



STATEMENT ON SPECIAL EDUCATIONAL NEEDS & DISABILITY

This statement is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this statement and the policies that it informs will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

1. Introduction

CDAT's clear, Christian vision emphasises the importance of high-quality provision for all pupils within our schools:

Rooted in Christian values, CDAT is committed to:

- **Valuing the uniqueness of every child**
- **Aspiring to excellence**
- **Being a nurturing learning community for all**

Jesus said, 'I have come in order that you might have life—life in all its fullness' (John 10:10). As a Trust, our aim is to ensure that all of our pupils are able to benefit from and enjoy 'life in all its fullness.'

As a Trust, CDAT is committed to ensuring that all pupils identified as having Special Educational Needs and/or disability (SEND) are given every chance to achieve in school, and will benefit from high-quality support at all levels. For this provision to be fully effective, it is important that all CDAT schools work closely with their local authorities in line with the aims and spirit of the 'local offer' for SEND and the statutory responsibilities that local authorities retain for key aspects of SEND provision.

Each individual school is therefore responsible for publishing its own SEND policy in accordance with statutory requirements:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Schools are also responsible for ensuring that they comply with statutory requirements on what they must publish online re SEND as laid out here: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#special-educational-needs-sen-and-disability-information>

2. Implementation

The Trust fully supports the DfE's stated aims for all pupils, including those with SEND:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

The Trust will ensure that all CDAT schools:

- Have a Special Educational Needs Co-ordinator (SENCO) who has overall accountability for SEND provision in their school.
- Ensure that their SENCO receives appropriate time to carry out their duties, and has access to appropriate training (including undertaking the National SENCO award for new SENCOs, as required).
- Have a named governor for SEND.
- Have arrangements for working together with other agencies and for sharing information with other professionals to support the school's SEND provision.
- Maintain high-quality records with regard to pupils with SEND.
- Work closely with parents of pupils with SEND.
- Carefully monitor the achievement of pupils with SEND, making appropriate adjustments to SEND provision should there be any indication of underachievement by pupils in that group.
- Fulfil all their statutory responsibilities in respect of provision for pupils with SEND.

The Trust will:

- Ensure that the quality of provision for pupils with SEND is reported on at least annually to the Education Effectiveness Committee (EEC) and that any significant concerns about the quality of provision in an individual school or more widely is reported to the Trust Board in a timely manner.
- Monitor the effectiveness of schools' provision for pupils with SEND as part of the standard programme of regular school improvement and compliance checking visits.

3. Policy Review

This statement was updated and agreed by the CDAT Board in August 2021. In line with recommended best practice, it will be reviewed again in August 2022.