

Special Educational Needs and Disability (SEN-D)

Policy number:	
Version:	Version 2.1
Part:	Part 1 of 2
Policy holder:	Dick Palmer
Approval board:	Norfolk Academies/UTCN/CAN
Date of approval:	21/10/15
Review period:	36 months
Date of latest review:	n/a
Next review date:	October 2018
Legislation or regulation:	<p>Legislation: Maintained schools, academies and free schools – The Children and Families Act: Section 69 and The Special Educational Needs and Disability Regulations 2014</p> <p>Also see The 0-25 Special Educational Needs and Disability Code of Practice.</p>

Version Control Document

Date	Version No.	Reason for Change	Author
20/02/15	V1.0	Policy Creation	Lucy Ohsten
20/08/15	V2.0	Amendment to Content	Neil McShane
21/10/15	V2.1	Final	Dick Palmer

Contents

- 1. Introduction**
- 2. Policy Aims and Objectives**
- 3. Policy Statement**
- 4. Scope**
- 5. Legal Requirements**
- 6. References Made to Related TEN Group Policies**
- 7. Equal Opportunities Statement**

1. Introduction

This policy is one of a suite of academic policies which have been developed by Transforming Education in Norfolk (the TEN Group). These policies have been created in order for the TEN Group's educational institutions (excluding City College Norwich) to meet their statutory and legislative obligations as well as to provide procedures and practices which ensure equity of treatment for all our pupils, students and learners.

Many of these policies are in two parts. Where this is the case, whichever part the document refers to is stipulated on the front cover of the document. Part one documents are matters of principle and policy and cover either the whole group or individual trusts (including our multi-academy trust and the colleges) within the Group. Part 2 documents of a policy are used where there are localised differences in implementation in one or more of educational entities, for example an individual academy.

The following principles underpin the TEN Group's Special Educational Needs and Disability (SEN-D) Policy:

- Equal value and respect for all.
- Equal opportunity for all.
- Recognition of individual differences.
- Development through the provision of appropriate learning opportunities.
- Constant striving for improvement in the quality of teaching and learning.
- Commitment to the spirit of statutory requirements in legislation for learners with identified SEN-D.

2. Policy Aims and Objectives

The aim of this policy is to give clear guidance to parents, carers, staff and stakeholders on the expectations and practice of the TEN Group Academies/Colleges within the Group, with respect to students who have Special Educational Needs and Disabilities (SEN-D).

3. Policy Statement

- 3.1 The TEN Group recognises that all children have learning needs and that for some these become Special Educational Needs.

The Code of Practice 2014 defines SEN as “a young person having a significantly greater difficulty in learning than the majority of others of the same age, or who has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools/academies within the area.”

- 3.2 The TEN Group recognises that there is a continuum of special educational needs which should be reflected in a continuum of provision, and that good practice in special needs is at the core of all excellent teaching and learning.
- 3.3 The principles and values within the TEN Group's Policy are underpinned by the Government's four broad aims for (erstwhile Local Authority) policy:
- Promote high standards of education for young people with SEN.
 - Encourage young people with SEN to participate fully in the Trust's community and take part in decisions about their education.
 - Work with other statutory and voluntary bodies to provide support for young people with SEN.
 - For young people with SEN, the key principle underpinning this vision and through which the above aims are to be met are:
 - Early intervention
 - Promoting inclusive education
 - Partnership with parents and carers
 - Promoting high expectations
 - Equality of opportunity
 - Sharing responsibility
 - Continuum of high quality provision
 - High quality trained staff
 - Procedures which are clear and effective
 - Monitoring, review and evaluation
 - Partnership with young people

4. Scope of Policy

- 4.1 This is a TEN Group Academies/Colleges Academic Part 1 Policy. It does not include City College Norwich which has its own policies. As such, it provides the policy statement to be followed by all institutions that are part of the Norfolk Academies Multi-Academy Trust, City Academy Norwich and the University Technical College Norfolk. As aforementioned, Part 2 policies state the implementation procedure followed by the individual institutions relating to this policy.
- 4.2 This policy applies to all children at TEN Group Academies/Colleges who have SEN-D, and for whom the TEN Group has a statutory obligation as defined by the SEN-D Code of Practice 2014.
- 4.3 The policy applies equally to all students and their families, whatever their gender, ethnic origin, home language, religion, disability, sexuality or social circumstances.

5. Legal Requirements

This policy is required by the Department for Education (DfE) and falls into the category of:

A. Statutory Policies Required by Education Legislation

6. References to Related TEN Group Policies

Not applicable

7. Equal Opportunities Statement

This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010.

This policy, together with any following TEN Group Academies/Colleges Part 2 policy, is specifically written with the aim to ensure that all necessary support is given to those students who share one or more of the nine protected characteristics who also have a special educational need or disability. In this respect, the policy should not create any disadvantage or negative impact on these specific students.

In addition, each individual Academy/College within the group, will have published their own Accessibility Plan which stipulates the expectations for access for those students who have a defined disability to:

- the physical environment
- the curriculum
- information