



Girls' Learning Trust

GLT SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Approved By: Trust Board
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1. INTRODUCTION & AIMS

Definition of SEND: A child or young person has Special Educational Needs and Disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

The SEND Code of Practice 2014 and the Children and Families Act 2014 gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.

The broad concept of Special Educational Needs (SEND) adopted by the Girls' Learning Trust (hereafter referred to as GLT) means that the Trust sees the education of students with SEND as part of the continuous range of provision for all students.

Providing for students with SEND in the GLT's schools is the shared responsibility of the Trust Board and each school's Local Governing Body (LGB), Headteacher and all members of staff.

Central to this policy and practice is the recognition that students may have SEND for (among others) any of the following reasons:

- A permanent or temporary physical or sensory disability
- A medical condition
- An emotional or psychological need
- A specific learning disability

The needs of individuals evolve over their school careers, and therefore the Trust does not regard students with SEND as a fixed group but simply as that set of students having SEND at any given time.

The Student Data Collection Form provides the opportunity for parents/carers to notify the schools in the Trust of SEND of all kinds at entry to the school. In addition, feeder schools are requested to submit information relating to SEND once a place has been offered. Parents/carers can, of course, notify the school at any other time of any issues relating to SEND and their daughter.

Staff will be made aware of the need:

- To identify SEND as early as possible
- To initiate prompt and appropriate action

All staff have shared responsibility for:

- Planning and providing appropriate learning support
- Evaluating and recording the progress of students with SEND

2. DELEGATION OF RESPONSIBILITY

Each school in the Trust must have its own procedures for managing and monitoring SEND students. These policies are available on the school website.

3. INVOLVEMENT OF PARENTS/CARERS

Parents/carers will be fully involved in all stages of the SEND process - identification, support and monitoring.

The progress of all students in relation to individual target grades will be reported to parents/carers once a term.

The progress of students on the SEND register will be monitored in individual termly review meetings.

The parents/carers of students on the SEND register will be invited to attend termly review meetings with their daughter in order to monitor progress and review the support provided.

4. INVOLVEMENT OF THE STUDENT

Students felt to have a SEND will be encouraged to participate in discussion and decision making about the identification of their SEND and about the future support and provision required.

All students will be supported by the school in setting personal targets and in conducting reviews of progress in the light of these targets.

Students are expected to suggest targets for their SENDSP (SEND Support Plan) and to participate in the process of self-monitoring.

5. INVOLVEMENT OF THE TRUST BOARD AND LOCAL GOVERNING BODY

Each term both the Trust Board and LGB will receive a report on SEND students as part of the CEO report or Headteacher report presented to the relevant meeting.

Each LGB has a Link Governor with SEND as their responsibility.