



**The Robert Carre Trust**

## **Special Educational Needs and Disability Policy**

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## **1 Aims**

1.1 The Trust's policy for meeting individual special educational needs and disability should be seen in the light of the declared aims of the Trust and its schools, with particular reference to enabling all students to develop to the full their intellectual and personal qualities. All schools within the Trust share common values and an ethos that every child matters. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

1.2 Each school within the Robert Carré Trust shall ensure that:

- the special educational needs of students will be addressed, and students will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- it has a Special Educational Needs Co-ordinator (SENCo). The SENCo will maintain and regularly review the SEND record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual students, to implement strategies suggested by the SENCo and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEND engage in the activities of the school alongside students who do not have SEND

1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015, Working Together to Safeguard Children (2018), Reasonable adjustments for disabled pupils (2012), Supporting pupils at school with medical conditions (2014) and the Lincolnshire County Council Inclusion Toolkit (2020) & VSEND Tool (2020)

## **2 Definitions**

2.1 Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A Child or Young Person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

- 2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

### **3 Roles & Responsibilities**

- 3.1 The implementation of this policy will be monitored by the Trust Board and governors of each school and remain under constant review by each school's SENCo. Each school will appoint a Governor with responsibility for SEND. The SEND Governor will raise SEND issues at Local Governance Tier meetings; monitor the quality and effectiveness of SEND provision within the school and work with designated senior leaders to develop the SEND policy and provision. The Trust will appoint a Trustee with responsibility for SEND who will fill the same role on behalf of the Trust.

- The Headteacher of each school will work with the SENCo and SEND Governor to develop the SEND policy and provision within the school. The Headteacher of each school has overall responsibility for the provision and progress of learners with SEND in their respective school
- The SENCo will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Class teachers are responsible for the progress and development of every student in their class and will work with the SENCo and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any student with SEND. Class teachers will deliver Quality First Teaching to support SEND needs.

- 3.2 The school will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

- 3.3 Parents of SEND students will be able to discuss the needs of their child with their child's tutor, Head of Year, or the SENCo, or the SEND Manager where appropriate.

### **4 Identification & Assessment of SEND**

- 4.1 Information about previous special educational needs will usually accompany students upon entry to the school and this will be used by the SENCo to make sure appropriate provision is continued.

- 4.2 This information is collated from the transfer of school files from the previous school and during transition meetings which are held with all the feeder schools in the summer term, before students start at the school. If necessary, a student profile, be drawn up for each student with SEND.

- 4.3 On entry all to secondary provision, all students are assessed and the data from these tests is then analysed by the SENCo to identify any potential areas of need. Students may then be added to the SEND register in line with the Code of Practice guidance for SEND.

- 4.4 The assessments taken by students joining other than in Year 7 include Cognitive Ability Tests (CATs), and baseline testing in some departments.

- 4.5 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by Subject Leaders. If a student has not made expected progress, then interventions will be put in place regardless of need. If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student setting clear targets and providing greater adaptive strategies or interventions. If the situation improves then no further action is needed. If there is no improvement the SENCo will be informed.
- 4.6 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents, and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A pupil profile sheet will be drawn up by the SEN team with copies shared with all staff concerned with the student's progress.
- 4.7 If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENCo, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.
- 4.8 In all cases, where internal support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' knowledge and information and strategies for support shared with all staff.
- 4.9 If there are no concerns regarding the students' academic progress, then the school will ensure appropriate adaptive strategies continue in the classroom and interventions are put in place if appropriate.
- 4.10 Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.
- 4.11 All staff teaching students on the SEND register will be made aware of the individual needs. Subject Leaders and the Special Needs team will support teachers when required to develop techniques to support adaptive strategies and ensure that appropriate resources are available as part of the school's Professional Development Programme.

## **5 SEND Categories, SEND registers, Exam Arrangements and EHCP requests**

- 5.1 Students with identified needs will be designated as having SEN Support (K). Students with significant provision needs may be the subject of an Education, Health and Care Plan (EHCP) and in some cases a school may benefit from additional top-up funding from the Local Authority to support the additional provision. Students with an EHCP will be designated as being on the SEND register. In Robert Carre Trust schools all students with a known learning need, medical need or disability will be recorded on a known learning needs list so that all teachers are aware of their students' needs and can make the necessary reasonable adjustments. Teachers will regularly review progress in the light of these known needs and any students who are not making expected progress will be referred for a review of their profile of need and the learning provision in place

**5.2 SEN and Exam Access Arrangements:** Access arrangements for public examinations are becoming ever more stringent and the Joint Council for Qualifications (JCQ) regulations change on an annual basis. For access arrangements to apply the school must provide clear evidence of significant disadvantage as a consequence of a learning need or disability. The school is also required to provide evidence that any agreed adjustments are not only part of a student's normal working practice but are also in place as an adjustment to reduce a significant disadvantage. As regulations change on an annual basis, students and their parents/ carers should not assume that a learning need or disability will automatically qualify the student for extra time or indeed any additional adjustments that the JCQ may have permitted in previous examination years

**5.3 EHCP Requests:** The additional needs of most of the pupils with SEND in Robert Carre Trust schools will be met by interventions and resources from within the school. Where students require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning, the SENCo, in consultation and agreement with the student, their parents/carers and other specialist agencies will make a request to the Local Authority for an Education, Health and Care Plan (EHC Plan). EHCPs no longer focus on allocating a number of hours of support to a student but on the provision of specific interventions that take the cost of provision beyond the DfE predetermined threshold for school provision

#### 5.4 SEND Co-ordinator

The SENCo is responsible for the oversight and coordination of provision for students with identified learning needs. They are also responsible for overseeing exam access arrangements. Each Robert Carre Trust school will have a designated SENCo who is a qualified teacher and who holds (or is working towards) either the National Award for SEN Coordination (NASENCo) or the national Professional Qualification for Special Educational Needs Co-ordination (NPQSENCo). These qualifications are of equal merit. The name of the SENCo for each school can be found in the appendices to this policy.

#### 5.5 SEND Information Report

Schools are required to publish an Information Report outlining the provisions and support resources available to students with SEND. This document is available on individual school websites as well as in the appendices of this document.

## 6 Reviewing

6.1 All students regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using Provision Plans/ pupil profiles and Student Learning Programmes and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENCo may refer to a specialist services such as an Educational Psychologist.

6.2 If a student has an Educational Health Care Plan an annual review is held in accordance with legal requirements.

6.3 If, as a result of appropriate progress, a student is removed from the SEND register. The student will continue to be monitored through the school's structured reporting programme by the Subject Leaders.

6.4 Student data, including SEND information, is stored and shared appropriately on the Trust's Management Information System, Bromcom, and on Edukey

## **7 Policy Links**

This policy should be read in conjunction with:

- Each School's SEND Information Report (updated annually) on their websites
- RCT Equality and Diversity Policy (Students)
- RCT Accessibility Policy, and
- Each School's Accessibility Plan

**Approved by the Board on 18 March 2025**

**Next Review Date: March 2026 (annually)**

**Appendix 1: SEND Information Reports for Academic Year 2024/2025 (from websites)**

[Carre's Grammar School SEND Information Report](#)

[Kesteven & Sleaford High School SEND Information Report](#)