



WEST SOMERSET ACADEMIES TRUST  
COMMUNITY EXCELLENCE COLLABORATION

# Trust SEND Policy

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## 1. INTRODUCTION

West Somerset Academies Trust (the Trust) is inclusive and committed to ensuring that services are accessible as far as reasonable adjustments allow, to all its employees, students and stakeholders regardless of their age, special educational need and/or disability, gender, race, belief/religion or sexual orientation. We value and celebrate our differences.

The Trust's Special Educational Needs and Disability (SEND) Policy is sectioned into the following 3 parts:

- Part 1 - The Trust SEND policy.  
A statement of intent and applies to all activities and responsibilities of the Trust.
- Part 2 - SEND Policy (Academy specific)  
States how this is managed and organised within a setting, with specific SEND roles and responsibilities assigned.
- Part 3 - SEND information report (Academy specific)  
States provision available and how academies will manage and implement SEND policy and procedures. There will also be an Appendix – this is the Academy Accessibility Plan.

The Trust advocates inclusive education and aims to ensure equality of opportunity for all stakeholders; this includes preparing pupils/students for the next step in their journey and for adulthood.

All Trust academies have rigorous systems that track progress of all pupils, high standards are expected of all: our culture and adjustments allow all pupils to flourish.

The academies have student support structures which aim to support the needs of all pupils academically, socially, emotionally and mentally.

The SEND Policy is intended to respond to the spirit as well as the letter of the Equality Act (2010) Special Educational Needs and Disability Code of Practice (2015).

### **What do we mean by Equality and Diversity?**

Equality - making sure that all of the Trust community benefit equally from our activities and opportunities. Equality is impossible to achieve without recognising diversity.

Diversity - we can only achieve equality by taking into account the different needs of communities, and by respecting and valuing each individual.

### **What is discrimination?**

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have an effect of discrimination against certain groups of people.

The Trust and its family of academies will have the responsibility for ensuring the SEND Policy is adhered to.

## **2. AIMS, OBJECTIVES AND INTENTIONS**

The Trust is committed to the individual long term hopes and aspirations of our pupils and their families, this forms the basis of a personalised next step approach to their educational journey.

2.1 The Trust aims to provide a broad and balanced curriculum, which is accessible to all pupils taking into account any individual needs or adjustments. Specialist seating, equipment and modifications are provided where necessary to ensure access throughout all of our buildings and learning areas.

Children may have SEND throughout or at any time during their academy career. This policy ensures that curriculum planning and assessment take account of the type and extent of the difficulty experienced by the pupil/student.

All staff aim to plan for a student's Special Educational Needs and/or Disability, which allows them to engage effectively in all curricula, assessment, extra-curricular activities and the broader aspect of academy life as far as is reasonably possible.

2.2 The aims and objectives of this policy are:

- All children have access to high quality teaching, accessing a broad and balanced curriculum with effective differentiation, supplemented by high quality evidence based interventions.
- To identify pupils with SEND as early as possible and provide effective support.
- To continue to make adaptations to the academy environment that meets the special needs and or disability of each pupil. Each academy will have an Accessibility Plan.
- To encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning and the learning of their peers.
- To make clear the expectations of all partners in the process and provision of special educational needs.
- To ensure parents have the opportunity to contribute to their child's SEND assessment and support and that they are kept fully informed and engaged in effective communication about their child's SEND provision.
- To regularly and robustly assess, monitor and review progress of students on the SEND register.
- To work with external agencies and the community to deliver effective support, ensuring their contribution to the assessment, support, monitoring and review process.
- To promote independent learning for all.

2.3 The Trust will adhere to:

Section 1 of the Academies Act, which requires academy funding agreements to contain equivalent SEND obligations to those placed upon the Governing Bodies of maintained schools by Chapter 4 of the Education Act 1996 and regulations made under any provision of that chapter.

This means that the Trust must comply with:

- Part 4 of the Education Act 1996 as amended from time to time under any provision in that Chapter (as amended from time to time);
- The Education (Special Educational Needs) (Information) Regulations 1999 as amended from time to time; and
- The Education (Special Educational Needs Coordinators (England)) (Amendment) Regulations 2008 as amended from time to time.

2.4 The Trust will ensure that all part 2 and 3 academies and procedures adhere to the SEND Code of Practice (2015) and the Equality Act (2010).