

**LONDON SOUTH EAST ACADEMIES TRUST  
SEN POLICY STATEMENT**

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| Approved by:   | London South East Academies Trust Board |
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The London South East Academies Trust (LSEAT) SEN Policy Statement outlines the objectives of the Trustees in making provision for pupils with special educational needs, and a description of how each academy's Special Educational Needs policy will contribute towards meeting those objectives.

## **General Philosophy**

London South East Academies Trust values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. All our academies offer a broad and balanced curriculum and have high expectations of all our children, encouraging our pupils to participate fully in their learning and develop the skills, attributes and ambition to enable them to move on successfully at every stage in their education and beyond into the wider community. The achievements, attitudes and wellbeing of all our children matter and we actively value and celebrate diversity. This policy helps to ensure that all our academies promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

## **Aims**

LSEAT actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the curriculum we deliver in each of our academies, access to relevant and appropriately challenging accreditation, effective support to prepare pupils for adulthood and targeted interventions to enable our pupils to overcome personal barriers. Knowledge of our children and their needs is central to our way of working and we ensure that we use assessment data, observation and pastoral information to inform our practices in order that the needs of individuals and groups can be effectively met.

We are vigilant in our approach to recognising disadvantage and pay particular attention to the individual and different groups of children within our schools:

- Boys and girls
- Minority ethnic and faith groups.
- Children for whom English is not a first language (EAL).
- Children with additional needs – both those who have formal diagnosis and those presenting with needs which are yet to be assessed.
- Able and talented children.
- Children at risk of exclusion or permanently excluded from school.
- Children from a Traveller heritage.
- Asylum seekers and refugees.
- Children with a physical disability.
- Children experiencing mental health difficulties.
- Children whose social experiences put them at risk of exploitation (including CSE and CCE), radicalisation and/ or gang affiliation.
- Children in Care or post-adoption children.

The curriculum models within our schools provide broad learning experiences that meet the specific needs of individuals and groups of children. These needs are met through:

- Setting appropriately challenging tasks which encourage and stretch children to achieve their best and develop good self esteem;
- Responding to the diverse needs of the children;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing wider curriculum opportunities to meet the needs of all children in our academies.

We achieve educational inclusion by continually reviewing our practices, our curriculum offer and our use of learning resources. As a Trust, leaders and staff working in our academies work with governors and trustees through professional challenge to ensure that what we are delivering and providing is in line with the intent for our pupils by continually asking ourselves the following questions:

- Do all of our children achieve their best?
- When we compare different groups of children, do we see differences in performance and progress?
- What are we doing for those children who are not making progress or achieving their best?
- Are the interventions we provide having measurable outcomes which support our pupils in achieving better and overcome barriers to learning?
- Are we creating a culture where everyone feels valued and safe whatever their background, ethnicity, faith, sexuality, gender, learning needs or abilities?

The day to day coordination of provision for pupils with special educational needs within the Trust sits with the Headteacher in each of our academies and supported by a named SENCO. For more information on the specific approaches to inclusion and special needs provision, please refer to the SEN Policy for each academy.