

1. Aims

- 1.1 This policy sets out the University of Brighton Academies Trust approach to supporting students/pupils with special educational needs and disabilities (SEND) in each of its academies, including (where applicable) their nursery provision. The policy should be read in conjunction with each academy's annual 'SEN Information Report' which is published on the academy's website. The policy is based on the SEND Code of Practice¹ published in July 2014.
- 1.2 The key aim of the Trust and each of its academies is to help all students/pupils – including those with SEND - to achieve their very best and become successful, well-rounded individuals.
- 1.3 The objectives of the Trust in respect of SEND are:
 - To identify and provide for students/pupils who have SEND;
 - To work within the guidance of the SEND Code of Practice;
 - To operate a 'whole student/pupil, whole academy' approach to the management and provision of support for SEND;
 - To provide a SENCO in each academy who will have day to day responsibility for the implementation of the SEND Policy in their academy;
 - To provide support and advice for all staff working with student/pupils with SEND;
 - To develop and maintain a partnership approach and high levels of engagement with parents;
 - To ensure access to the curriculum for all students/pupils.

2. Legislation and guidance

- 2.1 This policy, and the requirement to publish a separate information report, is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
 - [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
 - [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- 2.2 This policy also complies with our funding agreement and articles of association.

3. Definitions

- 3.1 A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them
- 3.2 They have a learning difficulty or disability if they have:
 - A significantly greater difficulty in learning than the majority of the others of the same age group, or
 - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- 3.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

¹ Available here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

4. Roles and responsibilities

4.1 Details of the key staff in each academy particular responsibilities concerning SEND are provided in the academy's SEN Information Report.

4.2 Special Educational Needs Co-ordinator (SENCO)

4.2.1 The SENCO has day to day responsibility for:

- the operation of the SEND Policy in their academy;
- co-ordinating specific provision made to support individual students/pupils with SEND, including those who have Education, Health and Care (EHC) plans;
- providing professional guidance to colleagues;
- working closely with staff, parents and other agencies in connection with students/pupils with SEND;
- being aware of the provision in West Sussex/East Sussex's Local Offer;
- working with professionals to provide a support role to families to ensure that the academy's students/pupils with SEND receive appropriate support and high quality teaching;
- ensuring that the academy's SEN Information Report is reviewed and updated annually, involving parents and students/pupils.

4.2.2 For those academies with nursery provision, a specific early years SENCO will be identified, who will have the same roles and responsibilities.

4.3 Principal

4.3.1 The Principal of each academy has responsibility for:

- ensuring that policies and procedures are fully implemented;
- ensuring that sufficient resources and time are allocated to enable staff members to discharge their responsibilities in connection with SEND

4.4 Class teachers

4.4.1 Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Board of Trustees

4.5.1 The Board of Trustees, by delegation to the Education and Standards Committee, has responsibility for:

- overseeing SEND matters across the Trust's academies, including fulfilment of all statutory requirements;
- monitoring the appropriate implementation of this policy across the Trust;

4.6 Local Governing Body² (LGB)

4.6.1 Each academy's LGB has responsibility for:

- identifying a member of the Local Board who will have particular responsibility for monitoring SEND provision in the academy;
- monitoring that arrangements are in place in the academy to support students/pupils with SEND;
- monitoring the implementation of the SEND Policy within the academy;

² Responsibility varies by academy – check individual LGB Terms of Reference

- ensuring that the academy's 'SEN Information Report' is considered and approved annually;
- establishing a clear picture of the resources available in the academy and reporting key issues and risks to the Board of Trustees;
- monitoring how the academy meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements

5. SEN Information Report

5.1 Each academy will review and publish annually a Special Educational Needs Information Report. The Trust's SEN Information Report template is designed to meet the statutory requirements for the information to be included, as set out in the Children and Families Act 2014 and the SEND Code of Practice. The report explains how each academy meets the needs of children with special educational needs and disabilities. It will be published on the academy website and as part of the relevant County Council's 'local offer' ([East Sussex Local Offer](#) or [West Sussex Local Offer](#)).

5.2 Specifically, each academy's SEN Information Report will address the follow:

- Who do I contact about my child's special educational needs?
- Which children does the academy provide for?
- Summary of how the academy meets the needs of children with SEN and disabilities
- How does the academy identify children's special educational needs
- How does the academy teach and support children with SEN?
- How will the curriculum and learning environment be matched to my child's/young person's needs?
- How are parents and carers involved in reviewing children's progress and planning support?
- How are children involved in reviewing their progress and planning support?
- How will the academy prepare and support my child to transfer to a new school/ college or the next stage of education and life?
- What training do academy staff have?
- How does the academy measure how well it teaches and supports children with SEN?
- How accessible is the academy and how does the academy arrange equipment or facilities children need?
- How will my child/young person be included in activities with other children, including school trips?
- What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?
- What specialist services does the academy use to support children and their families?
- Where can I get information, advice and support?
- What do I do if I am not happy or if I want to complain?
- Other relevant policies

6. Funding for SEND

6.1 Each academy in the Trust has an amount identified within its overall academy budget, called the notional SEND budget. This is not a ring-fenced amount. The academy provides high quality appropriate support from the whole of the academy budget including any resources targeted at particular groups such as pupil premium.

6.2 The relevant Local Authority provides additional top-up funding where the cost of the special education provision required to meet the needs of an individual student/pupil exceeds the nationally prescribed threshold.

6.3 In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by a Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

7. Policy status and review

Written by:	Head of Governance and Admissions
Owner:	Head of Governance and Admissions
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