



Special Educational Needs & Disability Policy – DCP 021

Policy Owner: Nikki Stallard

Policy Date: 20 March 2017

Introduction

The Drapers' Multi-Academy Trust believes that catering for pupils with special educational needs and disabilities is a core part of its responsibilities to the local community, as well as being a legal obligation. To this end, it will do its best to ensure that:

- The necessary provision is made available to any pupil identified as having special needs or some form of disability
- The needs of any such pupil are known to all who are likely to work with or teach him or her
- All staff are aware of the importance of identifying and providing for pupils who have special educational needs and those who have disabilities.

Scope

This policy applies to all staff and pupils of the Drapers' Multi-Academy Trust (MAT). It also applies to parents and carers of pupils at schools within the MAT, who formally confirm that they will abide by our policies when their children join our schools.

Each school within the MAT must ensure that the contents of this policy are communicated to all staff. This communication must be evidenced in writing and refreshed on an annual basis. All parents must formally accept this policy when their children join a MAT school and this acceptance must be evidenced in writing through the Home-School Agreement.

Each school within the MAT must publish this policy on its website.

Definitions

Child	Anyone under the age of 18.
Disability	A physical or mental condition that prevents or hinders a pupil from making use of facilities of a kind generally provided for others of the same age.
EHC Plan	Education Health and Care Plans developed by the Local Authority for children with SEN.
LGB	Local Governing Body, with delegated powers of governance from the board of the MAT.
MAT	Drapers' Multi-Academy Trust.
Parent	Those having parental responsibility for the care of a Child (including Carers).
Pupil	Anyone enrolled at a MAT school (including students in Years 12 and 13).



SEN	Special Educational Needs: where a pupil has significantly greater difficulty in learning than the majority of others of their same age.
Sanctions	Punitive measures defined in the Pupil Disciplinary Sanctions Policy – DCP 018.
Staff	Anyone employed by the MAT.

Policy

1. All schools within the MAT must comply with the law. They must also comply with the relevant sections of the latest government guidance and codes of practice, unless there is a specific conflict with the requirements of this policy. In such a case, guidance must be sought from the Chair of the LGB who will confer with the Chair of the MAT to determine the correct course of action. The most recently published Code of Practice is dated July 2014.
2. Each Principal must appoint a senior member of staff to have specific responsibility for compliance with this policy (SENCO). The SENCO must be appropriately qualified and experienced.
3. The LGB has a statutory responsibility to use their best endeavours to make sure that a child with SEN or a disability gets the support they need. Each LGB must identify an individual governor or sub-group with specific responsibility for the oversight of SEND.
4. Each Principal must establish local procedures within his or her school in order to ensure that the all the requirements of the law and the latest government guidance and codes of practice are fully implemented.
5. The Principal must include a regular update to the LGB on the implementation of this policy.
6. Parents must be informed when a school makes special educational provision for a pupil.
7. Any child protection issues or suspicions must be dealt with under the Child Protection Policy.
8. All children that have an EHC Plan will be given priority for admissions. Children that are disabled will be admitted on an equal basis with others, according to the criteria set out in the Admissions Policy – DCP 025 and subject to section 9.
9. If, in the opinion of the Principal, the admission of a specific child would be incompatible with the provision of effective education for the other children at the school – either because the school does not have the buildings or necessary equipment specific to the needs of the child concerned, or because the child



needs special educational support and an environment that the school cannot provide – and it would be possible for the Local Authority to find an alternative provider, then the matter should be raised with the Chair of the LGB. If the Chair agrees with the Principal's assessment then the school may reject the admission and follow the appeals process of the Local Authority.

10. When admitting children with SEN, each school within the MAT must:
 - i. Ensure decisions relating to their education are informed by the insights of the parents and pupil alike.
 - ii. Have high ambitions and set stretching targets.
 - iii. Track their progress towards these goals.
 - iv. Keep under review the different or additional provision that is made for them.
 - v. Promote positive outcomes in the wider areas of personal and social development.
 - vi. Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.
 - vii. To the maximum extent possible, ensure that pupils with SEN engage in the activities of the school alongside their fellow pupils.
11. Every pupil identified with SEN must have their progress reviewed on a termly basis in a meeting with the pupil and their parents. There must also be an annual review to update the EHC Plan.
12. Schools within the MAT must not directly or indirectly discriminate against, harass or victimise disabled pupils.
13. Schools within the MAT must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared to their peers. Details of all measures taken, including accessibility plans, must be published on the school's website.
14. Schools within the MAT must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled pupils.
15. Each school must prepare an annual SEN and Disabilities Report and publish it on their website. This report must include the following:
 - i. The kinds of SEN that are provided for.



- ii. Policies and procedures for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENCO.
 - iii. Arrangements for consulting parents of children with SEN and involving them in their child's education.
 - iv. Arrangements for consulting pupils with SEN and involving them in their education.
 - v. Arrangements for assessing and reviewing every pupil's progress towards outcomes. This should include the opportunities available to work with parents and pupils as part of this assessment and review.
 - vi. Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood.
 - vii. The approach to teaching pupils with SEN and how adaptations are made to the curriculum and learning environment.
 - viii. The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured.
 - ix. Evaluating the effectiveness of the provision made for pupils with SEN.
 - x. How pupils with SEN are enabled to engage in activities available to others of their age.
 - xi. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures in place to prevent bullying.
 - xii. How the school involves other bodies including health and social care, local authority support services, and voluntary sector organisations, in meeting pupils SEN and supporting their families.
 - xiii. Arrangements for handling complaints from parents of pupils with SEN about the provision made at the school.
16. All schools within the MAT will work together with the relevant bodies identified in the latest government guidance to support the best interests of pupils with SEN and disabilities.

Review

17. The policy owner must keep up to date with relevant legislation and government guidance and update this policy whenever necessary. The board of the MAT must approve the revised version.



18. The policy owner must review the policy at the end of July each year and either submit a revised policy for board approval or confirm in writing to the COO that the current version of this policy is still fit for purpose.
19. The COO must submit a list of all confirmed policies to the board at the first meeting of each new academic year.
20. The MAT board must formally review and re-approve this policy every five years.