# Special Educational Needs & Disability Policy

## 1.0 Introduction and aims of the policy

1.1 This policy sets out how our Trust and schools fulfil their legal duties under the Children and Families Act 2014, the Equality Act 2010, and the SEND Code of Practice (2015). It describes how we identify, assess, and make provision for pupils with Special Educational Needs and Disabilities (SEND), working in partnership with families, professionals, and the wider community.

1.2 Our approach to SEND is underpinned by the vision and values of our Trust and schools. We share a vision: to be diverse and inclusive, to put families and communities at the heart of our schools, and to give every child the best chance of success.

1.3 Details of how we identify and support pupils with SEND, including examples of provision, are outlined in the school's SEN Information Report, available on each setting's website.

1.4 **Our SEND policy aims to:**

- ensure that the Trust and its schools fulfil their statutory duties in relation to pupils with SEND and disabilities;
- ensure pupils with SEND have access to high-quality, inclusive education and all aspects of school life;
- promote high aspirations and positive outcomes for pupils with SEND;
- ensure pupils and their parents/carers are actively involved in decisions about support and provision;
- establish clear roles and responsibilities for SEND provision across the Trust and its schools;
- ensure a consistent, graduated approach to identifying and responding to SEND;
- promote inclusive practice, reasonable adjustments and the removal of barriers to learning and participation; and
- ensure the SEND policy is understood and implemented consistently across the Trust.

## 2.0 Our vision and values: what do we want for our learners?

2.1 It is the Trust's ambition that all pupils achieve their potential during their time at school. By providing children with the right level of challenge, support and encouragement we ensure that all learners access and experience all aspects of the curriculum. Our schools make learning active, inclusive and engaging whilst setting ambitious goals for individuals. We have high expectations of our pupils, and ourselves, to continually strive to be the best we can be.

## 3.0 Legislation and guidance

3.1 This policy and our SEN information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report. This policy also complies with our funding agreement and articles of association.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

**4.0 Definitions**

4.1 A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. (Children and Families Act 2014; SEND Code of Practice, January 2015, 0–25 years, Chapter 1.3).

4.2 They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age,
- or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2015, 1.3).

4.3 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. (SEND Code of Practice, 2015, 1.4).

4.4 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.

**5.0 Inclusion and Equal Opportunities**

The Trust is committed to ensuring that pupils with SEND and disabilities are able to participate fully in school life and access a broad, balanced and ambitious curriculum.
Schools will identify and reduce barriers to learning, participation and belonging through high-quality universal provision, appropriate adaptations to teaching and the curriculum, reasonable adjustments and adaptations to the physical and sensory environment.
Inclusion is considered across all aspects of the pupil's experience, including the classroom, wider school environment, transitions, social times, activities, trips, communication and access to information.

**6.0 The 4 areas of need**

6.1 The needs of pupils with SEND are categorised into four broad areas. A pupil may present with needs in one or more of these areas, and the nature of their needs may change over time. Interventions will be identified and implemented according to the pupil's specific area(s) of need at the relevant time.

62 Communication and Interaction (C&I): Difficulties in understanding, using, or processing language, including speech, language, and communication needs, as well as autism spectrum conditions.

6.3 Cognition and Learning (C&L): Difficulties in acquiring knowledge, understanding, or applying skills, including moderate, severe, or specific learning difficulties.

6.4 Social, Emotional and Mental Health (SEMH): Difficulties a pupil may experience in managing their emotions, behaviour, or social interactions, which can affect learning, relationships, and overall well-being.

6.5 Sensory and/or Physical Needs (S/P): This may include a physical disability which hinders a pupil's ability to access standard provision. It also includes visual and, hearing impairment as well as sensory processing difficulties, and life skills.

**7.0 Our approach to SEND Support**

7.1 We are committed to the early identification of pupils with special educational needs and disabilities (SEND). Class teachers regularly assess the progress of all pupils to identify any who may be making less than expected progress. Progress will be considered in academic attainment as well as wider aspects of development, including social and emotional needs.

7.2 Most pupil's learning and well-being needs can be effectively met through high-quality universal provision, which includes inclusive teaching, supportive learning environments, and whole-school approaches. For pupils who require additional support, the school provides targeted and specialist interventions. More detailed information can be found in the school's SEN information report.

7.3 We place pupils and their parents/carers at the centre of decision-making about special educational provision.

Discussions with pupils and parents/carers will ensure that:

- There is a shared understanding of the pupil's strengths and areas of difficulty
- Parents'/carers' concerns are fully considered
- Agreed outcomes for the pupil are clear and understood
- Next steps are identified and agreed collaboratively

Parents/carers will be formally notified if the school decides to make special educational provision for their child.

7.4 Once a pupil has been identified as having SEND, we will adopt the graduated approach to remove barriers to learning and provide effective support. This is a four-part cycle of Assess, Plan, Do, Review (APDR).

Needs are carefully assessed by the class teacher and SENDCO, considering the views of pupils, parents/carers, and relevant professionals. Support is then planned collaboratively, with clear outcomes, strategies, and review timelines recorded in the pupil's learning support plan. Teachers remain responsible for progress, working alongside teaching assistants and specialists to implement support effectively. Interventions are regularly reviewed, drawing on feedback and progress data, and adjusted as necessary to ensure the pupil's needs are met and outcomes achieved

7.5 The school will evaluate the effectiveness of SEND provision through:

- Tracking pupil progress, including the use of provision maps
- Reviewing outcomes at each cycle of the graduated approach
- Pupil and parent/carer feedback

- Regular monitoring by the SENDCO
- Annual reviews for pupils with EHC plans

**8.0 Roles and responsibilities**

**8.1 The SENDCO**

Each school has a named SENDCO

They will:

- Work with the Academy Head and SEND Locality Committee Member to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Academy Head and Locality Committee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

**8.2 The SEND Locality Committee Member**

The SEND Locality Committee Member will:

- Help to raise awareness of SEND issues at Locality Committee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Academy Head and SENDCO to determine the strategic development of the SEND policy and provision in the school

**8.3 The Academy Head**

The Academy Head will:

- Work with the SENDCO and SEND Locality Committee Member to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

**8.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

**8.5 Head of Service Inclusion**

The Head of Service Inclusion will:

- Coordinate termly SENDCo networks to ensure up-to-date knowledge, collaboration, and the sharing of best practice across schools
- Ensure the trust-wide SEND policy is current, compliant, and reflects statutory requirements and best practice
- Undertake an annual SEND audit with each setting, working alongside the Academy Head and SENDCo to identify strengths and areas for development
- Monitor and evaluate the implementation of SEND audit actions, ensuring regular progress reviews
- Report on SEND provision, progress, and outcomes to the Trust Board at agreed intervals
- Provide professional guidance, challenge, and support to Academy Heads and SENDCos in developing inclusive practice and improving outcomes for learners with SEN and/or disabilities
- Oversee Trust-wide training and development programmes for wider staff to build capacity and expertise

**8.6 The Trust Board**

The Trust Board will:

- Ensure that the Trust meets its statutory duties in relation to SEND and equality legislation
- Receive and scrutinise regular reports from the Head of Service Inclusion on the quality of SEND provision, progress, and outcomes across the Trust

Link to other policies:

- Behaviour and Inclusion Policy
- Teaching, Learning and Curriculum Policy
- Single Equality Scheme Framework

## Document Control

### Changes History

| Version | Date | Amended By | Details of Change |
|---|---|---|---|
| v2 | 11.06.2017 | Tamsin Little | Please see highlighted red sections |
| V3 | 29.04.2020 | Kathy Brooke | Very minor updating. Please see red tracked changes |
| V4 | 13.10.2021 | Laura Rogers | Separated the SEND information report from policy & updated website links |
| V5 | 05.05.2022 | Kathy Brooke | Annual update – no changes made |
| V6 | 26.09.2025 | Gemma Bucklee | Update to include further information on our approaches to SEND, responsibilities of the Head of Service Inclusion and Trust Board |
| V7 | 18.9.2026 | Gemma Bucklee | Clearer aims and details around equality |

### Approval

This policy will be reviewed annually by the Head of Service Inclusion or as required by changes in legislation.

At every review, this policy will be approved by the Trust Board.

The policy was last approved by the Trust Board on 15/10/2026.

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