



**Gippeswyk Community
Educational Trust**

ACHIEVING SUCCESS TOGETHER

This Statement has been adopted and approved by Gippeswyk Community Educational Trust and is to be used by all members of the Trust.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) TRUST STATEMENT	
Approved by GCET	9.12.22
Date of next Review	Autumn 2024-2025 (<i>Two yearly – even years</i>)
Responsible Officer	Head of Trust Standards
Policy Number	STS3

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

GCET academies strive to ensure all students leave their settings as confident, resilient individuals who are positive about their future and equipped to deal with challenges – having a learning difficulty or disability is not seen as a barrier to achievement.

We believe that having high self-esteem is crucial to children and young people’s well-being. Across all academies within GCET, we endeavour to offer all students equal opportunities to participate fully in school life, including after-school activities and school trips. Academies in the Trust follow the requirements of the latest SEND Code of Practice to make reasonable adjustments to the environment, curriculum and timetable; to address all students’ needs by alleviating substantial disadvantage and being fully compliant with equalities legislation.

It is the responsibility of each academy to ensure the dignity and modesty of students with physical disabilities requiring personal care, is maintained and that relevant staff training is provided.

Each academy within the Trust must ensure their staff receive training and support to be able to identify and, through Quality First Teaching, provide for those students who have SEND. All academies have high aspirations of and expectations for all learners, with a focus on improving outcomes for all children and young students. Everything possible should be done to enable all students to participate in lessons fully and effectively. Academies in the Trust welcome students with or without an Education, Health & Care Plan. Each academy will endeavour to do its best, in partnership with parents, and outside agencies where appropriate, to meet the special educational needs of all students.

The Special Needs and Disability Co-ordinator (SENDCO) in each academy takes responsibility for the strategic development and day to day operation of the latest SEND Policy and co-ordination of special needs provision, working closely with staff, parents and external agencies. The SENDCO will also provide professional guidance to colleagues so that students with SEND have full access to the curriculum ensuring the academy is meeting its statutory duties. The SENDCO has the additional responsibility for ensuring all students' SEND records are kept up to date. The contribution of parents in the identification and initial assessment process cannot be overstated. Parents must have the opportunity to share their knowledge and concerns about their child and they must feel confident that their views and contributions are valued and will be acted upon. The progress of all students on the SEND register will be monitored and reviewed regularly by the respective academy. The number of students who are considered to need support or have additional needs can change over time. Pupil Passports/Profiles will be updated regularly to ensure that information is shared with staff.

Following discussion with subject teachers, students and parents, the most suitable arrangements will be put in place. This may include Teaching Assistant (TA) support with the TA working with individuals and small groups focused on learning tasks under the direction of teachers. The TA role is to help students to develop independent learning skills and manage their own learning.

Each academy will be responsible for the access arrangements for national curriculum tests and public exams. In Year 6, teachers may make additional arrangements to allow students with specific needs to take part in KS2 tests. These arrangements will be based on normal classroom practice which shall not provide an unfair advantage, but to compensate for disadvantage. For public exams (A' Level and GCSE), access arrangements must follow the latest guidance from the Joint Council for Qualifications (JCQ) criteria. The need for such arrangements should be identified well in advance of exams taking place, with the exception of injury, so that students are familiar with the arrangements.

Individual academies will ensure that all relevant information about students with additional needs will be passed on to the next setting or teacher. Enhanced transition visits will be organised as and when necessary

Finally, all academies are expected to work in partnership with professionals from a range of local agencies – including Local Authority, Educational Psychology, Health and Social Care – on a needs basis, for the benefit of the student.