



MAT SEND Policy

This policy has been adopted by the Board of Directors of Pathfinder Multi Academy Trust and is applicable across all schools that make up the Trust. In line with the MAT's Scheme of Delegation, this Policy must be duly applied by each Local Governing Committee and the Headteacher of each school that is part of Pathfinder Multi Academy Trust.

Where there are specific details or any discretions in the policy that apply to an individual school or Local Governing Committee this has been made clear within the wording of the policy.

This policy will be reviewed formally by the MAT Board of Directors in line with the agreed timetable for policy review or sooner as events or legislation changes require.

Date Adopted: **February 2022**

Date for Review: **February 2023**

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1 Statement of intent

Pathfinder Multi Academy Trust 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 and access to high quality teaching and learning.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Work with parents to promote the best possible outcomes for pupils with 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.

2 Legal framework

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

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014;
- Ofsted Section 5 Inspection Framework September 2018;
- Ofsted SEND Review 2010 "A Statement is not enough";
- Equality Act 2010;
- Education Bill 2011;
- Children and Families Act 2014;
- York Local Offer: www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer
- Individual school SEND policies and reports

3 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

as identified in the 2014 SEND Code of Practice

4 Collaborative policy

The Pathfinder Multi Academy Trust 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.

The SEN leadership group comprises of SENDCos from each school and meets termly to share and develop policy, practice, solutions and answers.

This policy operates in conjunction with the following MAT policies:

- Information Policy
- Safeguarding Child Protection Statement
- Supporting Pupils with Medical Conditions Policy

This policy operates in conjunction with the following individual school policies:

- SEND Policy
- SEN Report
- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- Exclusion Policy

5 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 and who has, or is working towards, a recognised NASENCO qualification.

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 following guidance from the 2014 SEN Code of Practice.

The Board of Trustees will:

- Ensure that SEND provision is an integral part of the academy development plan.
- Have regard for the requirements of the SEND Code of Practice 2014.
- Be fully informed about SEND issues, by the MAT SENDCo, 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.
- Identify a trustee to be the person responsible for SEND for this person to link with MAT SENDCo.

The MAT SENDCo will provide:

MAT Support

- CPD for SENDCos across MAT.
- Support schools in need, for example when the SENDCo is absent from work.
- Support SENDCos who are new to the post or the individual academy.
- Advise schools on the best course of action for supporting pupils with SEND.
- Support school SENDCos to monitor and evaluate the quality of provision for pupils with SEND.
- Bulletins for MAT Heads and SENDCos including updates.
- Developing resources to support schools.
- Bespoke support for schools to improve SEN provision.
- Quality assuring RSAs before submission to LA as needed.
- Liaise with secondary schools to ensure that there is effective transition and support in place.
- CPD for practitioners including TAs.
- Attendance at National Conferences on behalf of the MAT – to be cascaded to all SENDCos.
- Attendance at Local Conferences – as above.
- Identifying best practice including researched programmes that support SEND.
- Monitor attendance of SEND children with the support of each school.
- Monitor and review SEND provision across the MAT including EHCPs and MSPs.
- Develop a MAT strategic overview of SEND.
- Monitor outcomes for those pupils with SEND and report to the Headteachers' Group via the Primary Strategic Lead on these.

- Develop and facilitate SEND in-service training and Continuing Professional Development.
- School and SENDCo support pre and post Ofsted.
- Support SENDCos in implementing local and national changes.

MAT Central Support

- Analyse patterns and distribution of SEND need across all schools – leading to training.
- Focus on resources appropriate to need, mapped across the MAT.
- Data analysis of all schools – trends, patterns and progress.
- Review exclusions to ensure we are in line with the Code of Practice.
- SENDCo review meetings across all schools – monitor provision and practice MAT wide.
- Promote – every teacher a SEND teacher.
- Develop partnerships with other MATs and behaviour support units and external providers.
- Develop a MAT strategic overview of SEND identification, provision and training and development.
- Participation in MAT SEND review.
- Support MAT during Ofsted.

Additional School support is available outside this remit, at an additional cost to individual schools for:

- Monitor of SEND register and associated paperwork.
- Discussions with parents/carers.
- Support and monitor MSPs across school including impact and planning needs.
- Signpost families to the correct support.
- Attendance at FAM meetings.
- Lead with writing RSAs.
- Liaise with external agencies.
- Recommend and identify appropriate intervention strategies.
- And all other associated SENDCo responsibilities under the agreed job description.

To access this additional support, Headteachers should contact the Primary Strategic Lead in the first instance.

6 Glossary of terms

SEND	Special Educational Needs and Disabilities
SENDCo	Special Education Needs and Disabilities Coordinator
FAM	Fair Access Meeting
RSA	Request for Statutory Assessment
NASENCO	National Award for Special Educational Needs Coordination