



Excalibur Academies Trust
Special Educational Needs
and
Disability Policy

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Registered Office: Excalibur Academies Trust, Granham Hill, Marlborough SN8 4AX
Registered in England and Wales Company
number: 8146633



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

Excalibur Academies 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, environmental 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, Academy Committees, Trust Head of SEND, Principals, SENDCos and all other members of staff have important responsibilities.

This policy applies to all academies within the Excalibur Academies Trust. No Academy within the Trust will have their own SEND policy, rather each Academy will outline their specific provision for SEND within the SEND information report. Each school reports to parents/carers on the effectiveness of their work on behalf of children with SEND through the Accessibility Plan and the Information Report which are updated annually and available on each school's website. (The Information Report should be read in conjunction with this Policy and Procedures).

I. Definition of Special Educational Needs

- I.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).
- I.2 "A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - I.2.1 has a significantly greater difficulty in learning than the majority of others of the same age, or
 - I.2.2 has a disability which prevents or hinders him or her from making use of educational 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)
- I.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 child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition" (SEND Code of Practice, Jan 2015: xviii)
- I.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.



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 Disability policy.

Specific objectives of our SEND and Disability policy are as follows:

- 2.1 To fully comply with the SEND Code of Practice, Jan 2015.
- 2.2 To identify students with special educational needs and disabilities and ensure that their needs are met at the earliest opportunity.
- 2.3 To ensure that students with special educational needs and disabilities can join in with all the activities of each school within the Trust without stigma, prejudice or discrimination.
- 2.4 To ensure that all learners make the best possible progress.
- 2.5 To ensure learners are well prepared for their next stage of education or employment.
- 2.6 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.
- 2.7 To ensure that learners have the opportunity to express their views and are fully involved in decisions which affect their education.
- 2.8 To promote effective partnership and involve outside agencies when appropriate.

3. Related documents

This policy has been written with reference to the following guidance and documents:

- 3.1 The Special Educational Needs and Disability Code of Practice: 0-25 Years (Jan 2015)
- 3.2 Children and Families Act 2014
- 3.3 The Equality Act (2010)
- 3.4 The Annual SEND Information Report for each academy
- 3.5 DfE Statutory Guidance: Supporting Pupils at School with Medical Conditions (Dec 2015)
- 3.6 Teachers Standards

4. Admissions

- 4.1 While the Trust Board is responsible for the admission arrangements which do not discriminate against students with special educational needs or disabilities, the principal is responsible for maintaining the accessibility policy that ensures that the site and environment of the school enables the admission of learners with SEND.



- 4.2 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 Plan.

5. Review of the SEND and Disability Policy

- 5.1 The success of each school's SEND and Disability performance will be judged against the objectives above.
- 5.2 The annual SEN Information Report for each school will detail the implementation of the policy and the effectiveness of the provision made for the students.