



**BONITAS**  
Multi-Academy Trust

This policy applies to all academies within Bonitas Multi-Academy Trust

## **Special Educational Needs and Disabilities (SEND) Policy**

<b>Approved by:</b>	Bonitas Trustees
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<b>Owner:</b>	Head of SEND

# Bonitas Special Educational Needs (SEND) Policy

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## 1. Introduction

We are committed to providing an inclusive education and are passionate about outcomes for students with SEND; with the vision to ensure that all of our children and young people are given the opportunity to have high aspirations alongside a rich, well considered and appropriate curriculum.

SEND is a whole Trust focus, ensuring there is high quality SEND provision for students across all the Trust's schools, where every teacher is a teacher of SEND.

We believe that every child has individual needs, with an entitlement to access the full curriculum offer and be fully included in all aspects of the life of every Bonitas school. All students are valued equally and are given opportunities to reach their full potential, with support given to both students and teachers to ensure the best outcomes.

We work to ensure access for all to achieve educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, promoting independence, and securing the highest levels of achievement appropriate to the individual learner.

Improved outcomes are achieved by, delivering quality first learning and teaching practices in the classroom, ensuring students with SEND are missing minimal lesson time, and ensuring that targeted support is evidence-based and effective. This may mean additional or specialist support in class, adjustments to the curriculum where appropriate, or a range of other interventions.

## 2. Definitions

Bonitas accepts the definition below of SEND, taken from the 2015 Special Educational Needs and Disability (SEND) Code of Practice.

According to the SEND Code of Practice, a child of young person has SEND *“if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”*.

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 the others of the same age, or*
- *A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

Students who have special educational needs may also have a disability. The Equality Act 2010 defines disability as:

*“...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”*.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Although the needs of students often cross more than one ‘area of need’, the SEND Code of Practice uses four main categories of need:

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

Students with SEND are not a fixed group, we recognise that the needs of individual students may vary over time.

## Physical Access for the disabled

Where possible Bonitas will ensure the provision of ramps and lifts to facilitate access for physically disabled pupils.

## 3. Aims and Principles

- Wherever possible, children and young people have the right to education in their local mainstream school
- All students who attend a Bonitas school are valued equally
- All teachers within the Trust are teachers of students with special educational needs and disabilities
- All students should have access to a broad, balanced and relevant curriculum

- Where possible and appropriate the child or young person's views are sought and considered when planning the delivery of provision for students with SEND
- Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and other relevant parties
- We will work closely with and support the local authorities in which our schools are located to assist them in fulfilling their obligations under Part 3 of the Children and Families Act 2014 and its associated guidance

## 4. Legal Framework

Bonitas ensures inclusion practices relating to special educational needs are met according to the legislation outlined in [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [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 (SENDCOs) and the SEN information report
- All Trust staff will comply with the requirements of the [Keeping Children Safe in Education](#) - with respect to all children in our schools, including those on the SEND register

## 5. Contact Information

Head of SEND for the trust is Susie Curtis. Contact details: [scurtis@ranelagh.bonitas.org.uk](mailto:scurtis@ranelagh.bonitas.org.uk)

Named persons with responsibility for SEND at each Bonitas school.

School	SENDCo	Email address:
Jennett's Park	Gemma Robinson Carla Szadowski	<a href="mailto:sendco@jennetts.bonitas.org.uk">sendco@jennetts.bonitas.org.uk</a>
Ranelagh	Jules Norman Susie Curtis	<a href="mailto:sendco@ranelagh.bonitas.org.uk">sendco@ranelagh.bonitas.org.uk</a>

## 6. Roles and Responsibilities

**The role of the trust (led by the trust Head of SEND).**

**Trust responsibilities include ensuring that:**

- Each school has a clear framework for identifying and supporting the special educational needs of learners
- There are procedures for identifying and providing for learners' special educational needs
- They are fully informed about SEND issues, so that they can play a major part in any school self-review process
- Best practice is shared between schools within the Trust where schools can learn from one another, based on evidence from the outcomes for children
- All schools and staff remain informed about evidence-based practice and up-to-date research

- SEND provision is effective through monitoring and scrutinising the SEND Development plan in each school
- Monitoring the effectiveness of SEND provision through monitoring visits of each school within the Trust
- Using resources efficiently by purchasing or sharing services or goods as a Trust, where appropriate
- The development and monitoring of this policy is led by the Head of SEND
- There is a nominated Local Governor in every trust school with responsibility for special educational needs

### **The role of the Local Governing Board (LGB).**

#### **The Local Governing Body will:**

- Hold the Headteacher to account for delivering this policy
- Monitor the quality and effectiveness of SEND provision within their school, this will include pupil outcomes, although may not necessarily solely focus on academic attainment. They will also approve the academy's SEN Information Report
- Appoint a SEN link governor.

### **The role of the Headteacher.**

#### **The Headteacher will:**

- Ensure that the policies and procedure adopted by the Trust are fully implemented and reported to Governors
- Work with the SENDCO and SEN link governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure learners with special educational needs join in all activities alongside other pupils, as far as is reasonable, practical and compatible with their needs and the efficient education of other pupils
- Report to the Local Governing Body about key SEND issues
- Ensure sufficient resources are allocated to the management of all aspects of the inclusion agenda, including provision for pupils with SEND

### **The role of the Special Educational Needs & Disabilities Co-ordinator (SENDCo).**

#### **The SENDCo will:**

- Work with the headteacher and SEN link governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the implementation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans ensuring that the provision aims to raise the achievement of students with SEND
- Take day-to-day responsibility for the operation of SEND, working closely with staff, parent/carers and external agencies including the LA's support services, health and social services and voluntary bodies

- Plan how to move SEND provision forward through a SEND development plan that is set annually and reviewed internally termly, and with the LGB annually
- Monitor and evaluate the progress of students identified as the cohort of students with special educational needs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources, including staff to meet pupils' needs effectively
- Liaise with potential next providers of education 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 SEN up to date

### **The role of the Class teachers**

All teachers, are teachers of learners with special educational needs and as such every school adopts a whole school approach involving all staff adhering to a model of good practice. Teachers are responsible for:

- Being aware of the individual needs, including any SEN, of all learners they teach
- The progress and development of every pupil in their class
- Including all learners in lessons and providing appropriate scaffolding within the curriculum
- Working closely with any teaching assistants or 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 are fully aware of this policy and procedures for identifying, assessing and making provision for learners with SEND follow this SEN policy
- Giving appropriate feedback to enable progress to be monitored and effective reviews to take place

### **The role of the Learning Support Assistants (LSA) and Teaching Assistants (TA)**

LSAs/TAs will work with small groups or individual pupils and must ensure that they:

- Make themselves aware of Bonitas' policy for special educational needs and procedures for identification, monitoring and supporting learners with specific needs
- Are fully conversant with the individual needs of all of the students they support
- Contribute as required to any review process
- Raise any concerns with their line manager as they arise
- Keep up to date records as required

## 7. Identification, Assessment & Provision

- Schools will designate a qualified teacher to be responsible for coordinating the SEND provision (the SENDCo), who will have, or be, working towards attaining the National Award in Special Educational Needs Coordination
- Schools will monitor on entry by assessing a child or young person's skills and attainment and build on information from previous settings if available
- As part of the screening process schools will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them
- Schools will have measures in place to accurately identify young people with SEND and will place such pupils on 'SEND Support' in consultation with their parents or carers
- Schools will do everything they can to meet the needs of young people with SEND including delivering the education elements of an Education, Health and Care Plan
- Schools will ensure that young people with SEND engage in the activities alongside those who do not have SEND unless a particular provision agreed with the parents or carers and the young person is in place
- Schools will inform parents or carers when they are making special educational provision for their child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking account of their views and wishes
- Schools will prepare a SEN Information Report in accordance with paragraphs 6.79 onwards of the SEND Code of Practice and publish it on their website alongside this policy. The SEN Information Report will set out details regarding the implementation of the Bonitas SEND Policy in the school
- Schools will ensure that all staff accept that SEND is their responsibility and in particular that class and subject teachers take full responsibility for the progress of children with SEND whom they teach
- Class and subject teachers, supported by the SENDCo and Senior Leadership Team will make regular assessments of the progress for all pupils and identify appropriate actions, particularly for those making less than expected progress, given their age and prior attainment
- Schools will ensure that a Graduated Approach as set out in paragraphs 6.44-6.56 of the Code of Practice is in place for all young people on 'SEND Support'
  - Pupils will usually be supported, according to their individual needs, by the teacher within the classroom setting. All pupils with additional needs will be supported universally through quality first teaching by the classroom teacher. Pupils may receive the additional support of a learning support assistant (LSA) in the classroom setting
  - If a pupil is experiencing difficulties, it is initially the responsibility of the teacher to make necessary changes to the organisation of the classroom; teaching materials; teaching style; differentiated learning materials
  - If this intervention does not lead to acceptable progress being made, the pupil is referred to the SENDCo who, if the pupil continues to need additional support with their learning, the classroom teacher is responsible for requesting further support from the SENDCo who, in consultation with the pupil, parents, teachers and other relevant staff, decides what type of intervention and support are appropriate, targeted small group or individual learning make take place on a short-term basis



- The SENDCO will access the support of external agencies for individual pupils where appropriate
- After consultation with the parent and young person we shall request the relevant local authority initiates an education, health and care needs assessment for any child or young person for whom we believe this is necessary

## 8. Special Educational Needs Information Reports

For specific information on the provision of each school, please see the relevant SEN information report:

Website links:

[Ranelagh](#)

[Jennett's Park](#)

## 9. Associated policies

Information regarding SEND can be found in many other school policies:

- SEND information reports
- Admissions arrangements
- Child Protection policy
- Accessibility plan
- Behaviour policy
- Anti-bullying policy
- Equality policy
- Supporting pupils with medical conditions
- The SEN Local Offer

## 10. Complaints

Complaint Policy and Procedures are published on each school's website and available in a hard copy on request. Each school values parent feedback and working in partnership is a priority.

Should a parent or carer have a complaint about the special provision made for their child they you should do so while their child is still registered at the school. You should follow the steps below in order and move onto the next step if your complaint is not resolved:

- Discuss the concern with the school SENDCo
- Discuss the concern with the school Headteacher, if the matter is not resolved;
- Follow the Trust complaint procedure
- If your complaint is about an EHC plan you should contact the SEN service in the issuing Local Authority

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that one of our schools has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services