



# The Athelstan Trust

## SEND and Learning Difficulties Policy

Date of Review	Approved by	Date of Approval	Next Review Date	Website
May 2019 January 2022	Board	10/2/2022	Feb 2025	Yes

### Policy to promote the successful inclusion of students with Special Educational Needs and Disabilities.

The Athelstan Trust is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

Each school within the Trust values the contribution that every student can make and welcomes the diversity of culture, religion and intellectual style. Each school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

As such, provision for students with SEND is a matter for each school as a whole. All teachers are teachers of students with SEND. The Board of Trustees, the Local Governing bodies, Headteachers, SENCOs and all other members of staff have important responsibilities. Each Local Governing Body reports to parents/carers on the effectiveness of their school's work on behalf of children with SEND through the Access Plan and the Information Report which is updated annually and is available on each school's website. (The Information Report should be read in conjunction with this Policy and Procedures).

### 1. Definition of Special Educational Needs

- 1.1 "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her" (Section xiii of *SEND Code of Practice, Jan 2015*).
- 1.2 "A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions" (SEND Code of Practice, Jan 2015: xiv)
- 1.3 "Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition" (SEND Code of Practice, Jan 2015: xviii)
- 1.4 Students will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.



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### 1.5 Definition of Special Educational Provision

- “For children aged two or more, 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” (SEND Code of Practice, Jan 2015: xv)

### 2. Objectives of the SEND and Learning Difficulties policy

Specific objectives of our SEND and Learning Difficulties policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met.
- To ensure that students with special educational needs and disabilities can join in with all the activities of each school within the Trust.
- To ensure that all learners make the best possible progress.
- To ensure that parents/carers are informed of their child’s special needs and that there is effective communication between each school and parents/carers.
- To ensure that learners have the opportunity to express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

### 3. Admission Arrangements

3.1 Each Headteacher is responsible for the admission arrangements which do not discriminate against students with special educational needs or disabilities.

3.2 Parents and carers seeking the admission of a student with mobility difficulties are advised to approach the appropriate school well in advance so that consultations can take place. Each school has an Accessibility Strategy.

### 4. Review of the SEND and Learning Difficulties Policy

4.1 The success of each school’s SEND and Learning Difficulties policy will be judged against the objectives above.

4.2 The annual report to each school’s Local Governors will detail the implementation of the policy and the effectiveness of the provision made for the students.