citizens and exemplary members of their community
- Be committed and reflective to our ongoing development as teachers and leaders, in our continuous strive for excellence.
- Promote positive dialogue and partnership with our community

2. Aims

Ethos and Principles:

At PolyMAT we recognize that some students may need different or additional support at specific times during their school career to meet learning challenges, whilst others may need ongoing support. PolyMAT makes a commitment to provide outstanding support to all students, planned and delivered to the highest standard by all teaching and support staff.

The principles that reinforce all support activity at PolyMAT are:

- **Support is available** for all students of all abilities who require it, which includes those who are gifted and talented, and those for whom barriers to learning exist.
- **Inclusion is everyone's responsibility.** We recognize that success for every student is dependent on a whole-school approach to inclusion, and that this must form the core of all teaching and learning activities at PolyMAT.
- **No child is a label.** At PolyMAT we never assign labels to our students, as we recognize the damage that this can cause to self-esteem and outcomes. While we understand that some diagnosis can be helpful for students to understand their difficulties, we ensure that those difficulties do not define them or our expectations.
- **Early Identification** of needs is critical for maximising progress. Intelligent and accurate assessment techniques are utilised to provide data informing the deployment of interventions.
- **Careful monitoring of progress** ensures that individuals receive appropriate, carefully planned and personalised support.
- **A pro-active approach** to employing interventions is used to predict areas of the curriculum that may present additional challenges. Interventions are pre-planned where possible, to ensure continuing success rather than simply responding to failure. At PolyMAT we do not wait for pupils to experience failure and frustration, we support them to meet the challenges of learning and succeed. Excellence for all.

Aims:

At PolyMAT we believe that students with special educational needs must have, their social and academic needs addressed. All students with special educational needs should have access to a broad, balanced and inclusive education and, wherever possible, learn alongside their peers. PolyMAT believes it is important to provide both support and challenge to ensure all students engage in learning and fulfil their potential. The school's commitment to achieving excellence through creativity caters for a wide range of learning styles and abilities.

PolyMAT is committed to ensuring that all students can achieve without limits, in whatever field they choose, regardless of their starting point or background.

Recognising the strengths and needs of the individuals is at the core of our school, ensuring that all girls can and do achieve both academically and personally. We believe that all pupils should leave school having achieved more than they ever believed possible and with the qualifications, resilience and confidence to help them to achieve even more in the future.

Objectives

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice (2024 Update).
- To operate a "whole student, whole school" approach to the management and provision of support for special educational needs.
- To work with parents and carers to gain a better understanding of their child and involve them in all stages of their child's education.
- To provide access to a broad and balanced curriculum appropriate to the individual needs of the student.
- To commit to delivering a SEND Inclusion Policy coordinated by the Special Educational Needs Co-ordinators (SENCOs) in each school.
- To ensure that students express their views and are involved in decisions which affect their education.
- To provide support and advice for all staff working with students with special educational needs.
- To promote effective partnership and involve outside agencies where appropriate.

3. Legislation and guidance

This policy and information complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (Sept 2024 Update) and the following legislation, including, but not limited to:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

It also references to the following statutory and non-statutory related guidance and documents, including but not limited to:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Sept 2024 Update)
- Schools SEN Information Report Regulations 2014
- Children's Act 1989
- Health and Social Care Act 2012

- Mental Capacity Act 2005.
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- School Child Protection & Safeguarding Policies
- School Accessibility Plans
- Teachers Standards 2012

The Trust Board delegate the responsibility for the on-going implementation of this SEND Policy to each school's appointed SENCO.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners.

All teachers are teachers of students with special educational needs. Teaching such students is, therefore, a whole-school responsibility, requiring a whole-school response.

4. Definitions

The Special Educational Needs and Disability Code of Practice (0-25 years) states "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 each individual child.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 Post 16 institutions.

Many children and young people who have SEND 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 activities."

This definition includes students with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND but where a child requires special educational provision

over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition." Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the Headteacher, Senior Leaders, Lead Trustee for SEND and Link ACM for SEND to determine the strategic development of the SEND provision in the school
- Have day-to-day responsibility for the application and operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Local Academy Committee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Liaise with the relevant designated teacher where a Child in Our Care has SEND.
- Ensure, as far as possible, that pupils with SEND take part in activities of the MAT together with those who do not have SEND.

4.2 The Local Academy Committee, in co-operation with the Headteacher:

The Local Academy Committee, in co-operation with the Headteacher will:

- Help to raise awareness of SEND issues at Local Academy Committee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Academy Committee on this
- Work with the Headteacher and SENCO to determine the strategic development of SEND provision in the school

4.3 The Trust's Safeguarding & Standards Committee

The Safeguarding & Standards Committee will:

- Help to raise awareness of SEND issues at Trust Board and committee meetings
- Monitor the quality and effectiveness of SEND and disability provision across the Trust and update the Trust Board on this
- Work with the CEO and Chief Improvement Officer to determine the strategic development of the SEND policy and provision in the trust

4.4 The Headteacher

The Headteacher will:

- Work with the SENCO and Link ACM for SEND to determine the strategic development of SEND provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- All teachers are expected to read/access and implement SEND pupil information and recommended strategies which are available on the MAT's information system.
- All teachers work within the graduated approach to SEN.
- All teachers are responsible for planning/assessing and reviewing work in order to meet the needs of individual pupils.
- All teachers have a responsibility to identify/refer any concerns regarding SEND to Head of Department/Head of Year/SENCO.
- Working closely with any LSA's (Learning Support Assistants) and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy
- Feeding back in timely fashion to the SENDCO on pupils' progress when requested.

4.6 Learning Support Assistants

LSAs will work with specific targeted children and liaise with the SENCO. Interventions will be carried out both in class and through withdrawal sessions.

LSAs also have to assist the teacher in the classroom in order to enhance the learning of the pupils they are assigned to. The specific tasks/routines will be determined by the teacher of the class and the SENCO in line with students SEND needs and these may include:

- To encourage independence at all times.
- Repeat/re-explain or simplify instructions.
- Acting as interpreter in reading and writing for individual/groups of pupils.
- To offer support to individual pupils who have an EHCP.
- Helping the child to stay on task even when the task is difficult.
- Giving praise and encouragement.
- Giving immediate feedback and knowledge of results.
- Anticipating and dealing with behaviour problems that might occur.
- Organising/distributing/collecting materials...
- Simple adaptation of materials for individual pupils.
- Feedback to class teacher.
- Monitoring individual pupils across the curriculum.
- Monitoring specific targets across the curriculum.
- Offering friendly support to less confident pupils.
- Alerting form tutor, Head of Year and SENCO of inconsistencies in behaviour or performance from area to area.
- Liaise with Teachers ensuring that all communication and administrative tasks between Special Needs and faculties are effectively undertaken and completed.
- Mentoring programme to review short term targets towards outcomes on EHCP's.
- Participate in Annual Reviews and Transition Planning meetings where appropriate.
- Take part in CPD during Department time.

5. SEND information report

Each school will publish an annually updated SEND information report on their website. This should comply with the Children and Families Act 2014. In order to be compliant, the SEND information report will include further details regarding:

- The kinds of SEN that are provided for by the school
- Details of how the school identifies children and young people with SEN and assesses their needs
- The name and contact details of their SENCO
- How the school consults the parents of children with SEN and involves them in their education
- How the school consults young people with SEN and involves them in their education
- How the school reviews children and young people's progress towards outcomes through assessment and review
- How the school supports children and young people moving between phases of education and preparing for adulthood
- The approach the school takes to teaching children and young people with SEN
- The adaptations that the school makes 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
- An evaluation of the effectiveness of the provision made for children and young people with SEN
- How children and young people with SEN are able to engage in activities available to children and young people in the school who do not have SEN
- The support in place for improving emotional and social development, including pastoral support arrangements for listening to the views of children and young people and measures to prevent bullying
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- Arrangements for handling complaints from parents of children and young people with SEN about the provision made at the school

In addition, the SEN information report will also include the Accessibility Plan that is required according to the Equality Act 2010, which specifically must include:

- How the school is increasing the extent to which disabled pupils can participate in the curriculum
- How the school is improving the physical environment to increase the extent to which disabled pupils can take advantage of the educational benefits, facilities or services provided
- How the school is improving the way disabled pupils can access information that is easily accessible to pupils who are not disabled.

6. Monitoring arrangements

This policy will be reviewed by the inclusion staff, the School Leadership Team, the school's Local Academy Committee, Trust Leaders and Trustees. The policy will be approved by the Trust's Safeguarding & Standards Committee **every year**.

Each school's SEND information report will be reviewed by the inclusion staff, the School Leadership Team, and will be approved by the school's Local Academy Committee **every year**. It will also be updated as soon as possible when information changes.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour and Exclusion
- Safeguarding and Child protection
- Looked After Children
- Preventing radicalisation
- Young Careers
- Anti-Bullying
- Accessibility Policy and Plan