

# POLICY



**Type of Policy:** MAT Policy to adopted in full across all schools  
LGB Policy to be reviewed and approved locally

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Approval Date: **SEPTEMBER 2021**

Review Date: **2022/23 – SPRING TERM**

## **SOUTH EAST LONDON CATHOLIC ACADEMY TRUST (SELCAT)**

### **SEPCIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

#### **Our Vision, Mission & Values**

*To create a family of schools that together, through shared support and challenge, strive to provide an authentic Catholic education where all children will be empowered, inspired and flourish.*

*We will aim for excellence and to become remarkable places of learning and love.*

## Statement of intent

SELCAT values all pupils and celebrates diversity of experience, interest and achievement across all our schools. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the Trust to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the Trust aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The Trust will work with schools, within the following principles, which underpin this policy:

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

## Legal framework

This policy has been written as guidance for staff, parents/carers and children with reference to the DfE guidance and documents.

## Definitions

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The MAT reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

### **Collaborative policy**

The SELCAT SEN policy is a collaborative policy, involving all schools in the trust who communicate with each other and work together to achieve more than any one school could achieve on its own.

### **Roles and responsibilities**

Within our schools each individual Head teacher has overall responsibility for SEND provision. The Board of Trustees delegates responsibility through the scheme of delegation to the Local Governing Body in each school.

#### **Individual Academies will:**

- Appoint a Special Educational Needs & Disability Co-ordinator (SENDCo) – A designated teacher in each school who is responsible for the day-to-day operation of their individual SEND policy.

#### **SENDCos in each school will:**

- Co-ordinate the day to day running of SEN of their SEND policy and provision in school.
- Consult and liaise with staff, parents and carers, the MAT, external agencies and appropriate professionals.
- Ensure that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the SEN register.
- Produce an annual SEND report to the Local Governing Committee which is published on the school website and is available to parents.

#### **The Board of Trustees will:**

- Ensure that SEND provision is an integral part of the academy development plan.
- Have regard to the requirements of the SEND Code of Practice.
- Be fully informed about SEND issues, so that they can play a part in the academy's self-evaluation process.
- Set up appropriate staffing and funding arrangements and oversee the academy's work for students with SEND.
- Ensure that the quality of SEND provision is regularly monitored.