



**Inspiring Futures
through Learning**

Inspiring Futures through Learning
Special Educational Needs and Disabilities
September 2023 to September 2025



Policy name:	IFtL Special Educational Needs and Disabilities Policy
Version:	V6
Date relevant from:	September 2023
Date to be reviewed:	September 2025 <i>This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
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Published on website*:	1A

Policy level**:	1
Relevant to:	All employees through all IFtL schools and departments
Bodies consulted:	Employees Trade unions School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	29 th August 2023

Key:

* Publication on website:

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

** Policy level:

1. Trust wide:
 - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
 - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
 - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
 - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
 - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
 - These are defined independently by schools / departments as appropriate
 - o *Approved by school / department governance bodies.*



Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We raise aspirations and expectations of learners with Special Educational Needs or Disabilities to ensure they achieve success and achieve the best possible outcomes.

**Ambition & Excellence
for our SEND Learners**

Our SEND ambitions & principles:

- Everyone is a teacher of SEND
- Relationships are at the heart of everything we do
- Excellent teachers and high-quality teaching
- Celebrate and promote an equitable and diverse community
- High ambitions including access to a broad, balanced and rich curricula
- Ambitious progress and outcomes
- Fully prepared for the next stage of education and ultimately life
- Quality professional development for all staff
- Working skilfully together including with external experts, including the social care and health team

Aspirations

We strive to promote and create nurturing and learning environments in which all children with Special Educational Needs or Disabilities can achieve and reach self-fulfilment. We also aim to fully identify and understand the specific needs of the individual and personalise provision and support with an understanding that all children are different. We have unmovable high ambitions for all our Learners with SEND which includes access to a broad, balanced and rich curricula so that they achieve the best possible outcomes, which includes but goes beyond the academic, and so they are successful and fully prepared for the next stage of education and ultimately life.

Core Values

We believe that all children can succeed and reach their full potential, in line with their individual needs, abilities and talents. We value the importance of a nurturing

environment where the learners with SEND feel supported whilst also gaining independence on their developmental journey. At IFtL schools, we look beyond the external presentation to fully understand the specific needs of a learner and continually reflect on best practice and provision that would facilitate their progress.

Our drivers

 **Creating ambitious, lifelong learners in strong schools**
Imaginative schools that provide accessible, equitable, aspirational opportunities for all children to flourish

 **Delivering high standards of curriculum for all within a positive learning culture**
Engaging, adaptive, evidence based and rewarding lessons that build rich knowledge for life

Our IFtL drivers:

The IFtL drivers particularly pertinent to our learners with SEND are:

At IFtL, we believe in ambitious progress and outcomes for all our young people and this relies on the strength of our schools investing in excellent teachers for every learner with SEND to reach their potential. Everyone is a teacher of SEND; it is everyone's responsibility to ensure

that every SEND learner is valued and receives the best across all areas of school and wider life. We all, together, champion each SEND learner and relationships with learners, families and external expert partners are at the heart of everything we do. We celebrate and promote an equitable and diverse community where inclusivity is promoted and celebrated.

 **Nurturing a safe, secure and engaging environment in which we all thrive**
Keeping everyone safe and well within an IFtL culture of collaboration and care

Learners with SEND need a safe, calm, orderly and positive environment to thrive. Nurturing their talents and interests and providing them with opportunities to succeed are key.

 **Investing in staff development to create innovative, research led, career pathways**
Nurture, train, recruit, develop, deploy and retain great professionals throughout their careers and the wider system we serve

Fulfilling our vision as 'every teacher a teacher of SEND', ensuring all our staff are fully equipped, knowledgeable and have a strong understanding of SEND and how to meet specific need is fundamental to ensuring we achieve the best for our learners with SEND.

Our IFtL SEND strategy and one page profile

All IFtL schools must follow all requirements as outlined within our SEND strategy, the processes and procedures document underlying the strategy. Our SEND one page profile:



Every Learner Championed

What is Special Educational Needs and Disabilities (SEND)?

The code of practice 2015 defines SEND as, "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"

Code of Practice: Planning support – Assess, Plan, Do and Review

All our schools use a continuous cycle of 'assess, plan, do and review' which enables the pupils' achievements and progress to be measured over time.

High quality teaching

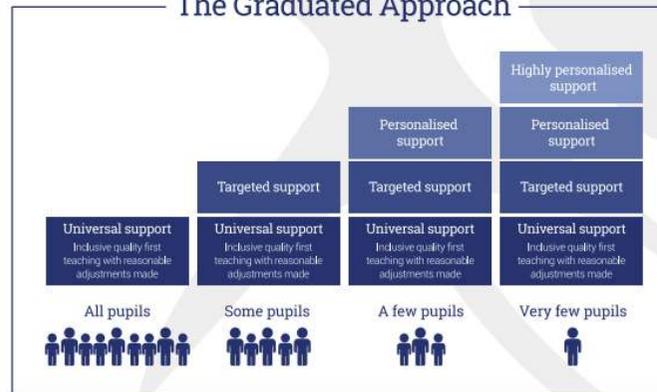
- ☑ High ambitions and expectations for all including SEND and Pupil Premium
- ☑ Sharp focus on key knowledge and skills
- ☑ Adaptive teaching – the same educational end points and breaking down into smaller components

Ambition & Excellence for our SEND Learners

Our SEND ambitions & principles:

- Everyone is a teacher of SEND
- Relationships are at the heart of everything we do
- Excellent teachers and high-quality teaching
- Celebrate and promote an equitable and diverse community
- High ambitions including access to a broad, balanced and rich curricula
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- Quality professional development for all staff
- Working skilfully together including with external experts, including the social care and health team

The Graduated Approach



IFtL Equality Objectives

Inclusion and SEND underpin our equality objectives: value and reflect diverse society, raise attainment and quality of provision, ensure quality and equitable provision, safeguard and protect; promote equal opportunities and non-discriminatory practices.



Inspiring Futures through Learning

Code of Practice : 4 main areas of SEND

- **Cognition and Learning Difficulties**
(Specific Learning Difficulties, Dyslexia, Dyscalculia, Moderate / Severe / Profound Learning Difficulties)
- **Social, Emotional and/or Mental Health Needs**
(Depression, ADHD, Eating Disorders, Anxiety Disorders, Mental Health Issues, Social Disorders)
- **Communication and Interaction Needs**
(Speech, Language and Communication Needs, ASD)
- **Sensory and/or Physical Needs**
(Visual Impairment, Hearing Impairment, Multi-Sensory Impairment, Physical Disability)

Some learners may have needs in multiple areas

Voice of the SEND learner & parents/carers

Gaining parental and SEND learner viewpoints are paramount and this must be in place across all areas of SEND

Where to find additional information

- School website and the SEND information report
- Milton Keynes schools – LA Website: www.mksendlocaloffer.co.uk
- Corby schools – LA Website: www.northamptonshire.gov.uk/councilservices/children-families-education/SEND

The IFtL Strong Schools SEND ambition is to **embed a SEND strategy to ensure that individual ambition and potential is achieved through targeted support'** (IFtL Strategic Plan 2022 to 2025)

Our IFtL Values : **F**un **U**nique **T**ogether **U**nafraid **R**esponsible **E**nergetic **S**afe

The Curriculum Impact for all children, including those with special educational needs is: - that all schools within the Trust, through their curriculum, aim to enable children to become:

High achievers & successful learners who have a passion for learning, make progress and achieve

- Have essential skills of English, maths, communication and technology;
- Enjoy and are motivated and determined to reach their full potential, now and in the future;
- Are open to new thinking and ideas;
- Able to learn independently and collaboratively, as part of a team;
- Communicate effectively in a variety of ways;
- Have enquiring minds and think for themselves to process information, reason, question and evaluate;
- Are creative, innovative and resourceful, able to identify and solve problems in ways that draw upon a range of learning areas;
- Know about big ideas and events that shape our world.

Confident individuals who are equipped with the skills to contribute to an ever-changing world

- Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing;
- Relate well to others and maintain good relationships;
- Become increasingly independent and are able to take the initiative;
- Make healthy lifestyle choices;
- Take managed risks and stay safe;
- Are willing to try new things and make the most of opportunities;
- Have a sense of optimism about their lives and the future;
- Develop personal values and attributes such as honesty, empathy and respect for others.

Responsible citizens who make a positive contribution to society

- Are prepared for their role as a family member, in their community and life in modern Britain;
- Have secure values and beliefs and have principles to distinguish right from wrong;
- Understand their own and others' cultures and traditions within British Heritage, and have a strong sense of their own place in the world;
- Co-operate with others;
- Respect others and act with integrity;
- Appreciate diversity;
- Sustain and improve the environment, locally and globally.

All IFtL schools are committed to ensure all our children are:

Ready for learning at each stage of their education and beyond

- Embrace learning and achieving the very best they can be;



- Are fully and well prepared for the next stage in their school journey;
- Understand their own and others contributions to ensure they are best prepared for all aspects of their learning and journey throughout their education;
- Take ownership of their own learning and development;
- Understand what helps them learn and what prevents them developing strategies to overcome barriers.

Purposeful learning experiences provided and embraced throughout all areas of the school curriculum

- Positively respond to high expectations and opportunities provided them;
- Celebrate the unique school and local communities;
- Embrace purposeful learning that challenges and fulfils every individual;
- Are reflective learners who aspire to improve and develop, learning from mistakes;
- Are nurtured, challenged and inspired to achieve their full potential.

Engaged Individuals who are persistent, persevere, creative and are dynamic

- Have a determination to learn and overcome obstacles;
- Embrace challenge and the learning opportunities offered them;
- Mutually respect and trust themselves and others;
- Collaboratively pursue excellence;
- Actively involve and immerse themselves in school and community life;
- Celebrate uniqueness and being part of one school and Trust family;
- Are intrinsically motivated to be the best they can be.

Success indicators

All schools within the trust will implement the following indicators:

- 1) We use a range of provision to ensure the individual needs of the learners with SEND may be met.
- 2) Our schools all adhere to Section 69 of the Children and Families Act (2014); Special Educational Needs and Disability Regulations (2014) and the Special Educational Needs and Disability Code of Practice 0-25.
- 3) We adhere to the Human Rights Act, Public Sector Equality Duty (2011) and Equality Act of (2010) including upholding the characteristics that are protected by the Equality Act 2010 - age, **disability**, gender reassignment., marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 4) Learners with Special Educational Needs or Disabilities feel confident, happy and self-fulfilled within our schools.
- 5) Provision is constantly reviewed and the effectiveness evaluated in order to provide the best possible support for individuals.
- 6) Learners with Special Educational Needs or Disabilities develop academically, socially and emotionally, making progress towards their specific outcomes.
- 7) All stakeholders feel like their contributions are valued in deciding best practice.
- 8) As part of DFE guidance (2016) 'What Academies, Free Schools and Colleges must or should publish online', every school within the IFTL Multi-academy trust must publish



an annual SEND Information Report about the implementation of the schools policy for learners with SEND with SEND. The guidance states that the report must comply with section 69 of the Children's and Families Act (2014). Therefore, all schools will publish a comprehensive Special Educational Needs Information Report annually and Local Offer on their website.

- 9) All schools will follow the IFtL SEND strategy and the processes and procedures underlying the strategy.

Types of Special Educational Needs and Disability

The SEND Code of Practice: 0 to 25 years defines SEND as:

'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.' Department for Education and Department of Health January 2015

The Code of Practice says that children of school age or young people have a special educational need or disability if they:

*'Have a significantly greater difficulty in learning than the majority of other children and young people of the same age and;
have a disability which stops or holds up them from making use of facilities and support provided for others of the same age in mainstream settings.'*

The Equality Act 2010 says a child or young person is disabled if they have a mental or physical impairment. The impairment must be expected to last longer than a year and has a large effect on their day-to-day life.

There are four key areas of need as defined within the Code of Practice:



In line with the Code of Practice for SEND, all schools within the IFtL trust fully acknowledge that any form of suspension or exclusion cannot be given in relation to the above areas of SEND.

Children in our schools may be identified as having Special Educational Needs or Disability and placed on the SEND register as school support in order to receive further provision to aid

their learning. Some children in our schools may have Education Health Care Plans and need a higher level of bespoke provision.

Roles and responsibilities

Everyone plays a role!

The responsibility for learners with Special Educational Needs is part of the role of all members of the school community. **Everyone is a teacher of SEND; it is everyone's responsibility** to ensure that every SEND learner is valued and receives the best across all areas of school and wider life. We all, together, must champion each SEND learner and relationships with learners, families and external expert partners. Our parents/ carers within our school community are a vital source of information regarding their children and it is a paramount that a respectful and supportive relationship is established to aid good communication and consistency of approach. Parents/ carers are responsible for working alongside the school to ensure best practice for their child as well as sharing information to ensure that the school can effectively meet their child's need. Their viewpoints are paramount and must be sought.

Identification and Assessment

IFtL schools ensure early identification of SEND and use a range of assessment tools, looking at the whole child including their social and emotional development and wellbeing alongside their learning. The specific tools and approaches used by the schools will be detailed in their school's Special Educational Needs Report. In some instances, external specialists may be needed in order to support this process. Our Special Educational Needs Coordinators look beyond the external behaviour that is presented to identify the specific need that may be in one or several of the broad areas of SEND detailed above.



Teaching Approach and Provision

In all of our schools, the teachers are responsible and accountable for the progress of all their children, including those with Special Educational Needs and/or Disabilities. Our learners with SEND receive high quality teaching from their teachers first and foremost.

High quality teaching includes the effective use of adaptive teaching strategies. At IFtL we believe that adaptive teaching is likely to be:

... less successful when it focuses on differentiation (distinct tasks) and tailoring lessons to 'learning styles'

... more successful when it focuses on:

- Targeted and tailored support
- Additional practice
- Breaking content into smaller components
- Acting swiftly on information from formative assessment
- Teaching carefully selected groups including flexible groups that continually change depending on the lesson

A learner with SEND might also receive a range of different provision that is based around their specific needs. This will be detailed on their individual documentation and also include emotional and social provision as well as academic. Provision is ever changing with the review and evaluation progress and specific details of provision, equipment and facilities offered by each school can be seen within the school's Special Educational Needs Information Report. Further provision offered through the Local Authority for provision outside of school can be seen on the Milton Keynes Council Website through the Local Offer.

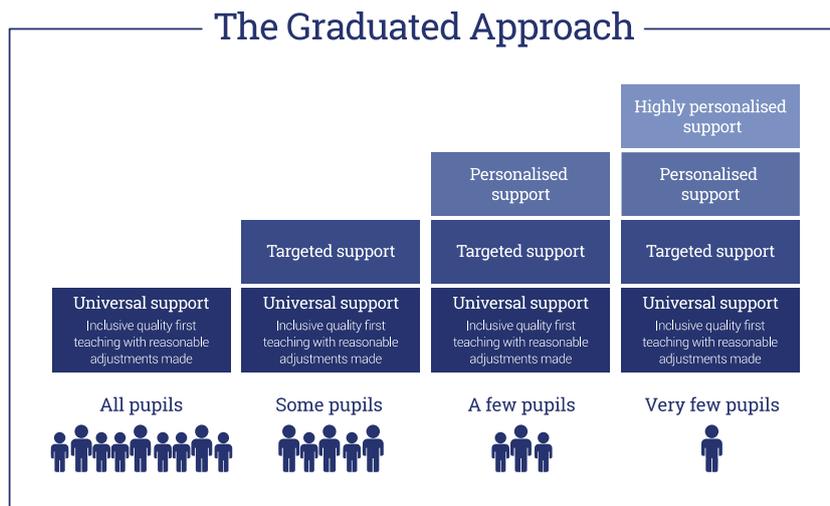
Each school is also committed to improving their accessibility and will have an accessibility plan that details how they are increasing disabled learners with SEND' ability to participate in the curriculum; improving the physical environment of the school and improving the availability of accessible information to disabled learners.

Graduated Response

Our schools work within the guidance of the Code of Practice for SEND and use a graduated response to Special Educational Needs that begins with ensuring all our children receive quality first teaching of a broad and balanced curriculum that is differentiated. Some children with SEND may also need further support that is additional to and different from their peers directly related to their specific outcomes or if they have an EHC Plan a more personalised, bespoke approach.

With this graduated response, our schools acknowledge that it is fundamental to be reflective and adopt a plan, do and review cycle for each child. This review cycle ensures that our learners with SEND continue to make progress but enables each school to evaluate their provision and ensure best practice is adopted alongside new initiatives and interventions.





Assess, Plan, Do, Review (APDR) cycle

The SEND Support is based on a four-part cycle of 'assess, plan, do, review.' This means that schools must first:

- 'assess' the strengths and difficulties, then
- 'plan' what needs to be done to improve outcomes, then
- 'do' i.e., carry out those plans, and then
- 'review' the impact and decide ('plan' again) what more – or less – now needs to be done.

The Code of Practice section 6.44 says; 'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.'





Learners with SEND with significant need

It is likely within any educational setting that there will be learners that have significant special educational needs. In line with IFTL's vision and values, it is everyone's responsibility to ensure that every SEND learner is valued and receives the best across all areas of school and wider life. Schools must have the same ambition for SEND learners as their peers across all areas of school and wider life. This includes access to the broad and balanced curriculum. This is no different for children with significant special educational needs.

When meeting the most significant need, schools will need to adopt individual approaches that are personalised to the needs of the learner, focusing on removing barriers to learning, that retain access to a broad and balanced curriculum. In exceedingly rare cases, some learners with SEND may require curriculum adaptations. This should be for the shortest time possible, and the end goal should always be for the child to return to the full curriculum as swiftly as possible.

Our IFTL 'middle children'

We know and recognise that young people often experience multi-vulnerabilities and that these add further barriers and challenges we must support the learner and their families to



overcome. At IFtL, we have identified what we identify as our 'middle children' who have three key vulnerabilities: SEND, Safeguarding and Pupil Premium. We are especially robust and sharp with our monitoring and tracking of these young people to ensure that they are fully accessing and achieving well across all areas of the curriculum and school life.

CPD and training

All our staff – teachers and support staff working with SEND – must be effectively trained and supported to help them meet their SEND learner(s) needs. We need to ensure that staff are fully equipped and have the right knowledge, skills and understanding so they can meet all Learners with SEND needs. This training includes delivering high quality teaching (teachers and support staff) and how to effectively adapt teaching to meet need as part of the graduated approach.

The IFtL learning platform provides a wealth of information, courses and videos on all areas of school practice including SEND. These can be accessed at any time making them a useful resource which provide staff with flexibility to access at a time that best suits them. The content available on the learning platform will only continue to grow, with members of the IFtL trust as well as external experts contributing information to the platform. The platform can be accessed at: <https://www.iftllearningplatform.co.uk/videos>

Trust support

There is a wide range of support for learners with SEND with additional needs within the IFtL trust. Schools can contact the 'Pupil Support' team where a Specialist Advisor can be allocated to provide support in relation to any area of SEND practice.

There is also a termly 'Vulnerable Learners' panel which includes members of the Pupil Support and Safeguarding teams. This provides schools with an opportunity to discuss individual learners with complex needs and their next steps. Schools can book a slot on available dates and provide paperwork in advance to aid these discussions and recommendations. This enables and promotes professional dialogue, ensuring that appropriate paperwork and provision is in place and sharing of expertise and support across the Trust.

Funding

Funding for our children being supported at School Support Level is included in the schools General Annual Grant, identified as notional SEND funding. Funding for our children with Education Health Care Plans comes directly from the Local Authority and the decision on how this is spent to support the needs of the child is detailed in their Education Health Care Plan alongside the specific short-term outcomes. This decision is managed by the SENDCo and Senior Leadership Team in each school in collaboration with external specialists, the Local Authority and the parents. In addition to this, High Needs Top Up funding may be applied for by schools in cases where a child does not have an Education Health Care Plan but still requires bespoke provision and/or a completely personalised timetable.



Evidencing value for money

Additional funding is provided to ensure Learners with SEND make progress and we meet their varied needs effectively. Where outcomes are not being met on ISP's or EHCP's, then the funding is not being applied appropriately and provision should be changed to ensure that the learner is able to make progress against the outcomes set. SENDCO's and Leaders should monitor the value for money regularly.

Collaboration

At IFtL we work in partnership with families in order to provide the best possible learning experience for the learners with SEND within our schools. Parents will be invited by the schools to contribute and discuss their child's progress and provision. This may be through discussions with the class teacher or formal review meetings. In the unlikely event that parents are not satisfied, they should seek to discuss the matter with the SENDCO in the first instance and the Head teacher at the school in the second. In the very unlikely event that parent/carers need to discuss a concern further than this, please contact the IFtL SEND team.

The thoughts and feelings of our learners with SEND are also fundamental in planning and reviewing their outcomes and the provision that they receive. Our schools therefore value this and ensure their voice is heard throughout the whole of their education with us in the most appropriate way for the individual child.

Internal and external support

Across the IFtL trust, there is lots of experience and expertise of staff working with children with Special Educational Needs and Disabilities. All of our Special Educational Needs Coordinators have either completed or are working towards the National Award for Special Educational Needs Coordinators. Our schools work in partnership with each other to harness the wide-ranging expertise and ensure the maximum benefit to all our learners with SEND and are able to access further support from the Trust Pupil Support Team.

We are also fully committed to staff training and continued professional development to ensure all our staff are confident in delivering the highest quality teaching and provision for our learners with SEND.

If external support is required, IFtL schools also have strong links with the Local Authority and relevant health care services.

Transition

At IFtL we understand transition to other schools for with Special Educational Needs can be daunting. Each of our schools therefore offer transition support to learners with SEND, whether this is for children leaving or entering the school at whatever point in their education. We also have strong links with our feeder schools and nurseries in order to ensure that our learners with SEND feel confident and successful with their changing environment. Details of the specific support offered by each school can be found in the school's Special Educational Needs Information Report.



Bullying, discrimination and harassment

We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights, including disability, will not be tolerated under any circumstances. As highlighted within KCSIE September 2023, being subjected to harassment, violence and or abuse, may breach children's rights as stated within the Human Rights Act.

Children who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+), identify as LGBTQ+ or are perceived to be LGBTQ+ may be particularly vulnerable to be bullying and we need to be extra vigilant for signs of this.

At IFtL, we will not tolerate any form of bullying, discrimination or harassment and will ensure they are swifty and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place.

We are aware and must be ultra-vigilant for signs of sexual violence and harassment as we know that it is highly prevalent and children often do not talk out about this and even accept it as the 'norm'. We must ensure this is not the case in any of our schools. Learners with SEND may be particularly vulnerable to bullying, discrimination and harassment and staff will be particularly vigilant for this.

Safeguarding Statement

Safeguarding is everyone's business. IFtL is committed to ensuring that all our children, young people and adults are safe and feel safe.

If you have any concerns at all, raise them **immediately** with the local DSL or IFtL's Head of Safeguarding, Health, Children and Families: vblackmore@iftl.co.uk

For further contact details, see:

- IFtL Child Protection and Safeguarding policy
- IFtL Whistleblowing policy

<https://www.iftl.co.uk/policies/>

