



QUEST TRUST

Supporting Young People from
Early Years to Employment

Special Educational Needs (SEN) Policy

For QUEST schools

Company Number 09306360

Hindley Green Community Primary School

St John's C. of E. Primary School, Abram

St Peter's C. of E. Primary School, Hindley

St John's C. of E. Primary School, Hindley Green

University Collegiate School, Bolton

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Director of SEND



SEND Policy for QUEST Trust

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1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure that our schools fully implement national legislation and guidance regarding pupils with SEND.
- Support and provide for pupils with special educational needs and disabilities.
- Provide pupils with SEND access to all aspects of school life, enabling them to engage in activities alongside their peers without SEND.
- Help pupils with SEND fulfil their aspirations, achieve their best and flourish.
- Foster confidence in pupils with SEND, enabling them to lead fulfilling lives.
- Assist secondary and sixth form pupils with SEND in making successful transitions into adulthood and employment.
- Communicate effectively with pupils with SEND and their parents/carers, involving them in discussions and decisions about support and provision.
- Clearly define the roles and responsibilities of all individuals involved in providing for pupils with SEND.
- Ensure the SEND policy is understood and implemented consistently by all staff.



2. Vision and Values

At QUEST Trust, we are committed to providing a high-quality education that meets the diverse needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). Our vision is to ensure that every pupil, regardless of their challenges, is prepared to learn for life, equipped with the necessary skills and experiences to achieve their full potential from Early Years to Employment.

3. Legislation and Guidance

This policy is informed by the following legislation and guidance:

- **Children and Families Act 2014:** Outlines schools' responsibilities for pupils with SEND.
- **Special Educational Needs and Disability Regulations 2014:** Details local authorities' and schools' responsibilities regarding education, health, and care (EHC) plans, SEN coordinators (SENCOs), and the SEN information report.
- **Equality Act 2010:** Establishes schools' duties to make reasonable adjustments for pupils with disabilities.
- **Public Sector Equality Duty (Equality Act 2010):** Mandates the elimination of discrimination and the advancement of equality of opportunity.
- **School Admissions Code:** Obliges schools to admit pupils whose EHC plan names the school and prohibits unfair disadvantage to children with disabilities or special educational needs.

4. Inclusion and Equal Opportunities

At QUEST Trust, we strive to create an inclusive teaching and learning environment that offers all pupils, regardless of their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to making reasonable adjustments to teaching, the curriculum, and the school environment to ensure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special Educational Needs

A pupil has special educational needs (SEN) if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most others of the same age, or
- Have a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.



5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional, and mental health needs
- Sensory and/or physical needs

Pupils may have needs that span multiple areas, and these needs can evolve over time.

6. Roles and Responsibilities

The post of Director of Inclusion and Vulnerabilities is currently vacant. Until a substantive appointment is made, the Deputy Chief Executive Officer (DCEO) will undertake the responsibilities of this role.

Director of Inclusion & Vulnerabilities

- Provide strategic direction, leadership, oversight and advice for SEND across the Trust
- Ensure QUEST's inclusion and SEND provision, policies and practise are applied consistently across all settings
- Support the leadership teams in continually adapting and developing an inclusive school culture that fosters an understanding of all regardless of their lived experience

Head of SEND

The Head of SEND is responsible for the strategic oversight of SEND provision across the Trust. This includes:

- Ensuring that the Trust's SEND policy is implemented effectively in all schools.
- Providing guidance and support to SENDCo and SEND Lead Teachers to enhance their capacity to lead SEND provision.
- Monitoring and evaluating the impact of SEND strategies and interventions across the Trust.
- Monitoring and Evaluating SEND outcomes, using data to guide strategic decisions and improve the quality of education provided.
- Liaising with external agencies and stakeholders to secure additional support and resources for pupils with SEND.
- Providing professional development opportunities for staff regarding best practises in teaching pupils with SEND and the essential skills needed to support diverse learning needs.
- Ensuring compliance with statutory requirements and best practises in SEND provision.

SEND Coordinator (SENDCo)

The SENDCo is responsible for:

- Leading the identification, assessment, and support of pupils with SEND within the school.
- Developing and maintaining the school's SEND Information Report and ensuring it is accessible to parents and stakeholders.
- Developing, implementing and reviewing Individual Education Plans (IEPs) for pupils with SEND.
- Collaborating with class/subject teachers to implement the Graduated Approach (Assess, Plan, Do, Review) for pupils with SEND.
- Supporting teachers to implement targeted interventions and support strategies in their classes.
- Providing training and support to staff on effective strategies for teaching pupils with SEND.
- Monitoring the progress of pupils with SEND and ensuring that appropriate interventions are in place.
- Monitoring and providing feedback on the effectiveness of interventions and strategies.
- Engaging with parents and carers to discuss their child's progress and support needs.
- Managing a caseload of identified SEND pupils across the MAT



Governance

In support of the Trust, Local Governing Boards should have members with link roles covering the 4 S's, these being **SEND**, Safeguarding, Stakeholder Engagement and Standards.

Trustees and Local Governing Boards have a key role in ensuring that the schools within QUEST meet its statutory obligations regarding SEND by:

- Appointing a designated governor in each school to oversee SEND provision and ensure accountability.
- Annually reviewing and approving the school's SEND Policy and ensuring it aligns with statutory guidance.
- Monitoring the effectiveness of SEND provision and the impact on pupil outcomes.
- Having awareness of how the school supports the welfare of looked after children, and provision for children with Special Educational Needs and Disabilities
- Ensuring that resources are allocated effectively to support pupils with SEND.
- Supporting the school in fostering a culture of inclusion and high expectations for all pupils.

Headteachers

Headteachers are responsible for ensuring that the needs of pupils with special educational needs and disabilities (SEND) are effectively met within their school. Their responsibilities include:

- Ensuring Compliance with Statutory Duties to ensure that the school fulfils its statutory obligations under the SEND Code of Practice (2015) and the Equality Act (2010), by providing appropriate support and making reasonable adjustments for pupils with SEND.
- Promoting an Inclusive School Culture that values diversity and inclusion, ensuring that all pupils, including those with SEND, feel respected and supported.
- Accountability for SEND provision using clear accountability frameworks that hold staff responsible for the progress and development of all pupils, including those with SEND.
- Maintaining effective communication with families of pupils with SEND and collaborating with external agencies to enhance support for these pupils.
- Ensuring that appropriate resources, including staffing and funding, are effectively allocated to support SEND provision within the school.

Class/Subject Teachers

Class and subject teachers are responsible for:

- Delivering high-quality teaching that meets the needs of all pupils, including those with SEND.
- Differentiating the curriculum and adapting teaching methods to support individual learning needs.
- Identifying pupils who may have SEND and raising concerns with the SENDCo.
- Implementing the strategies outlined in IEPs/Personal Support Plans and monitoring pupil progress.
- Communicating regularly with parents and carers about their child's learning and development.

Teaching Assistants

Teaching Assistants play a crucial role by:

- Supporting class and subject teachers in delivering inclusive education.
- Working with pupils with SEND to provide targeted support and interventions.
- Assisting in the implementation of IEPs and Personal Support Plans and monitoring pupil progress.
- Providing feedback to teachers on pupil engagement and learning outcomes.
- Building positive relationships with pupils to foster a supportive learning environment.



Parents/Carers

Parents and carers are vital partners in the SEND process by:

- Engaging in open communication with the school regarding their child's needs and progress.
- Collaborating with teachers, SENDCo and Inclusion team to develop and review IEPs and Personal Support Plans.
- Supporting their child's learning at home and reinforcing strategies used in school.
- Participating in meetings and discussions about their child's education and support.

The Pupil

We encourage pupils to share information and express their views regarding their special educational needs and disabilities (SEND) and the support they receive. Their active participation in discussions and decisions about their support is essential. This involvement may include:

- **Explaining Strengths and Difficulties:** Pupils will be encouraged to articulate their individual strengths and challenges, providing valuable insights into their learning experiences.
- **Contributing to Target Setting:** Pupils will play a role in setting personal targets or outcomes, fostering a sense of ownership over their learning journey.
- **Attending Review Meetings:** Pupils will be invited to attend review meetings, allowing them to engage directly in discussions about their progress and support.
- **Providing Feedback:** Pupils will be asked to give feedback on the effectiveness of the interventions they receive, helping to inform future support strategies.

The views of pupils will be considered in decision-making processes that affect them, ensuring their voices are heard and respected whenever possible.

7. SEN Information Report

Our SEN Information Report is available on each individual school's website which can be easily located via the Trust website, <https://www.quest-trust.org.uk/> It encompasses the following key elements:

- The types of Special Educational Needs and Disabilities (SEND) that we cater to.
- Our policies for identifying pupils with SEND.
- Insights into our approach to teaching pupils with SEND.
- Details on how we adapt the curriculum and learning environment to meet the needs of these pupils.
- Details of how to access the Local Offer for Wigan and Bolton

This report will be updated annually and promptly following any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying Pupils with SEND and Assessing Their Needs

At QUEST Trust, we understand the critical importance of early identification of Special Educational Needs and Disabilities (SEND) to ensure that all pupils receive the necessary support to thrive academically and socially. Our approach to identifying pupils with SEND is proactive and systematic, ensuring that we build on existing knowledge and provide timely interventions.



Early Identification

The benefits of early identification of SEND are widely recognised. Identifying needs at the earliest point and making effective provision improves long-term outcomes for the child or young person. Our commitment to early identification is reflected in our comprehensive assessment processes.

Assessment Process

1. **Initial Assessment:** Upon joining the school, we assess each pupil's current skills and levels of attainment. This assessment builds on information from previous educational settings and Key Stages, ensuring continuity in their learning journey.
2. **Consideration of Disabilities:** We are vigilant in considering any evidence that a pupil may have a disability under the Equality Act 2010. If such evidence is identified, we will assess what reasonable adjustments may be necessary to support the pupil effectively.
3. **Regular Progress Monitoring:** Class/subject teachers play a pivotal role in monitoring the progress of all pupils. They will regularly assess and identify pupils whose progress:
 - Is significantly slower than that of their peers starting from the same baseline.
 - Fails to match or better the pupil's previous rate of progress.
 - Fails to close the attainment gap between the pupil and their peers.
 - Widens the attainment gap.

This progress monitoring includes not only academic attainment but also wider development and social needs.

4. **Targeted Interventions:** When a teacher identifies a pupil making slow progress, they will implement differentiated, high-quality teaching targeted at the pupil's specific areas of weakness. If there is no improvement in progress, the teacher will consult with the Special Educational Needs Coordinator (SENCO) to discuss the possibility of a special educational need.
5. **Holistic Consideration of Factors:** We understand that slow progress and low attainment do not automatically indicate a SEND. Therefore, we will consider potential short-term causes impacting behaviour or performance, such as pastoral matters, family circumstances, friendship conflicts, bereavement. We will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

8.2 Consulting and Involving Pupils and Parents

When determining whether a pupil requires special educational provision, we will begin with the desired outcomes, including expected progress and attainment, alongside the views and wishes of the pupil and their parents. This collaborative approach will guide us in deciding the necessary support, whether it involves adapting our core offer or implementing additional provisions.

Communication

- Schools will inform parents within 10 school days when their child has been placed on the school SEN register
- Schools provide an annual report for parents on their child's progress, with regular opportunities for more frequent updates as required.
- Schools engage parents in discussions at least three times a year to set clear outcomes, review progress, and discuss strategies to support their child.



Involving Pupils

- The views of the pupil should be included in discussions about their learning and support. This could involve directly engaging the pupil in conversations or gathering their views beforehand.

8.3 The Graduated Approach to SEN Support

Our approach to SEN support follows a graduated model, which includes:

1. **Assess:** Regular assessments will be conducted to identify pupils' needs and monitor their progress.
2. **Plan:** Based on assessments, we will create a plan that outlines the support required, desired outcomes, and the strategies to be implemented.
3. **Do:** High-quality teaching and targeted interventions will be delivered to address the identified needs.
4. **Review:** Regular reviews will be conducted to evaluate the effectiveness of the support provided and make necessary adjustments.

8.4 Levels of Support

We recognise that pupils may require different levels of support based on their individual needs:

- **Universal Support:** High-quality teaching strategies and interventions provided to all pupils.
- **Targeted Support:** Additional support for pupils who require more focused adaptations and interventions to address specific areas of difficulty.
- **Targeted Plus:** For children requiring more help, this tier brings in external professional input (such as Educational Psychologists)
- **Special Educational Provision:** For pupils identified as having SEND, we will implement tailored support. This may be through an Education, Health and Care Plan (EHCP) when necessary.

8.5 Evaluating the Effectiveness of SEN Provision

To ensure that our SEN provision is effective, we will:

1. **Monitor Progress:** Regularly track the progress of pupils receiving SEN support to assess the impact of interventions.
2. **Gather Feedback:** Collect feedback from pupils, parents, and staff to evaluate the effectiveness of support strategies.
3. **Review and Adapt:** Use the information gathered to review the SEN provision regularly and make adjustments as needed to improve outcomes for pupils.
4. **Collaborate with External Agencies:** Where necessary, we will work with external specialists to ensure that our approaches are evidence-based and effective.

9. Expertise and Training of Staff

We are committed to ensuring that all staff receive appropriate training to support pupils with SEND. This includes:

- Regular professional development opportunities focused on inclusive practises.
- Collaboration with external specialists to enhance staff knowledge and skills.



10. Links with External Professional Agencies

We work collaboratively with external agencies to provide additional support for pupils with SEND, including:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- General Practitioners or Paediatricians
- School Nurses
- Child and adolescent mental health services (CAMHS)
- Social Care
- Outreach services

11. Admission and Accessibility Arrangements

We adhere to the School Admissions Code and ensure that:

- Pupils with SEND are not discriminated against in the admissions process.
- Accessibility plans are in place to support pupils with disabilities, ensuring they can access the school environment and curriculum.

12. Complaints About SEND Provision

Parents and carers are encouraged to discuss any concerns regarding SEND provision with the SENCO in the first instance. If issues are not resolved, parents can begin the complaints process following the school and Trust's complaints procedure available from QUEST trust website.

13. Monitoring and Evaluation Arrangements

The effectiveness of the SEND policy will be monitored through:

- Regular audits of SEND provision and outcomes.
- Feedback from staff, pupils, and parents.
- Annual reviews of the SEND Information Report and SEND Policy.

14: Intimate Care Procedures

Introduction

1. Staff working with children and young people with additional or special educational needs (SEN) must approach intimate care with sensitivity, respecting each child's individual needs.

2. Intimate care is defined as tasks associated with bodily functions and personal hygiene that require direct or indirect contact with the genitals. This includes continence care, menstrual management, and assistance with washing or bathing.

3. The dignity of each child will be upheld, ensuring a high level of privacy, choice, and control. Staff providing intimate care will maintain a professional demeanour, being aware of child protection issues. Collaboration with parents/carers is essential for continuity of care, and no child should experience distress or pain during care procedures.



4. A comprehensive personal safety curriculum will be delivered as part of Personal, Social, and Health Education (PSHE), tailored to each child's developmental level. Parents/carers will be encouraged to reinforce these messages at home.

Our Approach to Best Practice

1. All children requiring intimate care will be treated with respect, prioritising their welfare and dignity while being mindful of cultural beliefs.
2. Staff providing intimate care will be trained in best practises, including Child Protection and Health & Safety, and will have access to Personal Protective Equipment (PPE) as necessary. Equipment and support will be provided based on assessments from physiotherapists or occupational therapists.
3. Staff will adapt their practises to meet the evolving needs of children, particularly during developmental changes such as puberty. Staff involved in intimate care will not typically deliver sex and relationship education to minimise potential conflicts of interest.
4. Communication with children needing intimate care will be tailored to their preferred methods (verbal, symbolic, etc.), ensuring they understand the procedures and reasons for them.
5. Children will be encouraged to achieve the highest level of independence possible, with individual intimate care plans developed to address specific needs. These plans will include risk assessments covering safety and health considerations.
6. Each child's right to privacy will be respected, with careful assessment determining the number of staff present during intimate care. Ideally, one adult will assist one child, with another adult close by for safeguarding.
7. Parents/carers will be regularly involved in their child's intimate care arrangements, providing additional clothing as needed. Clear records of agreed arrangements will be maintained in the child's care plan, considering the needs and wishes of both children and parents.
8. An assigned staff member (typically the Pastoral Coordinator or TA) will act as an advocate for each child, allowing them to communicate any concerns regarding their care.

Protection of Children

1. All staff will adhere to established Child Protection Procedures.
2. Personal safety skills will be taught to all children, appropriately matched to their developmental levels.
3. Staff must report any concerns regarding a child's physical presentation or changes in routine to the designated child protection officer immediately. A record of the concern will be documented, and referrals to social care or police will be made as necessary. Parental consent will be sought unless it poses a risk to the child.
4. If a child expresses distress regarding care from a specific staff member, the situation will be investigated, and parents will be contacted promptly. Staffing adjustments will be made to prioritise the child's needs, with external advice sought if needed.
5. Allegations made by a child against a staff member will be addressed following established safeguarding procedures to protect all parties involved.



14. Links with Other Policies and Documents

This SEND Policy should be read in conjunction with the following relevant policies:

- [SEND Information Report](#)
- The Local Offer
- [School Accessibility Plan](#)
- Equality and Diversity Policy
- Relationship and Behaviour Policy
- School Accessibility Policy
- Equality Act 2010/Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice (2015)
- Supporting pupils with medical conditions at school guidance (2014 updated 2017)