



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: **May 2024**

Date for Review: **May 2025**

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2024-25 changes to this policy:

- 3 Definitions - definition now refers to the SEND Code of Practice 2014.
- 4 Collaborative Policy - list of MAT and school policies updated.
- 5 Roles and Responsibilities - amended bullet points within the Individual school, SENDCos, Board of Trustees and MAT SENDCo sections. New Class teachers section with bullet points added.

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;
- 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 child or young person is defined as having SEND if they have a learning difficulty or disability which calls for special educational provisions to be made for them (SEND Code of Practice 2014, p.15)

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:

- Admissions Policies
- Data Protection Policy
- Safeguarding Child Protection Statement
- Supporting Pupils with Medical Conditions Policy
- Equality, Diversity and Inclusion Policy
- Suspension and Permanent Exclusion Policy

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

- Accessibility Plan
- SEND Policy
- SEN Report
- Safeguarding and Child Protection Policy
- Equal Opportunities Policy

5 Roles and responsibilities

In Pathfinder, we understand that every teacher is responsible for SEND provision, with each individual Headteacher having overall responsibility for their school. The Board of Trustees delegates responsibility through the scheme of delegation to the Local Governing Body in each school.

Individual schools will:

- Appoint a Special Educational Needs and Disability Coordinator (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:

- Oversee 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 and resources are coordinated 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;
- Work closely with individual class teachers to ensure appropriate support and understanding; and
- Advise on the graduated approach to providing SEND support
- Support and plan for effective transition between settings; liaising with appropriate bodies, including parents, as necessary
- Be a key point of contact with external agencies
- Work with the Head Teacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010)
- Ensure that the school keeps accurate records of pupils with SEND and these are held in line with GDPR and the Code of Practice

Class teachers will:

- Ensure that they have a clear understanding of the SEN provision for pupils in their class;
- Provide updates to their school SENDCo as appropriate;
- Support each child's individual need through the setting of goals that enable each child to flourish
- Be accountable for the outcomes and progress of each child
- Be aware of prior knowledge and capabilities and plan and deliver teaching that builds on this
- Adapt teaching, scaffold and challenge to respond to the strengths and areas of need for each child
- Understand the factors that may cause barriers to learning and how to overcome these
- Ensure that support staff are provided with clear guidance on goals and objectives to allow SEND children to thrive
- Oversee the provision for a child with SEND in their class including any support staff

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 so that they can play a part in the school's self-evaluation process;
- Ensure that the quality of SEND provision is regularly monitored; and
- Identify a trustee to be the person responsible for SEND for this person to link with MAT SENDCo.
- Promote Equality of Opportunity for Disabled children and young people.
- Invest in whole-school and targeted training for staff.

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 appropriate courses 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 SENDCo;
- 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;
- Develop a MAT strategic overview of SEND;
- Develop and facilitate SEND in-service training and Continuing Professional Development;
- Support SENDCos in implementing local and national changes; and
- Sit on the MAT inclusion panel

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;
- 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; and
- 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 SEND provision 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
- 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