



KNUTSFORD MULTI-ACADEMY TRUST
SPECIAL EDUCATIONAL NEEDS POLICY

Policy lead:	Chris Leigh
Last review date:	September 2018
Next review date:	September 2019 or as required
Approval needed by:	Full Governing Body

Purpose

We are required to have a policy on special educational needs so that we can ensure effective provision for those students, and for those with a disability, and meet statutory requirements.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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Policy

Our expectation is that all teaching reflects students' level of prior attainment. All students with special educational needs or a disability should be taught in a way that reflects their particular needs so that they achieve their potential.

Students identified as having a special educational need will receive relevant support and intervention and their progress will be kept under review ('assess - plan - do - review'). We will provide this support inside or outside of their normal classroom. Such provision will be additional to, or different from, that made generally for other children or young people of the same age.

We receive some specific additional funding for those students with special educational needs or disability. It is used to identify any students who have a special educational need or disability (prior to entry wherever that is possible and thereafter as required) and to provide appropriate support for them.

In addition, students with Education, health and care plans may receive additional help from nominated and/or specialist teaching assistants in a particular subject or range of subjects and/or to meet particular needs.

Students may have either difficulties in communication and interaction, cognition and learning, and social, emotional and mental health. They may have sensory and/or physical needs. Those with higher levels of these difficulties or needs may be eligible for support and intervention from outside agencies.

Support will be provided for admissions (under s324 of the Education Act 1996) examinations and transitions where applicable. The Multi-Academy Trust will work

¹ See The Children and Families Act: Section 69 and The Special Educational Needs and Disability Regulations 2014. See also The 0-25 Special Educational Needs and Disability Code of Practice.

with local authorities ('the local offer') to support parents and students and provide links to other agencies.

The Academy Trust's SEN Local Offer for both the Academy and The Studio School can be downloaded from the KMAT website, links below.

<https://3vywr6huwat37ur611lifqt8-wpengine.netdna-ssl.com/wp-content/uploads/SEN-Information-Report-for-Knutsford-Academy-2018-to-19-1.pdf>

<https://3vywr6huwat37ur611lifqt8-wpengine.netdna-ssl.com/wp-content/uploads/KMAT-SEN-Information-Report-for-The-Studio-2018to19-1.pdf>

Our policy complies with the SEND Code of Practice 0-25 dated July 2014. It is linked with the policy on Supporting Pupils with Medical Conditions. The named teacher (SENCO) is Sarah Ramsey sry@knutsfordacademy.org.uk and senior leadership link is the Assistant Headteacher, Curriculum who is Chris Leigh clh@knustfordacademy.org.uk They will ensure that all statutory requirements are met and that annual reviews are conducted and acted on. The governing body nominated SEND lead is Valerie Young.

Monitoring and evaluation

This policy will be reviewed each half-term so that it reflects any necessary changes to arrangements for supporting students with special educational needs or disability (SEND). It will be formally reviewed at least annually.