

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Approved by: Cumbria Education Trust Board

Date: October 2016

Review Date: Annually

Owner: CET Director of Learning Provision

REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Revision Date
1	Original October 2016	
2	Reviewed – no changes	September 2018
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1 Introduction

The Cumbria Education Trust (the Trust) is committed to ensuring that services are accessible as far as is reasonably possible to all its employees, students and stakeholders regardless of their race, special educational need and/or disability, gender, age or religion.

The Trust's Special Educational Needs and Disability (SEND) Policy is sectioned into 3 parts. The Trust policy (part 1) is a statement of intent and applies to all activities and responsibilities of the Trust. The organisation of the SEND Policy (part 2) is academy specific and states how this is managed and organised within an establishment with specific SEND roles and responsibilities assigned. Part 3 states how academies will manage and implement SEND policy and procedures. There will also be an Appendix – this is the Academy Accessibility Plan.

The Trust is an advocate of inclusive education and as such aims to ensure equality of opportunity for all stakeholders; this includes a suitable pathway into adult life for all pupils/students.

All Trust academies have rigorous systems that ensures the tracking of progress for all pupils/students including sub-groups on the Code of Practice.

The academies have student support structures which aims to support the needs of all pupils/students academically, socially and emotionally.

The SEND Policy is intended to respond to the spirit as well as the letter of the Equalities Act and the Special Educational Needs and Disability regulations 2014.

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all of the Trust community benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have an effect of discrimination against certain groups of people.

The Trust and its family of academies will have the responsibility for ensuring the SEND Policy is adhered to.

2 Aims, Objectives and Intentions

The Trust is committed to ensuring that the individual long term hopes and aspirations of the students and their families form the basis of a personalised next step approach to their educational experience.

2.1 The Trust aims to provide a broad and balanced curriculum, which is differentiated to meet individual needs and abilities of its community. Specialist seating and equipment is provided where necessary to ensure access throughout all of our buildings and curriculum areas.

Children may have SEND throughout or at any time during their academy career. This policy ensures that curriculum planning and assessment take account of the type and extent of the difficulty experienced by the pupil/student.

All staff aim to plan for a student's Special Educational Needs and/or Disability, enabling them to participate effectively in all curriculum, assessment, extra-curricular activities and the broader aspect of academy life as far as is reasonably possible.

2.2 The aims and objectives of this policy are:

- To identify pupils/students with SEND as early as possible;
- To continue to make adaptations to the academy environment that meets the special needs of each pupil/student. Each academy will have an Accessibility Plan.
- To ensure all pupil/students have equal access to a broad, balanced and differentiated curriculum which is supported efficiently for those students with SEND.
- To encourage pupils/students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- To encourage pupils/students to be fully involved in their learning;
- To make clear the expectations of all partners in the process and provision of special educational needs;
- To ensure parents have the opportunity to contribute to their child's SEND assessment and support and that they are kept fully informed and are engaged in effective communication about their child's SEND provision;
- To promote independent learning for all within individual limits;
- To regularly assess, monitor and review progress of students on the Code of Practice;
- To work with external agencies and the community to deliver effective support, ensuring their contribution to the assessment, support, monitoring and review process.

2.3 The Trust will adhere to:

Section 1 of the Academies Act 2014, which requires academy funding agreements to contain equivalent SEND obligations to those placed upon the Governing Bodies of maintained schools by Chapter 4 of the Education Act 1996 and regulations made under any provision of that chapter.

This means that the Trust must comply with:

- Part 4 of the Education Act 1996 as amended from time to time under any provision in that Chapter (as amended from time to time);
- the Education (Special Educational Needs) (Information) Regulations 1999 as amended from time to time; and
- the Education (Special Educational Needs Coordinators (England)) (Amendment) Regulations 2008 as amended from time to time.