

## SEND Principles



This Special Educational Needs and Disabilities (SEND) policy is designed to meet both statutory requirements with regard to SEND and the day to day needs of our academies and their stakeholders (parents, LA, related agencies staff and students). At The Rivers Multi Academy Trust there are a number of key principles that underpin the approach to SEND in our academies.

These are being child centred; developing confidence and resilience; encouraging aspiration and achievement; a strong focus on Inclusive Quality First Teaching; high expectations for all; supporting learners to overcome barriers to learning; use of individual support strategies; and a clear graduated approach.

This document is produced in response to the SEND Code of Practice 2014 which provides statutory guidance on duties, policies and procedures for schools. It relates to children and young people with special educational needs and disabilities (SEND). The aim of the guidance is to ensure that there are clear guidelines for all parties around SEND; that all pupils are given equal opportunity to develop their talents and abilities to their full potential both inside the classroom and outside. At all stages, the wellbeing of the individual is paramount; and that additional support is met when necessary. These aims are met by a whole-school approach to Special Educational Needs provision recognising that SEND is the responsibility of everyone and with all staff taking responsibility for meeting individual needs and progress made towards outcomes. Other academy policies reflect this approach.

The individual school policies outline the actions that our academies should take to meet their duties in relation to identifying and supporting all children with SEND whether or not they have an Education, Health and Care (EHC) plan as outlined in Section 6 of the SEND Code of Practice 2014.