

The Charter Schools Educational Trust Special Educational Needs and Disabilities (SEND) Policy 2024/25

Author(s)	Will Cannock
Functional area	SEND
Reviewer(s)	Director of Operations
Approver(s)	Trust Board
Version	1
Effective Date	November 2024
Next review due	October 2025

Statement of Intent

This policy outlines how schools in The Charter Schools Educational Trust will work to ensure that all children and young people with Special Educational Needs and Disabilities (SEND) are enabled to access the highest possible quality of education. This policy outlines our commitment to providing inclusive learning environments where every child and young person can thrive.

Key Contacts (2024/2025)

School Name	Headteacher/Principal SENDCo (Special Educational Needs Coordinator)
Primary and Junior Schools	
Charles Dickens Primary School	Headteacher: M Eggleton SENDCo: G Capelan
Dulwich Hamlet Junior School	Head of school: T Salomonson SENDCo: H Bansback
Loughborough Primary school	Headteacher: G Williams SENDCo: G Maguire
Lyndhurst Primary School	Headteacher: T Turnham SENDCo: A Harwood
Streatham Wells Primary School	Headteacher: S Wordlaw SENDCo: E van Driel
The Belham Primary School	Headteacher: A Sprakes SENDCo: E Chan
Secondary Schools and Sixth Forms	
The Charter School Bermondsey	Principal: M Huntley SENDCo: C Hayward
The Charter School East Dulwich	Headteacher: A Harbottle SENDCo: R Blanchard (Maternity Cover)
The Charter School North Dulwich	Headteacher: M Pain SENDCo: R Fairclough
Trust SEND Lead	Will Cannock
Directors of Education	Primary - Lucy Ellis Secondary - Gary Phillips
Links to Local Authority SEND Local offers	Southwark Council Lambeth Council Lewisham Council Bromley Council Croydon Council

1. Introduction and Purpose

This policy sets out our vision and principles for children and young people with Special Educational Needs and Disabilities (SEND) and our expectations for all schools across The Charter Schools Educational Trust (the 'Trust').

All schools within the Trust share common values and an ethos that every pupil matters. Our mission for children and young people with Special Educational Needs and Disabilities is the same as for all our pupils: Better futures for children and young people. Our work will improve the lives of children and young people now and in the long term. Our support for all pupils within our care extends to those children with additional needs who may require additional or different support to make exceptional progress.

Each school within the Trust shall ensure that:

- The special educational needs of pupils will be addressed, and pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust.
- It works in partnership with parents and appropriate external agencies to support children and young people with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs and disabilities in order to achieve agreed outcomes.
- It has a Special Educational Needs and Disabilities Co-ordinator (SENDCO). The SENDCO will maintain and regularly review the SEND register held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes.
- Children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

These expectations serve to focus on improving outcomes for all children and young people. This policy makes reference to the [Special Educational Needs and Disability Code of Practice: 0-25 years \(2015\)](#).

2. Scope

This policy applies to all education staff, as well as professional services staff when considering reasonable adjustments, funding, and provision for learners with SEND.

3. Legislation and Regulation

This policy is compliant with the following legislation and regulation:

- The Special Educational Needs and Disability Code of Practice 2015

- The Equality Act 2010
- The Children and Families Act 2014, Part 3
- The Special Educational Needs and Disability Regulations 2014

All schools in England must have regard to the Code of Practice (2015) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN (Special Educational Needs) or disabilities in light of the guidance set out.

Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.

The Teachers' Standards (2012) makes clear the expectation for all teachers to "Adapt teaching to respond to the strengths and needs of all learners." Teachers must "have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)

4. Definitions

Special Educational Needs and Disabilities (SEND)

Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Learning Difficulty

A Child or Young Person will 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 that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

Special Educational Provision

For children aged two or older, special educational provision is educational or training provision that is additional to or different from that made generally for other children and young people of the same age by mainstream schools and early years' settings.

Disability

Many children and young people with Special Educational Needs may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes, or epilepsy.

The Equality Act requires early years' providers, schools, colleges, other educational settings, and local authorities to:

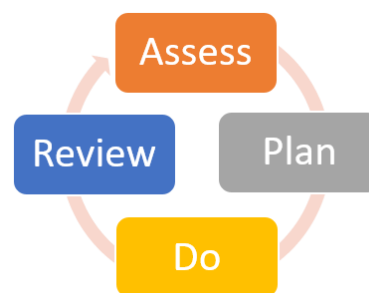
- Not directly or indirectly discriminate against, harass, or victimise disabled children and young people;
- Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory.'

5. Approach to supporting pupils with SEND

The Code of Practice (2014, updated May 2015) describes four broad areas of Special Education Need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health
- Sensory and/or physical

In line with the Code of Practice, all schools follow the graduated approach to support learners' special educational needs and disabilities. This process 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 learner's needs and of what supports the learner in making good progress and securing good outcomes. This is referred to as the Assess, Plan, Do, Review (APDR) cycle.



I. Assessment and Identification (Assess)

The SENDCO and other appropriate staff members within the school will use a variety of assessment and screening tools to assess a child or young person's skills, strengths and differences and academic attainment to identify and build on information received from previous settings in consultation with their parents and carers. Assessment tools may include summative assessments (conventional tests), screening tools, learner and parent voice, observations, external reports, and Learning Support/ Teaching Assistant (LSA/TA) input. Positive identification of Special educational needs and disabilities requiring SEND provision will result in learners

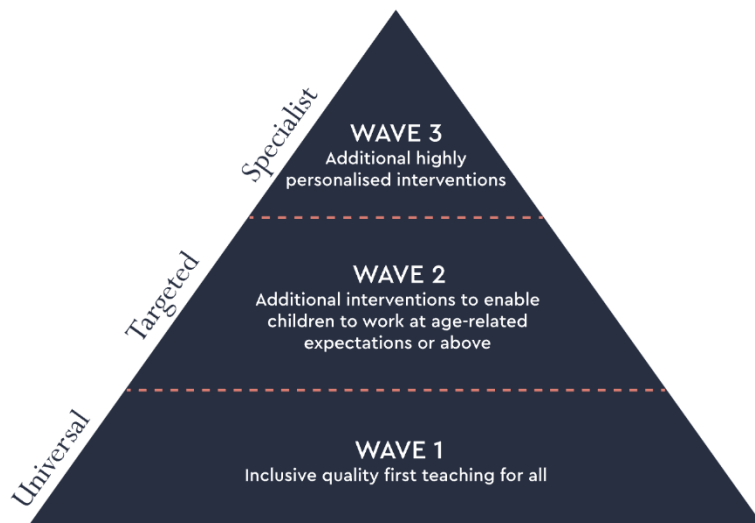
being added to the school's internal SEND register. Class and subject teachers, supported by the SENDCo and relevant members of the school's SEND team and Senior Leadership Team, will make regular assessments of the progress for all learners, and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment.

II. Planning Provision (Plan)

Using the information gathered through the 'assess' phase of the graduated approach, the school will plan appropriate provision and support. The school will use their best endeavours to plan for provision collaboratively with families, pupils, and external professionals (where applicable). The school will inform parents and carers when they are making special provision for their child and shall then work in partnership with them to establish support required, to secure best outcomes, taking full account of their views and wishes. For all children and young people on 'SEND Support,' the school will make arrangements for an appropriate member of staff, with input from the SENDCo and Deputy SENDCo as appropriate, to meet with the parents or carers at least three times a year to review progress and support.

III. Implementing Provision (Do)

The school will deliver SEND provision using a 'waved' approach structured in three waves.



Wave 1 – The foundation of all teaching and learning. These are universal strategies used in all classrooms, referred to as adaptive teaching strategies, ensuring that every child and young person receives high-quality, inclusive teaching tailored to their diverse needs. This wave of support will appropriately meet the needs of most pupils with a range of SEND.

Wave 2 – Targeted Support can include additional support in groups for children and young people who require resources, adaptations, and/or support beyond which are

usually available in the classroom. This support may take place in or outside the classroom and is usually lead by Learning Support Assistants (LSAs)/ Teaching Assistants (TAs). Targeted support might also include small adaptations to aspects of the school day that are necessary to remove barriers to learning (for example being permitted to leave a lesson 5 minutes early to avoid busy moments around the school building). A learner on 'SEND support,' requiring Wave 2 provision will often have a 'provision map' document that outlines Wave 2 provisions.

Wave 3 – Specialist Support. For a very small number of children and young people, a highly personalised and individualised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP) or therapists/specialists from other services. This type of support will vary significantly between individuals dependent on a pupil's strengths and difficulties. Children and young people who might require Wave 3 support will most often have or require an Education, Health, and Care Plan (EHCP) in order for the school to provide the level of specialist support required.

Support for children and young people will change over time. Planned targeted and specialist support is delivered over a set period of time with a review date at the end of the delivery cycle i.e. termly/half-termly. A child or young person supported by Waves 2 and 3 support will continue to access Wave 1 universal strategies, supplemented but not replaced by Waves 2 and 3 strategies. This 'waved' approach ensures that every pupil receives the appropriate level of support to thrive academically and personally, developing independence with dignity.

IV. Reviewing progress and impact (Review)

The school will review provision put in place to monitor the impact of the support and progress made to inform those supporting the child or young person as to whether the support plan is effective. Provision will either be continued, adapted, or ended depending on progress made. If a learner is unable to make appropriate progress and continues to have significant barriers to accessing learning, despite SEND provision being in place, further and more specific/specialist assessment may be required and considered. At this stage, it might also be appropriate to consider making a request to the local authority for an Education, Health, and Care (EHC) needs assessment with the view to seek an Education, Health, and Care Plan (EHCP) for a child or young person.

After consultation with the parent(s) or carer(s) and the child or young person, the school will request the local authority to undertake an EHC needs assessment for any child or young person for whom we believe this is necessary.

The school will make their best endeavours to meet the needs of children and young people with SEND including delivering the elements of an EHCP.

The school will work with relevant local authorities in a timely manner to undertake annual reviews of EHCPs (Education, Health, and Care Plan) so that they are conducted within the statutory timeframes.

6. Roles and Responsibilities

The **Trust Board** will be responsible for:

- Retaining collective responsibility for ensuring that all pupils with SEND within the Trust's schools get the support they need.
- Ensuring this policy is implemented fairly and consistently across the Trust.
- Ensuring that there is a designated link trustee with responsibility to lead on the Trust's monitoring of support for pupils with SEND across the Trust.

The **Local Governing Body (LGB)** will be responsible for:

- Ensuring their school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCO (Special Educational Needs Co Ordinator) for the school.
- Ensuring that there is a designated link governor with responsibility to lead on the LGB's monitoring of support for pupils with SEND within their school.

The **Trust SEND Lead** is responsible for:

- Ensuring that the strategic direction of SEND is followed across all of the Trust's schools
- Developing and sustaining effective systems and structures to maximise outcomes for learners with SEND.
- Developing and delivering training for staff and direct support for SENDCo's, assistant and deputy SENDCo's, SEND administrators and teaching assistants/learning support assistants.

The **Primary and Secondary Directors of Education** work with the Trust SEND Lead, Headteachers and SENDCo's to ensure support and training are of the same high standard across schools and share specialist expertise where appropriate.

The services offered to schools may include:

- Training for senior leaders;
- Training, guidance, coaching and mentoring for SENDCo's;
- SEND reviews;
- Support in identification and intervention;
- Coordinating specialist assessment;
- Accessing and sharing legal advice;

- Staff training and conferences;
- SEND audits and reviews of provision;
- Pre-Ofsted preparation;
- SENDCo Network meetings to inform and share best practice.

The **Headteacher (read also Head of School or Principal)** will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENDCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that all teachers understand and are confident in their skills to take responsibility for children they teach with SEND.

The **SENDCo** will be responsible for:

- Collaborating with the headteacher, as part of the SLT, to determine the strategic delivery of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- Following the screening and assessment process, will consider any evidence that the young person may have a disability under the Equality Act 2010 and ensure that reasonable adjustments are made for them. Ensuring that reasonable adjustments are made for disabled children and young people and ensuring that arrangements are made to support those with medical conditions.
- The coordination of specific provision made to support individual pupils with SEND.

- Liaising with the relevant designated teacher for any looked after children with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant trustees, local governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents, and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Preparing an annually updated SEND Information Report in accordance with paragraphs 6.79 onwards of the Department for Education (DfE) SEND Code of Practice and ensuring that the Information Report is published on the school website annually at the start of the academic year.

Individual teachers will be responsible for:

- working in line with the DfE Teachers' Standards and providing appropriate education for all the learners as outlined in Section 6 of the SEND Code of Practice (2015).
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.

- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

The school will ensure there is high expectation and ambition for learners with SEND and that all pupils are provided a broad and balanced curriculum which supports progression to the next phase of education or happy, independent living.

The school is committed to providing:

- High Quality Teaching (HQT) that is appropriately adapted to meet the needs of all learners.
- Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all learner groups
- Opportunities to extend and challenge all learners, so that pupils can achieve their potential
- Effective lines of communication between home and the school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family

It is best practice, but not a requirement, for all schools to also have the following:

- SEND Action Plan
- A coordinated provision map which identifies additional support / strategies for learners, and which can be filtered according to learner characteristics
- SEND Individual Learning Plans
- SEND Pupil Passports
- Links to disadvantaged pupils and SEND in the School development Plan

7. Staff Training

The school will ensure training is provided to all staff on identifying and supporting children and young people with a range of high-incidence special educational needs. They will be supported to learn about and develop best practice in supporting

learners with SEND. The collaboration within and across our schools will support the sharing of best practice for SEND.

The school will ensure more specific training is available for staff whose roles are focused principally on supporting pupils with SEND to ensure they are skilled in delivering evidence-based interventions both in groups and with individuals where applicable.

8. Monitoring and Compliance

The Headteacher will monitor compliance with this policy within their school. The Trust SEND Lead, Primary and Secondary Directors will monitor and evaluate the impact of this policy in supporting learners with SEND and in meeting the SEND Code of Practice. The Primary and Secondary Directors of Education will report to the board of trustees.