

TRINITY ACADEMY NEWCASTLE TRUST
SPECIAL EDUCATIONAL NEEDS POLICY

Approved by the Committee – November 2018
On behalf of the Board
Next Review Date – November
2019

Rationale

At the Trust we are determined to strive for excellence in everything we do. In doing so, we know that we change lives on a daily basis. We recognise that individual's learning, emotional and physical needs must be met in order for them to achieve their potential.

Aims

1. To ensure that the needs of every learner are met within a framework of equal opportunity.
2. To ensure that the needs every learner are understood and that systems exist to respond to them.
3. To ensure that the needs of the students are assessed and reflected in their curriculum offer, Education Inclusion Plans (EIPs), Parenting Contracts, Annual review advice and Annual reports.

Educational Provision

Major of the learners at the Trust have special educational needs. Learner's identified needs are complex and significant in the area of Social, Emotional and Mental Health as described in the SEN Code of Practice. Some learners may also have associated needs in the areas of cognition/learning and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). Majority of the learners attending the Trust have an Education, Health and Care Plan (EHCP).

Where learners have an EHCP, they attend the Trust because the local education authority or parents have recommended that their needs can best be met in this setting. The variety of needs represented by the Trust's learner population requires a range of responses, some of which will apply to every learner and others which will apply to smaller groups or individuals. All of our learners have an equal right to access to the Trust's resources.

Implementation and Review

- Resources will be allocated to groups and individuals in a way that ensures equality of opportunity for all. Where specific equipment is required for individual learners, this will be provided.
- The needs of all learners will be considered as part of their admissions procedure and appropriate packages will be provided that reflect their learning needs as identified in their statement or EHC plan or review.
- While all learners will normally be taught as members of class groups, assessments will be used to determine when a learners' particular needs might require small group or 1:1 teaching.
- The access of groups and individuals to the curriculum will be monitored as part of the annual timetable preparation procedure to ensure that learners access a

rich and personalised curriculum.

- The 'Annual Educational Review' is an opportunity for all the people involved with a learner to come together to discuss progress and plan for the coming year.
- All staff in Trust will regularly review student progress and raise any concerns immediately to either the Head of School, Deputy Heads or Subject leads.
- If a learner requires an increase in funding allocation (change in banding) a recommendation will be made to the LA through an Annual or Emergency review. This will be made on "Additional Funding Application" form.
- Some learners access Alternative Offer or Reduced Offer Plan which are tailored to meet their individual needs and plan for success. All plans are reviewed formally after 6 weeks with a mid-point review after 3 weeks.

Continuing Professional Development:

- A programme of ongoing CPD is in place to ensure that our staff are fully able to respond to and meet the needs of each pupil.

Evaluation

This policy will be reviewed annually.

Signed on behalf of the Board:



Peter Carter (Chairperson of the Board)

Date: November 2018