Special Educational Needs (SEN) & Disability Policy

Policy Owner:	**Director of Inclusion**
Approved by:	**Curriculum & Standards Committee**
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Due to the evolving nature of The CAM Academy Trust, procedures behind this policy will be reviewed and amended accordingly to reflect changes.

At the heart of our work lie the six core principles of The CAM Academy Trust. These drive everything that we do.



Aims and objectives

The Trust's Special Educational Needs and Disabilities (SEND) Policy aims to:

- Promote a culture of inclusion across all Trust schools, ensuring that every pupil is valued, belongs and can participate fully in school life.
- Ensure compliance with the Children and Families Act 2014, the SEND Code of Practice (0-25 years), the Equality Act 2010 and all relevant statutory guidance.
- Establish a consistent Trust-wide approach to the identification, assessment and provision of support for pupils with SEND.
- Ensure that pupils with SEND have access to a broad, balanced and ambitious curriculum and are able to engage fully in all aspects of school life alongside their peers.
- Secure high-quality, evidence-informed provision and adaptive teaching that enables pupils with SEND to achieve the best possible educational, social and personal outcomes.
- Foster independence, confidence, resilience and wellbeing, preparing pupils with SEND for successful transitions and fulfilling adult lives.
- Place the views, wishes and aspirations of children, young people and their families at the centre of planning, decision-making and the review of provision.
- Promote effective partnership working between schools, families, Trust leaders and external agencies to secure the best possible outcomes for pupils with SEND.
- Clarify the roles, responsibilities and accountability of all staff involved in the leadership, coordination and delivery of SEND provision across the Trust.

Vision and Values

Across our Trust, we are committed to delivering a high-quality, ambitious and inclusive education for every pupil. We believe that all children and young people have the right to access a broad, balanced and enriching curriculum that enables them to achieve, thrive and prepare successfully for adulthood.

In line with our core principles of **comprehensive education** and **broad education**, we are committed to ensuring that pupils with SEND are fully included in the life of their school and are supported to participate, progress and succeed alongside their peers.

We recognise that every pupil is unique. Through high-quality inclusive teaching, appropriate support and reasonable adjustments, we strive to remove barriers to learning, participation and achievement, enabling all pupils to reach their full potential.

We are committed to creating inclusive school communities where diversity is welcomed, individual strengths are valued and every pupil experiences a sense of belonging, respect and acceptance.

We believe that inclusive schools benefit everyone. By fostering a culture of equity, participation and mutual respect, we help all members of our school communities develop the knowledge, skills and understanding needed to flourish in a diverse society.

Legislation and Guidance

This policy has been developed in accordance with the statutory requirements and guidance relating to special educational needs and disabilities (SEND), including:

- The **Special Educational Needs and Disability Code of Practice: 0 to 25 years**, which provides statutory guidance on the identification, assessment and provision of support for children and young people with SEND.
- **Keeping Children Safe in Education (KCSIE)**, which sets out schools' statutory safeguarding responsibilities, including for children with SEND who may be more vulnerable to abuse, neglect and exploitation.
- **Working Together to Improve School Attendance**, which emphasises the importance of inclusive practice, early intervention and partnership working to promote attendance and engagement in education.

This policy is underpinned by the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out the duties of schools, academies and local authorities in relation to children and young people with SEND.
- **The Special Educational Needs and Disability Regulations 2014**, which establish requirements relating to Education, Health and Care (EHC) plans, SEND Information Reports and the role of the Special Educational Needs Co-ordinator (SENCO).
- **The Equality Act 2010**, which places a duty on schools to make reasonable adjustments for disabled pupils and to prevent discrimination arising from disability.
- The **Public Sector Equality Duty (Section 149 of the Equality Act 2010)**, which requires schools to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between those who share a protected characteristic and those who do not.
- The **School Admissions Code**, which requires schools to admit pupils whose Education, Health and Care Plan names the school and to ensure that admission arrangements do not unfairly disadvantage children and young people with SEND or disabilities.

In implementing this policy, the Trust is committed to promoting inclusive practice, removing barriers to participation and learning, securing appropriate provision, and ensuring that children and young people with SEND are able to access, participate in and benefit from all aspects of school life.

This policy also complies with the Trust's funding agreement and Articles of Association.

Inclusion and Equal Opportunities

The Trust is committed to creating inclusive school communities where every pupil is valued, respected and supported to achieve their potential. We believe that all children and young people, regardless of their needs, abilities or background, are entitled to access a broad, balanced and ambitious curriculum and to participate fully in all aspects of school life.

We are committed to fostering a culture of high expectations and inclusion, where diversity is celebrated and pupils are supported to develop the knowledge, skills and confidence they need to thrive both in school and beyond.

To achieve this, our schools will:

- Provide high-quality, inclusive teaching that meets the needs of all learners.
- Identify and remove barriers to learning, participation and achievement at the earliest opportunity.
- Make reasonable adjustments in accordance with the Equality Act 2010 to ensure that disabled pupils are not placed at a substantial disadvantage.
- Ensure that pupils with SEND can access the curriculum, enrichment opportunities, educational visits, extracurricular activities and wider school experiences alongside their peers.
- Promote positive relationships, wellbeing, attendance, participation and a strong sense of belonging for all pupils.
- Work in partnership with pupils, families and external agencies to secure positive outcomes and support individual aspirations.

Through these approaches, the Trust seeks to ensure that every pupil is included, supported and empowered to succeed within their school community and to prepare successfully for their next stage of education and adulthood.

Definitions

Special Educational Needs (SEN)

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which requires special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream educational settings.

Special Educational Provision

Special educational provision is educational or training provision that is additional to, or different from, that made generally for children and young people of the same age in mainstream educational settings.

Special Educational Needs and Disabilities (SEND)

The term SEND is used to describe children and young people who have special educational needs, a disability, or both.

The Trust recognises that while some children and young people with SEND may require specialist provision, many will have their needs met effectively through high-quality teaching, appropriate adaptations and targeted support.

Disability

Under the Equality Act 2010, a person is 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 carry out normal day-to-day activities.

A substantial effect is one that is more than minor or trivial. A long-term effect is one that has lasted, or is likely to last, for at least 12 months.

The Trust will make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers and are able to access education and wider school life as fully as possible.

Relationship Between SEN and Disability

Some children and young people with SEN will also be disabled under the Equality Act 2010. However, not all children and young people with SEN are disabled, and not all disabled children and young people have SEN.

The Trust will meet its duties under both SEND and equality legislation to ensure that children and young people can access, participate in and benefit from all aspects of school life.

SEND Support

SEND Support is the graduated approach used to identify, assess and meet the needs of children and young people with SEN who require provision that is additional to, or different from, that ordinarily available to pupils of the same age.

SEND Support is provided through a continuous cycle of:

- Assess
- Plan
- Do
- Review

This approach enables schools to understand pupils' needs, plan appropriate support, review its effectiveness and make adjustments where necessary. The majority of pupils with SEN will have their needs met through high-quality teaching, appropriate adaptations and SEND Support.

Education, Health and Care Plan (EHCP)

An **Education, Health and Care Plan (EHCP)** is a legal document issued by the local authority for children and young people aged 0 to 25 who have special educational needs or disabilities that require provision beyond that which is ordinarily available through SEND Support.

An EHCP sets out:

- The child or young person's education, health and care needs.
- The outcomes sought for the child or young person.

- The provision required to meet those needs.
- The educational placement responsible for delivering the specified provision.

Schools and local authorities have a statutory duty to deliver the educational provision specified within an EHC

Graduated Approach

The **graduated approach** is the process schools use to identify, assess, plan, implement and review support for pupils with SEN. It is characterised by the four-part cycle of **Assess, Plan, Do, Review**, ensuring that support is responsive to individual needs and informed by ongoing evaluation of progress and outcomes.

Area of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication & interaction	Pupils with communication and interaction needs may have difficulty communicating with others. They may experience challenges understanding spoken language, expressing themselves, processing information, or understanding and using the social rules of communication. These needs may include speech, language and communication needs (SLCN). Pupils who are autistic are also likely to have needs that fall within this area, although individual strengths and needs will vary.
Cognition & learning	Pupils with cognition and learning needs may learn at a slower pace than their peers and may require additional support to develop literacy, numeracy and wider learning skills. A wide range of needs are included within this area, including: • Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia (Developmental Coordination Disorder) • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties alongside physical disabilities, sensory impairments and/or complex medical needs
Social, emotional & mental health	Pupils with social, emotional and mental health (SEMH) needs may experience difficulties that affect their emotional wellbeing, relationships and ability to access learning.

	These needs may include: • Anxiety, depression or other mental health difficulties • Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD) • Difficulties arising from trauma, attachment needs or adverse childhood experiences (ACEs) • Challenges with emotional regulation, social relationships or behaviour SEMH needs may be displayed in different ways, including becoming withdrawn, anxious or isolated, as well as through distressed, disruptive or challenging behaviour.
Sensory and/or physical	Some pupils require special educational provision because they have a sensory impairment, physical disability, physical need or medical condition that affects their access to learning and participation in school life. These needs may include: • Vision impairment (VI) • Hearing impairment (HI) • Multi-sensory impairment (MSI) • Physical disabilities or physical impairments Some pupils may require ongoing specialist support, adaptations, auxiliary aids, assistive technology or specialist equipment to enable them to access learning and participate fully in school life.

The purpose of identifying a pupil's primary area of need is to support effective planning and provision. Individual pupils may have needs across more than one area, and needs may change over time.

The Trust recognises that behaviour may be an indicator of an underlying special educational need or disability. However, behaviour alone is not identified as a special educational need and schools will consider the underlying causes of any presenting behaviour when assessing and planning support.

Enhanced Resource Bases for SEND

The Trust delivers specialist provision through a network of **Specialist Enhanced Resource Bases (SERBs)** located within designated mainstream schools. These provisions offer a specialist learning environment for pupils with **Autism Spectrum Condition (ASC)** whose **Education, Health and Care Plans (EHCPs)** identify the need for enhanced provision, while enabling them to access mainstream learning and wider school life wherever appropriate.

Through its SERBs, the Trust provides a continuum of inclusive provision that supports pupils' academic achievement, wellbeing, independence and successful participation within their school community. Placements are agreed and funded by the relevant Local Authority.

Roles and Responsibilities

Trust Board

The Trust Board is accountable for ensuring that the Trust meets its statutory responsibilities in relation to SEND. The Board will:

- Ensure effective governance, oversight and statutory compliance for SEND across the Trust.
- Monitor the quality and impact of SEND provision and outcomes for pupils with SEND.
- Hold Trust leaders to account for the effectiveness of SEND provision, inclusion and pupil outcomes.

Trust Executive Leaders

- Provide strategic leadership for SEND across the Trust.
- Ensure robust quality assurance, monitoring and evaluation of SEND provision and outcomes.
- Support and challenge schools to secure continuous improvement in inclusive practice and provision.
- Ensure compliance with statutory duties and Trust expectations.
- Provide access to specialist expertise, guidance and professional development.

SENDCO

The SENDCO will work in partnership with school leaders and Trust colleagues to ensure high-quality provision for pupils with SEND.

The SENDCO will:

- Lead the day-to-day operation of SEND provision within the school.
- Coordinate the identification, assessment and review of pupils with SEND, including those with EHCPs.
- Promote the effective use of the graduated approach (Assess, Plan, Do, Review).
- Provide advice and guidance to staff to support high-quality adaptive teaching and effective provision.
- Liaise with parents/carers, external professionals and the local authority to secure appropriate support.
- Support effective transitions between educational phases and settings.
- Contribute to ensuring compliance with the Equality Act 2010, including reasonable adjustments and accessibility arrangements.
- Maintain accurate SEND records and oversee the annual review and publication of the school's SEND Information Report.

Contact details for the SENDCO are available via the school office, school website and SEND Information Report.

Local Advisory Board

The Local Advisory Board (LAB) provides local oversight, support and challenge in relation to SEND and seeks assurance that the Trust's SEND policy is being implemented effectively within the school.

Through its designated SEND link member and wider LAB activity, the LAB:

- monitors the effectiveness and inclusivity of SEND provision, including consideration of pupil outcomes and other relevant information, engagement with the SENCO, school visits and pupil and stakeholder voice.
- seeks assurance that staff are appropriately trained to implement strategies and support plans for pupils with SEND
- provides feedback to the Trust on local context, pupil experience and any emerging issues or risks.

Principal

The Principal is responsible for the leadership of SEND within the school and will:

- Ensure the effective implementation of this policy.
- Promote an inclusive culture and high expectations for pupils with SEND.
- Work with the SENDCO and Trust leaders to develop and evaluate SEND provision.
- Monitor the quality of provision and outcomes for pupils with SEND.
- Ensure that the school's SEND Information Report is reviewed annually and published on the school website.

Teachers

All teachers are teachers of pupils with SEND and are accountable for the progress and outcomes of all pupils in their classes.

Teachers will:

- Deliver high-quality inclusive teaching, with adaptation where needed, that enables all pupils to access the curriculum.
- Identify and respond to emerging SEND needs at the earliest opportunity.
- Plan, deliver and evaluate provision for pupils with SEND as part of the graduated approach.
- Work collaboratively with teaching assistants, specialist staff, the SENDCO and families.
- Monitor and review the progress and participation of pupils with SEND.
- Implement this policy and the school's SEND Information Report.

SEND Information Report

Each school within the Trust will publish a **SEND Information Report** on its website, setting out how this policy is implemented and how SEND provision is delivered within the school.

The SEND Information Report will:

- Be reviewed and updated at least annually.
- Be updated as soon as practicable following any significant changes to SEND provision, practice or statutory requirements.
- Provide clear and accessible information for pupils, parents/carers and other stakeholders about the school's approach to identifying, assessing and meeting the needs of pupils with SEND.

Identifying Pupils with SEND and Assessing Need

Early and accurate identification of need is essential to ensuring that pupils receive timely and appropriate support. All schools within the Trust adopt a graduated approach to identifying and meeting SEND, using a range of information and assessment approaches to understand pupils' strengths, needs and barriers to learning.

Information used to identify and assess need may include:

- Prior attainment and progress data.
- Standardised assessments and screening tools, where appropriate.
- Teacher assessments and observations.
- Information shared by parents/carers and pupils.
- Advice from external agencies and professionals.
- Information received at points of transition between educational settings.

To support effective transition, schools will liaise with previous educational settings and ensure that relevant information relating to SEND and additional needs is shared appropriately and acted upon.

Teachers are responsible for the ongoing assessment and monitoring of all pupils. Concerns may arise where a pupil's progress, attainment, participation or wider development indicates that additional investigation or support may be required. This may include where a pupil:

- Makes significantly slower progress than their peers from similar starting points.
- Fails to make expected progress despite high-quality teaching and appropriate support.
- Experiences persistent difficulties in accessing learning, participating in school life or maintaining progress over time.
- Demonstrates needs relating to communication and interaction, cognition and learning, social, emotional and mental health, or sensory and/or physical development.

Progress and attainment are considered alongside a pupil's wider development, wellbeing, attendance, behaviour, social interaction and independence.

Where concerns are identified, teachers will first review and adapt classroom practice to ensure that high-quality, adaptive teaching is in place. Where difficulties persist, the teacher will work with the SENDCO, the pupil and their parents/carers to consider whether the pupil may have SEND and whether further assessment, support or specialist advice is required.
Slow progress and low attainment do not, in themselves, mean that a pupil has SEND. Schools will carefully consider all possible factors that may affect progress or attainment, including attendance, English as an additional language (EAL), disadvantage, medical needs,

safeguarding concerns, bereavement, trauma or other circumstances that may impact learning and wellbeing.

When determining whether a pupil requires SEND provision, schools will take into account:

- The views, wishes and aspirations of the pupil and their parents/carers.
- The nature and extent of the pupil's needs.
- The desired outcomes for the pupil.
- The support already in place and its impact.
- Whether provision that is additional to or different from that ordinarily available is required.

A pupil will be identified as having SEND where they require special educational provision that is additional to, or different from, that normally available through the school's universal and adaptive teaching offer.

Consulting and involving pupils, parents and carers

The Trust is committed to working in partnership with pupils and their parents/carers, recognising that they are central to the identification, planning, delivery and review of SEND provision.

Schools will adopt a person-centred approach, ensuring that the views, wishes and aspirations of pupils and their families inform decision-making at every stage of the SEND process.

When concerns are first identified and SEND is being considered, schools will hold an early discussion with the pupil and their parents/carers. These discussions will aim to:

- Develop a shared understanding of the pupil's strengths, needs and aspirations.
- Consider the views, concerns and priorities of the pupil and their parents/carers.
- Identify desired outcomes and agree how progress towards these will be measured.
- Agree the support, strategies and provision required.
- Clarify the respective roles and responsibilities of those involved.

A record of these discussions will be maintained and shared with parents/carers as appropriate.

Where it is agreed that a pupil requires SEND Support, parents/carers will be formally informed and involved in planning provision. The agreed support will be recorded and shared with relevant staff to ensure a consistent and coordinated approach to meeting the pupil's needs.

Teachers, the SENDCO, pupils and parents/carers will work together to review the effectiveness of provision regularly through the graduated approach of **Assess, Plan, Do, Review**, making changes where necessary to ensure that support remains appropriate and effective.

The Trust recognises that positive outcomes are most likely to be achieved when schools, pupils and families work together in a relationship of trust, openness and shared responsibility.

The graduated approach to SEN support

Where a pupil is identified as having SEND, schools will take action to remove barriers to learning and participation and put effective special educational provision in place. Support will be implemented through the graduated approach of **Assess, Plan, Do, Review**, ensuring that provision is tailored to individual needs and reviewed regularly to secure the best possible outcomes.

1. Assess

The class or subject teacher, working with the SENDCO, will carry out a thorough assessment of the pupil's strengths, needs and barriers to learning. This assessment will draw on:

- Teacher assessment and observations.
- Attainment and progress data.
- The views, wishes and aspirations of the pupil.
- Information provided by parents/carers.
- Advice from external professionals and agencies, where appropriate.

Assessment is an ongoing process and will be reviewed regularly to ensure that provision remains responsive to the pupil's changing needs and circumstances.

2. Plan

In partnership with the pupil and their parents/carers, the teacher and SENDCO will agree:

- The outcomes to be achieved.
- The support, adaptations and interventions required.
- The roles and responsibilities of those involved in delivering support.
- The arrangements and timescales for reviewing progress.

Relevant staff will be informed of the pupil's needs, agreed provision and any strategies or reasonable adjustments required to support access to learning and participation in school life.

Parents/carers will be fully involved in the planning process and supported to contribute to their child's progress where appropriate.

3. Do

The class or subject teacher remains responsible for the pupil's progress and outcomes, including where support is delivered by teaching assistants, specialist staff or external professionals.

Teachers will work closely with the SENDCO and other staff involved in delivering provision to ensure that support is implemented consistently, monitored effectively and integrated with classroom learning.

The SENDCO will provide advice, guidance and support to assist staff in meeting the pupil's needs effectively.

4. Review
The effectiveness of the provision and progress towards agreed outcomes will be reviewed on a regular basis and in line with agreed timescales.
Reviews will consider:

- The views of the pupil and their parents/carers.
- Progress towards agreed outcomes.
- The impact and quality of the provision provided.
- The views of staff and external professionals, where appropriate.

Following review, the teacher, SENDCO, pupil and parents/carers will agree any necessary changes to outcomes, provision or approaches to ensure that support continues to meet the pupil's needs effectively.

The graduated approach is underpinned by high-quality, adaptive teaching, which is the first response to meeting the needs of all pupils. SEND Support is not a replacement for high-quality teaching but is additional to, or different from, the provision ordinarily available where required to meet identified needs.

This reflects both the SEND Code of Practice and the current national emphasis on inclusive mainstream practice and adaptive teaching.

Levels of support

Pupils identified as requiring **SEND Support** will be recorded on the school's SEND register. These pupils have identified special educational needs that require provision which is additional to, or different from, that ordinarily available through the school's universal offer. Their needs are met through the graduated approach of **Assess, Plan, Do, Review**.
Where a pupil's needs cannot be met through the school's existing expertise and resources, the school will seek advice and support from appropriate external professionals and agencies.

Provision for pupils receiving SEND Support is funded through the school's delegated resources, including its notional SEND budget.

Education, Health and Care Plans (EHCPs)

Some pupils with SEND may require provision that is additional to that which is ordinarily available through SEND Support. In these circumstances, the school, parents/carers or other relevant professionals may request an Education, Health and Care (EHC) needs assessment from the local authority.

Where an EHC needs assessment determines that additional provision is required, the local authority may issue an **Education, Health and Care Plan (EHCP)**.

An EHCP is a legally binding document that:

- Describes the child or young person's education, health and care needs.
- Specifies the provision required to meet those needs.
- Identifies the outcomes sought for the child or young person.

- Names the educational placement where appropriate.

Schools and local authorities have a statutory duty to secure the educational provision specified within an EHCP.

Provision for pupils with EHCPs is funded through the school's delegated resources and, where applicable, additional high needs funding provided by the relevant local authority.

Evaluating the effectiveness of SEN provision

The Trust and its schools evaluate the effectiveness of SEND provision through a range of quantitative and qualitative measures, including:

- Monitoring pupils' progress, attainment, attendance, wellbeing and participation in school life.
- Reviewing the impact of provision and support through the graduated approach (**Assess, Plan, Do, Review**).
- Evaluating progress towards individual outcomes and targets.
- Gathering and responding to the views of pupils and their parents/carers.
- Reviewing the quality of teaching, adaptive practice and targeted interventions.
- Monitoring provision and outcomes through SENDCO, school leadership and Trust quality assurance processes.
- Using pupil and parent/carer surveys, questionnaires and other feedback mechanisms.
- Evaluating the effectiveness and value of specialist support and external agency involvement.
- Undertaking annual reviews for pupils with Education, Health and Care Plans (EHCPs).
- Analysing school and Trust-wide SEND data to identify strengths, areas for development and emerging trends.

This information is used to inform school improvement planning and to ensure that SEND provision continues to meet the needs of pupils and secures positive outcomes.

Supporting Successful Transitions and Preparation for Adulthood

Transitions are significant milestones in a child's or young person's educational journey. Effective transition planning is particularly important for pupils with SEND to ensure continuity of support, promote wellbeing and enable successful participation in their new learning environment.

The Trust is committed to working collaboratively with pupils, parents/carers, educational settings and external agencies to ensure that transitions are carefully planned and tailored to individual needs.

Schools will share relevant information with the receiving school, college or educational setting in a timely, secure and appropriate manner. Pupils and their parents/carers will be involved in decisions about the information shared. Similarly, schools will seek and review relevant information from previous educational settings, including Early Years providers and pre-schools, to support a smooth transition into the school.

Transition support may include:

- Information sharing between current and receiving educational settings.
- Meetings between SENDCOs and other relevant professionals.
- Transition planning meetings involving pupils and parents/carers.
- School visits and familiarisation opportunities.
- Induction and taster sessions.
- Additional transition visits for pupils with SEND where appropriate.
- Information events and resources for pupils and families.
- Opportunities to meet key staff and become familiar with routines and expectations.
- Individualised transition arrangements for pupils with more complex needs.

Preparation for adulthood is an important consideration throughout a pupil's education. Schools will support pupils with SEND to develop independence, confidence, communication, self-advocacy and life skills, helping them to prepare for future education, employment, training, community participation and independent living.

High-Quality Teaching and Effective SEND Provision

Teachers are responsible and accountable for the progress, participation and achievement of all pupils in their classes, including those with SEND.

High-quality, inclusive and adaptive teaching is the foundation of our approach to meeting the needs of pupils with SEND. Schools across the Trust are committed to removing barriers to learning and ensuring that all pupils can access a broad, balanced and ambitious curriculum. All staff receive regular professional development to develop their knowledge and understanding of SEND and inclusive practice. Teachers use a range of evidence-informed strategies to support pupils' learning, engagement and independence as part of everyday classroom practice. These may include:

- Clear and predictable classroom routines.
- A classroom that is set up in inclusive ways
- Visual supports, checklists, manipulatives and timers.
- Graphic organisers, mind maps and scaffolds for learning.
- Writing frames, sentence starters and modelled examples.
- Adapted presentation of information, including reading instructions aloud where appropriate.
- Explicit teaching and pre-teaching of vocabulary and key concepts.
- Breaking learning into smaller, manageable steps.
- Flexible grouping and opportunities for over-learning and retrieval.

Where required, additional targeted support and reasonable adjustments may be provided in response to individual needs. This may include:

- Adaptations to the learning environment, including seating arrangements.
- Visual timetables and structured supports.
- Modified resources, including enlarged print and accessible formats.
- Specialist equipment and assistive technology.
- Planned movement or sensory breaks.

- Support from teaching assistants to promote access, participation and independence.
- Small-group or individual interventions.
- Additional adult support where appropriate.
- Access arrangements and reasonable adjustments.
- Adjustments to behaviour, attendance or pastoral approaches where required to meet identified needs.

The nature and level of support provided will be determined through the graduated approach and reviewed regularly to ensure that provision remains effective, proportionate and responsive to the pupil's needs.

The Trust recognises that additional interventions and support should complement, rather than replace, high-quality adaptive teaching, which remains the most important factor in securing positive outcomes for pupils with SEND.

Adaptations to the Curriculum and Learning Environment

The Trust is committed to ensuring that all pupils, including those with SEND, have access to a high-quality, ambitious, knowledge-rich and broad curriculum. We have high expectations for all pupils and seek to remove barriers to learning, participation and achievement wherever they arise.

High-quality inclusive teaching is the primary means through which pupils' needs are met. However, some pupils may require additional adaptations, reasonable adjustments or specialist provision to enable them to access learning, participate fully in school life and achieve positive outcomes.

Adaptations will be determined according to individual need and may include:

- Adjustments to the learning environment, routines or organisation of the school day.
- Additional pastoral, emotional or wellbeing support.
- Provision of targeted interventions and specialist programmes.
- Access to specialist equipment, resources or assistive technology.
- Enhanced communication, sensory or environmental supports.
- Adaptations to curriculum delivery, learning activities or assessment arrangements.
- Access to therapeutic, specialist or multi-agency support where appropriate.
- Individualised transition, attendance or reintegration arrangements.
- Access to alternative or enhanced provision where this forms part of an agreed support plan or Education, Health and Care Plan (EHCP).

Where pupils require specific adaptations to their curriculum, provision or learning environment, these will be identified through the graduated approach and reviewed regularly in partnership with the pupil, their parents/carers and relevant professionals.

The Trust recognises that effective support should promote independence, participation, wellbeing and belonging, enabling pupils with SEND to access the full curriculum and make progress towards their individual aspirations and outcomes.

Enabling Pupils with SEND to Participate Fully in School Life

The Trust is committed to ensuring that pupils with SEND are able to participate fully in all aspects of school life and enjoy the same opportunities as their peers. We believe that inclusion extends beyond the classroom and that every pupil should experience a genuine sense of belonging within their school community.

Schools will proactively identify, reduce and remove barriers to participation and will make reasonable adjustments where required to ensure that pupils with SEND can access and engage in the wider life of the school.

This includes, but is not limited to:

- The full curriculum and enrichment offer.
- Extra-curricular clubs, activities and competitions.
- Educational visits, residential experiences and outdoor learning.
- Performing arts, sports and cultural events.
- Pupil leadership opportunities and positions of responsibility.
- Social, recreational and community activities.

No pupil will be excluded from, or unfairly disadvantaged in accessing, these opportunities because of their SEND or disability.

The Trust recognises its responsibilities under the Equality Act 2010 and is committed to promoting equality of opportunity, participation and positive outcomes for pupils with SEND and disabilities.

Accessibility

Each school maintains an Accessibility Plan, which is published on its website and reviewed regularly.

Accessibility Plans set out how schools will:

- Improve access to the curriculum for disabled pupils.
- Enhance the physical environment to increase access to education, facilities and services.
- Improve the availability of accessible information for pupils, parents/carers and other stakeholders.

Through these measures, the Trust aims to ensure that all pupils can access, participate in and benefit from the full range of educational opportunities and experiences available within their school community.

Working with Other Agencies

The Trust recognises that effective support for children and young people with SEND is achieved through strong partnership working between schools, families and external agencies.

Schools will work collaboratively with a range of professionals and organisations to identify needs, plan appropriate support and secure positive outcomes for pupils. This may include services from education, health, social care and the voluntary sector, as well as specialist practitioners such as educational psychologists, speech and language therapists, occupational therapists, advisory teachers and mental health professionals.

Where appropriate, external advice and support will be sought as part of the graduated approach to ensure that provision is informed by specialist expertise and responsive to individual needs.

Schools will:

- Work in partnership with pupils, parents/carers and external professionals to develop a shared understanding of need and effective support strategies.
- Facilitate coordinated and timely multi-agency working in the best interests of the child or young person.
- Ensure that relevant information is shared appropriately to support effective planning, decision-making and continuity of provision.
- Comply with data protection, confidentiality and information-sharing requirements.
- Contribute to statutory assessments, reviews and other multi-agency processes where required.

Through effective collaboration with external agencies, the Trust seeks to ensure that pupils with SEND receive joined-up support that promotes their learning, wellbeing, participation and successful preparation for adulthood.

Safeguarding

The Trust recognises that children and young people with SEND may face additional safeguarding vulnerabilities and barriers to recognising, reporting or responding to concerns. As a result, they may be at increased risk of abuse, neglect, exploitation, bullying and social isolation.

Schools will ensure that safeguarding arrangements are responsive to the needs of pupils with SEND and that staff are appropriately trained to recognise and respond to safeguarding concerns. Particular consideration will be given to communication needs, social vulnerability, mental health and wellbeing, attendance, and the potential impact of unmet needs.

The Trust is committed to ensuring that pupils with SEND are listened to, supported to have their views heard, and provided with appropriate assistance to understand and communicate any worries or concerns.

Further information about safeguarding procedures, pastoral support and the strategies used to overcome potential communication barriers can be found in each school's Safeguarding and Child Protection Policy.

Expertise and Training of Staff

The Trust is committed to ensuring that all staff have the knowledge, skills and confidence to meet the needs of pupils with SEND and promote inclusive practice.

High-quality professional development in SEND will be provided regularly for teaching, support and leadership staff. Training needs will be identified through school self-evaluation, quality assurance processes, performance development discussions and the ongoing monitoring of pupil needs and outcomes.

Trust SEND leaders, SENDCOs and school leaders will work collaboratively to ensure that staff receive appropriate training and support to deliver high-quality adaptive teaching and effective SEND provision. Training may be delivered through Trust-led professional development, school-based programmes or external specialist providers, where appropriate. SENDCOs will have access to ongoing professional development, networking and collaboration opportunities through the Trust's SEND professional network. This network supports the sharing of effective practice, the development of consistent approaches across Trust schools and access to relevant training, updates and professional guidance.

The Trust is committed to developing SEND leadership capacity and supporting succession planning. Staff who aspire to become SENDCOs or undertake wider SEND leadership responsibilities will be encouraged and supported to access appropriate training, qualifications and professional development opportunities.

Through this commitment to workforce development, the Trust aims to ensure that pupils with SEND benefit from high-quality provision, evidence-informed practice and consistently strong support across all schools.

Monitoring arrangements for this policy

This policy will be reviewed **annually** by the Trust, with oversight from the Director of Inclusion with the support of the trust SEND Leads. It will also be reviewed and updated as required in response to changes in legislation, statutory guidance, Trust arrangements or emerging best practice.

The policy will be approved by the **Curriculum and Standards Committee** on behalf of the **Trust Board**, which retains overall responsibility for ensuring effective SEND governance and statutory compliance.

Complaints about SEND provision

Concerns or complaints relating to SEND provision should be raised with the school's **SENDCO** in the first instance. Where concerns cannot be resolved informally, they will be managed in accordance with the Trust **Complaints Policy**.

Parents/carers also have the right to access independent advice, disagreement resolution and mediation services where appropriate.

Parents/carers of disabled pupils have the right to bring a claim of disability discrimination to the **First-tier Tribunal (Special Educational Needs and Disability)** if they believe that a school has discriminated against their child. Claims may relate to:

- Exclusions.
- The provision of education and associated services.

- Failure to make reasonable adjustments, including the provision of auxiliary aids and services.

Further information about SEND-related complaints, mediation and appeals can be found in the **SEND Code of Practice: 0-25 years** and in the school's Complaints Policy.

Links with other policies and documents

This policy links to our policies/documents:

- Accessibility plans
- Attendance policy
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions.
- Schools will also produce an annual **SEN Information Report** which accompanies this policy. This should be published on the website and updated annually.
- Safeguarding and child protection policy

This policy should be read alongside the following Trust and school policies and documents:

- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Equality Information and Objectives
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- School SEND Information Report

Schools will publish a **SEND Information Report** annually on their website, setting out how SEND provision is implemented within the school and how this policy is applied in practice.