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1. INTRODUCTION

The Trust is committed to providing an inclusive education in which every pupil is valued, respected, and enabled to achieve their full potential regardless of need, disability, background, or circumstance.

We believe that all children and young people have the right to:

- High-quality education.
- Equal access to learning opportunities.
- Ambitious outcomes.
- Participation in academy life.
- Preparation for adulthood and future success.

This policy applies to all pupils identified as having Special Educational Needs and/or Disabilities (SEND) and should be read alongside each Academy's SEND Information Report and Local Offer.

2. SEND VISION, VALUES, AND INCLUSIVE ETHOS

The Trust believes:

- Every teacher is a teacher of SEND.
- Inclusion is everyone's responsibility.
- Early identification leads to better outcomes.
- High-quality adaptive teaching is the first response to SEND.
- SEND should never be a barrier to achievement, participation, or aspiration.
- Pupils and families must be fully involved in decision-making.

3. AIMS OF THE POLICY

The Trust aims to:

- Identify SEND as early as possible.
- Ensure pupils receive appropriate support.
- Remove barriers to learning.
- Promote independence.
- Enable pupils to achieve ambitious outcomes.
- Ensure compliance with SEND legislation.
- Strengthen partnership collaborating with parents/carers and agencies.
- Support successful preparation for adulthood.

4. LEGISLATIVE FRAMEWORK

This policy complies with:

- Children and Families Act 2014.
- SEND Code of Practice: 0-25 Years (current version).
- SEND Regulations 2014.
- Equality Act 2010.
- Public Sector Equality Duty.
- School Admissions Code.

- SEN and Disability Duties for Governing Boards (latest DfE guidance).
- Keeping Children Safe in Education (current version).
- Supporting Pupils with Medical Conditions.
- Education for Children with Health Needs Who Cannot Attend School.

The Trust will review this policy in response to any significant changes in legislation, statutory guidance or national SEND reforms.

5. DEFINITIONS

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

A pupil has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them that is additional to, or different from, that ordinarily available to children or young people of the same age.

DISABILITY

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to conduct normal day-to-day activities. A disability may exist alongside SEND but does not automatically mean that a pupil has SEND.

SEND SUPPORT

SEND Support is the additional educational provision provided for pupils with identified SEND through the graduated approach of Assess, Plan, Do and Review. It is designed to help pupils make progress, achieve outcomes, and overcome barriers to learning without the need for an Education, Health, and Care Plan (EHCP).

EDUCATION, HEALTH, AND CARE PLAN (EHCP)

An Education, Health and Care Plan (EHCP) is a legally binding document issued by a Local Authority for children and young people with significant and complex SEND. It identifies the pupil's needs, outcomes and the educational, health and social care provision required to meet those needs.

REASONABLE ADJUSTMENTS

Reasonable adjustments are actions taken by an academy to remove or reduce disadvantages experienced by disabled pupils. These may include adaptations to teaching, resources, policies, procedures, the physical environment or the provision of specialist equipment and support.

SEND REGISTER

The SEND Register is the academy's official record of pupils identified as requiring SEND Support or who have an EHCP. It is maintained by the SENDCo and regularly reviewed to ensure pupils receive appropriate provision and support.

SEND INFORMATION REPORT

The SEND Information Report is a statutory document published annually on the Academy website. It explains how the Academy identifies, assesses, and supports pupils with SEND and details the provision available within the academy.

LOCAL OFFER

The Local Offer is published by the Local Authority and provides information about education, health, and social care services available for children and young people with SEND and their families within the local area.

ADAPTIVE TEACHING

Adaptive teaching is the process by which teachers modify teaching approaches, resources, activities, and support to meet the varying needs of learners while maintaining high expectations and access to an ambitious curriculum for all pupils.

HIGH-QUALITY TEACHING

High-quality teaching is the foundation of provision for all pupils, including those with SEND. It involves inclusive practice, effective assessment, adaptive teaching strategies, and high expectations to ensure all pupils can access learning and make progress.

PROVISION MAP

A provision map is a strategic planning document that identifies the interventions, support programmes, staffing, and resources provided to meet the needs of pupils with SEND across the Academy. It is used to monitor effectiveness and value for money.

INDIVIDUAL SEND PLAN/ PUPIL LEARNING PLANS (PLP)

An Individual SEND Plan (South Hub) or Pupil Learning Plan (West Hub) is a personalised document setting out a pupil's identified needs, desired outcomes, provision, reasonable adjustments, support strategies, and review arrangements. Academies may use different formats to record this information.

PUPIL PASSPORT (SOUTH HUB)

A Pupil Passport is a concise working document that summarises a pupil's strengths, needs, aspirations, successful strategies, and reasonable adjustments. It provides practical guidance to staff to support the pupil consistently across the Academy.

ONE-PAGE PROFILE (SOUTH HUB)

A One-Page Profile is a pupil-centred document which captures what is important to the pupil, what people appreciate about them and how best to support them. It forms part of person-centred planning and helps staff understand and meet individual needs.

GRADUATED APPROACH

The Graduated Approach is the cyclical process of Assess; Plan, Do and Review used to identify, support, and monitor pupils with SEND. It ensures provision is evidence-based, regularly reviewed and responsive to changing needs.

PERSONALISED LEARNING PLAN

A Personal Learning Profile, similar to an Individualised SEND Plan, is a personalised document setting out a pupil's identified needs, desired outcomes, provision, reasonable adjustments, support strategies, and review arrangements. Academies may use different formats to record this information.

ANNUAL REVIEW

An Annual Review is the statutory review meeting held at least once every 12 months for pupils with an EHCP. The review evaluates progress towards outcomes, considers the effectiveness of provision, and recommends any changes required to the EHCP.

PREPARATION FOR ADULTHOOD

Preparation for Adulthood refers to the support provided to help children and young people develop the skills, knowledge and independence needed for successful adult life. This includes employment, independent living, community participation and maintaining good health.

PARENT

The term Parent includes birth parents, adoptive parents, foster carers, special guardians and any person with parental responsibility or caring responsibility for a child or young person.

SEND CO (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES COORDINATOR)

The SEND Co will hold, or be working towards within the statutory timeframe, the mandatory National Professional Qualification for SEN Coordination (NPQ SENCO) or equivalent qualification.

The SEND Co provides strategic leadership for SEND, supports staff, monitors provision and outcomes, consults with families and external agencies and ensures compliance with statutory duties.

NOTIONAL SEND BUDGET

The Notional SEND Budget is the element of Academy funding delegated to support pupils with SEND. It is intended to provide the first £6,000 of additional support required for pupils with SEND before additional high-needs funding may be considered.

PUPIL VOICE

Pupil Voice refers to the active involvement of children and young people in decisions about their education, support, and future aspirations. Pupils should be encouraged to express their views, wishes and feelings, and these should be considered in planning and reviewing provision.

6. THE FOUR AREAS OF SEND

COMMUNICATION AND INTERACTION

Including:

- Autism.
- Speech, Language and Communication Needs.

COGNITION AND LEARNING

Including:

- Dyslexia.
- Dyscalculia.
- Dyspraxia.
- Moderate Learning Difficulties.
- Severe Learning Difficulties.

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Including:

- Anxiety.
- Attachment Difficulties.
- ADHD.
- Trauma-Related Needs.

SENSORY AND/OR PHYSICAL NEEDS

Including:

- Visual Impairment.
- Hearing Impairment.
- Physical Disabilities.
- Multi-sensory Impairment.

7. EQUALITY, INCLUSION AND ACCESSIBILITY

The Trust and Academy will:

- Eliminate discrimination.
- Promote equality of opportunity.
- Foster positive relationships.
- Make reasonable adjustments.
- Improve access through Accessibility Plans.

The Trust and its Academies recognise that disability and SEND are not synonymous; however, there is significant overlap and duties under both SEND and Equality legislation must be met.

8. ROLES AND RESPONSIBILITIES

8.1 THE TRUST BOARD

The Trust Board has strategic responsibility for ensuring that the Trust fulfils its statutory duties in relation to children and young people with SEND.

The Trust Board will:

- Ensure the Trust complies with the Children and Families Act 2014, SEND Code of Practice and Equality Act 2010.
- Promote a culture of inclusion and high expectations for pupils with SEND.
- Ensure that appropriate arrangements are in place across all Academies to identify, assess and meet the needs of pupils with SEND.
- Ensure that sufficient resources are allocated to support pupils with SEND.
- Monitor the progress, attainment, attendance, and wider outcomes of pupils with SEND across the Trust.
- Ensure that each Academy publishes an annual SEND Information Report and maintains an Accessibility Plan.
- Ensure there is a suitably qualified SENDCo within each Academy.
- Receive assurance regarding the quality and effectiveness of SEND provision throughout the Trust.

8.2 CHIEF EXECUTIVE OFFICER (CEO)

The CEO is responsible for ensuring that Trust policies and statutory duties relating to SEND are implemented effectively across all Academies.

The CEO will:

- Provide strategic leadership for inclusion across the Trust.
- Monitor the effectiveness of SEND provision within Academies.
- Hold Principals/Head Teachers accountable for the quality of SEND provision and pupil outcomes.
- Ensure appropriate Trust support and challenge is provided to Academies.
- Report SEND-related matters to the Trust Board as required.

8.3 ACADEMY EDUCATION COMMITTEE

The Academy Education Committee has delegated responsibility for monitoring SEND provision and outcomes within the academy.

The Academy Education Committee will:

- Ensure the Academy implements this policy effectively.
- Monitor the progress and outcomes of pupils with SEND.
- Monitor the effectiveness of SEND provision and resource allocation.
- Ensure the Academy promotes inclusion and equality of opportunity.
- Consider SEND as part of academy improvement planning and self-evaluation processes.
- Receive regular reports from the Principal and SENDCo.
- Appoint a designated SEND Link Governor.

8.4 SEND LINK GOVERNOR

The SEND Link Governor acts as a critical friend to the Academy and supports monitoring of SEND provision.

The SEND Link Governor will:

- Meet regularly with the SENDCo.
- Develop an understanding of the Academy's SEND profile.
- Monitor implementation of this policy.
- Support and challenge Academy leaders regarding SEND outcomes and provision.
- Report SEND matters to the Local Governing Body.

8.5 PRINCIPAL/HEAD TEACHER

The Principal/Head Teacher has overall responsibility for SEND provision within the Academy.

The Principal/Head Teacher will:

- Establish and maintain an inclusive culture where all pupils are valued and supported.
- Ensure this policy is implemented consistently by all staff.
- Ensure the Academy fulfils all statutory duties relating to SEND and disability.
- Work closely with the SENDCo to develop and improve SEND provision.
- Ensure that sufficient staffing, resources, and training are available to support pupils with SEND.
- Ensure SEND is considered in curriculum planning, behaviour systems, attendance strategies, and safeguarding arrangements.
- Report regularly to governors on SEND provision and outcomes.

8.6 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES COORDINATOR (SENDCO)

The SENDCo is the strategic lead for SEND within the Academy and is responsible for the co-ordination of SEND provision.

The SENDCo will:

- Lead the day-to-day operation of the Academy's SEND provision.
- Maintain and regularly review the SEND Register.
- Coordinate the graduated approach of Assess, Plan, Do and Review.
- Support staff in identifying and meeting pupils' SEND.
- Provide professional advice, guidance, and training to colleagues.
- Monitor the quality and impact of SEND provision.
- Consult with parents, carers, and pupils.
- Coordinate referrals and liaison with external agencies.
- Coordinate statutory assessment requests and Education, Health, and Care Plan processes.
- Ensure appropriate transition arrangements are implemented.
- Ensure SEND documentation and records remain accurate and up to date.
- Monitor the attainment, progress, attendance, and wellbeing of pupils with SEND.

8.7 CLASS TEACHERS

All teachers are teachers of pupils with SEND and retain responsibility for the progress and development of all pupils in their classes.

Class teachers will:

- Deliver high-quality, inclusive, and adaptive teaching.
- Be responsible and accountable for the progress and attainment of all pupils in their classes, including those receiving additional support.
- Identify pupils who may have SEND and raise concerns promptly.
- Work collaboratively with the SENDCo and support staff.
- Contribute to assessment, planning, implementation, and review processes.
- Implement agreed strategies, interventions, and reasonable adjustments.
- Maintain regular communication with parents and carers.
- Contribute to reviews and annual review meetings where appropriate.

8.8 ASSOCIATE PROFESSIONAL STAFF

Associate Professional staff play a vital role in supporting the inclusion and progress of pupils with SEND.

These staff will:

- Work under the direction of teachers and Academy leaders.
- Deliver interventions and support programmes as appropriate.
- Promote pupil independence and confidence.
- Provide feedback on pupil progress and engagement.
- Contribute to review meetings and ongoing assessment processes.
- Always maintain confidentiality and professional standards.

8.9 PARENTS AND CARERS

Parents and carers are key partners in supporting children and young people with SEND.

Parents and carers are encouraged to:

- Share information about their child's strengths, needs, and aspirations.
- Work collaboratively with Academy staff.
- Attend review meetings and annual reviews.
- Support agreed outcomes where appropriate.
- Raise concerns promptly if they believe their child's needs are changing or not being met.
- Contribute to decision-making regarding support and provision.

8.10 PUPILS

Pupils will be supported and encouraged to participate in decisions about their education and support.

Pupils will:

- Be encouraged to express their views, wishes and feelings.
- Participate in discussions about their support and provision where appropriate.
- Contribute to the setting and review of outcomes.
- Attend review meetings and annual reviews whenever appropriate.
- Be supported to develop independence, self-advocacy, and preparation for adulthood skills.

Every member of staff has a responsibility to contribute to the identification, support, and inclusion of pupils with SEND. High-quality teaching, positive relationships, and collaborative working are the foundations of effective SEND provision across the Trust.

9. GRADUATED APPROACH TO SEND SUPPORT

9.1 PRINCIPLES OF THE GRADUATED APPROACH

The Trust and its Academies are committed to ensuring that all pupils receive the support they need to achieve their potential. The identification and support of pupils with SEND follows the graduated approach outlined within the SEND Code of Practice.

The graduated approach is a continuous cycle of:

- Assess
- Plan
- Do
- Review

This approach ensures that support is tailored to individual need, regularly monitored and adapted in response to pupil progress and outcomes.

High-quality adaptive teaching remains the first response to any concerns regarding pupil progress and is the foundation of support for all learners.

9.2 UNIVERSAL PROVISION

Before identifying a pupil as having SEND, academies will ensure that appropriate universal provision has been implemented and reviewed.

Universal provision may include:

- High-quality adaptive teaching.
- Curriculum adaptation.
- Scaffolding and modelling.
- Flexible grouping.
- Explicit instruction.
- Vocabulary support.
- Visual supports.
- Retrieval practice.
- Regular formative assessment.
- Behaviour and pastoral support.
- Classroom reasonable adjustments.

The Trust expects all Academies to maintain and continually develop Ordinarily Available Inclusive Provision to ensure that the needs of most pupils can be met effectively within mainstream education through high-quality teaching, inclusive practice, reasonable adjustments and targeted universal support before specialist provision is considered. Academies will regularly review and strengthen their universal offer to promote participation, belonging, achievement and positive outcomes for all pupils.

9.3 IDENTIFYING A POTENTIAL SEND NEED

Concerns regarding a pupil's progress or development may be raised by:

- Class teachers.
- Associate Professional staff.
- SENDCo.
- Parents or carers.
- The pupil themselves.
- External professionals.
- Previous educational settings.

Academies will consider a range of information including:

- Progress and attainment data.
- Attendance.
- Behaviour.
- Wellbeing.
- Screening assessments.
- Observations.
- Parent views.
- Pupil voice.

Slow progress alone does not necessarily indicate SEND. The Academy will consider all relevant factors before deciding whether special educational provision is required.

Stage 1: Assess

9.4 ASSESS

Where concerns persist despite effective universal provision, a detailed assessment of need will be undertaken.

The assessment process may include:

Academic assessment

- Attainment data.
- Progress measures.
- Work scrutiny.
- Baseline information.
- Diagnostic assessments.

Pupil assessment

- Pupil voice.
- Learning preferences.
- Strengths and interests.
- Areas of difficulty.

Parent/carers contribution

- Family concerns.
- Home observations.
- Medical history.
- Developmental information.

Professional assessment

Where appropriate:

- Educational Psychologist.
- Speech and Language Therapist.
- Occupational Therapist.
- CAMHS.
- Hearing or Vision Support Services.
- Specialist Inclusion Services.

Assessment should identify:

- Strengths.
- Barriers to learning.
- Desired outcomes.
- Appropriate provision required.

All assessments will be recorded appropriately by the Academy.

Stage 2: Plan

9.5 PLAN

Where SEND support is required, the academy will agree a personalised plan with the pupil and their parents/carers.

The plan will clearly identify:

Areas of Need

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and/or Physical Needs.

Desired Outcomes

These should be:

- Specific.
- Measurable.
- Achievable.
- Relevant.
- Time-bound.

Provision

The plan will specify:

- Classroom strategies.
- Reasonable adjustments.
- Interventions.
- Adult support.

- Resources required.
- External agency involvement.

Responsibilities

The plan should identify:

- Class teacher responsibilities.
- SENDCo responsibilities.
- Parent/carer contributions.
- Pupil contributions.

Review Date

A review date should be agreed, typically within one school term.

Provision may be documented through:

- SEND Support Plans.
- Individual Education Plans (South Hub).
- One-Page Profiles (South Hub).
- Pupil Passports (South Hub).
- Personalised Learning Plans (West Hub).
- My Support Plans (West Hub).

The Academy may determine the most appropriate format depending upon their preference.

Stage 3: Do

9.6 DO

The agreed provision is implemented.

The class teacher remains responsible and accountable for the progress and development of the pupil, even where support staff or external professionals deliver interventions and/or where pupils access a resource base or internal SEND provision.

Provision may include:

Universal Strategies

- Adaptive teaching.
- Additional modelling.
- Visual supports.
- Structured routines.

Targeted Support

- Small-group interventions.
- Literacy support.
- Numeracy support.
- Social skills programmes.
- Emotional wellbeing programmes.

Specialist Support

- Speech and Language programmes.
- Occupational Therapy recommendations.
- Educational Psychology strategies.
- Specialist teaching input.

Staff delivering provision will:

- Record attendance.
- Monitor engagement.
- Evaluate impact.
- Communicate concerns promptly.

The SENDCo will collaborate with staff to ensure provision is delivered effectively.

Stage 4: Review

9.7 REVIEW

The impact of provision will be reviewed on a regular basis and at least termly.

Reviews should consider:

Progress towards outcomes

- Academic achievement.
- Personal development.
- Independence.
- Wellbeing.

Pupil voice

The pupil's views regarding support and progress should be sought and recorded.

Parent/carers feedback

Parents/carers should be given meaningful opportunities to contribute.

Staff evaluation

Teaching and support staff should review:

- Effectiveness of strategies.
- Intervention impact.
- Any emerging needs.

The review process should determine whether:

- Current provision should continue.
- Support should be amended.
- Additional assessments are required.
- External agencies should become involved.
- An EHC Needs Assessment request should be considered.

Review outcomes should inform the next Assess-Plan-Do-Review cycle.

9.8 INVOLVING EXTERNAL SPECIALISTS

Where a pupil continues to make limited progress despite well-evidenced support, the Academy may seek specialist advice.

This may include:

- Educational Psychology.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- Mental Health Services.
- Specialist Teaching Services.
- Social Care.
- Early Help Services.

Parents/carers will be informed and involved throughout this process.

9.9 REQUESTING AN EDUCATION, HEALTH, AND CARE NEEDS ASSESSMENT

Where a pupil's needs are severe, complex, or long-term, and the Academy can demonstrate that it has implemented and reviewed appropriate SEND Support over time, a request may be made to the Local Authority for an Education, Health, and Care Needs Assessment.

Evidence is likely to include:

- Graduated response documentation.
- Provision records.
- Assessment information.
- External agency advice.
- Parent views.
- Pupil views.
- Impact evaluations.

A request may be submitted by:

- The Academy.
- Parents/carers.
- A young person over compulsory school age.

The decision to undertake an EHC Needs Assessment rests with the Local Authority.

9.10 MONITORING THE GRADUATED APPROACH

The SENDCo and Senior Leadership Team will monitor the quality and effectiveness of SEND Support through:

- Provision reviews.
- Learning walks.
- Pupil voice activities.
- Parent feedback.
- Progress data analysis.

- Intervention evaluations.
- Annual reviews.
- SEND register monitoring.

This information will inform academy improvement planning and strategic SEND development.

10. SEND SUPPORT

Academies will provide:

Universal Provision

High quality adaptive teaching.

Targeted Provision

Small group and intervention support.

Specialist Provision

Highly individualised programmes and specialist involvement.

Support arrangements should be recorded through:

- Provision maps.
- SEND support plans.
- Pupil passports (South Hub).
- One-page profiles (where used).
- Personalised Learning Plans (West Hubs).
- My Support Plans (West Hubs).
- Education, Health and Care Plans

Some Academies may operate additional specialist or enhanced mainstream provision, such as inclusion bases, nurture provision, internal resource provision or specialist hubs. These provisions form part of the Academy's graduated response and are intended to strengthen mainstream inclusion, promote participation and improve outcomes for pupils with identified needs.

11. EDUCATION, HEALTH, AND CARE PLANS (EHCPs)

11.1 OVERVIEW

An Education, Health and Care Plan (EHCP) is a legally binding document issued by the Local Authority for children and young people aged 0–25 whose special educational needs require provision beyond that which is ordinarily available through SEND Support. An EHCP identifies a child or young person's special educational needs, the outcomes sought, and the provision required to meet those needs.

The Trust and its Academies are committed to collaborating with pupils, parents/carers, the Local Authority, and external agencies to ensure that pupils with EHCPs receive appropriate support which enables them to achieve positive educational, personal and preparation for adulthood outcomes.

11.2 REQUESTING AN EDUCATION, HEALTH, AND CARE NEEDS ASSESSMENT

Where a pupil continues to experience significant difficulties despite relevant and purposeful action being taken through the graduated approach, the Academy may, in partnership with

parents/carers and relevant professionals, request an Education, Health and Care Needs Assessment from the Local Authority.

A request for an assessment may be considered where:

- The pupil has received sustained and evidence-based SEND Support.
- The pupil continues to make limited progress despite targeted interventions and appropriate provision.
- The pupil requires provision that is additional to, or different from, that normally available within the Academy.
- There is evidence of significant and/or complex needs across one or more areas of SEND.
- Specialist advice indicates that a statutory assessment should be considered.

Requests may be submitted by:

- The Academy.
- Parents/carers.
- A young person over compulsory school age.

11.3 EVIDENCE REQUIRED FOR AN ASSESSMENT REQUEST

When considering a request for an Education, Health and Care Needs Assessment, the Academy will gather a range of evidence which may include:

- Details of the pupil's strengths, needs, and aspirations.
- Attainment and progress information.
- Assessments undertaken within the Academy.
- Records of graduated approach cycles.
- Provision maps and SEND support plans.
- Evidence of interventions implemented and their impact.
- Pupil voice.
- Parent/carer views.
- Reports from external professionals.
- Attendance, behaviour, and wellbeing information where relevant.

The Academy will collaborate closely with parents/carers throughout the process and ensure they are fully informed regarding evidence submitted to the Local Authority.

11.4 EDUCATION, HEALTH, AND CARE PLANS

Where the Local Authority determines that an EHCP is necessary, it will issue a plan specifying:

- The child or young person's identified special educational needs.
- The outcomes to be achieved.
- The educational provision required.
- Any relevant health provision.
- Any relevant social care provision.
- The educational placement to be attended.
- Arrangements for reviewing the plan.

The Academy will work in partnership with pupils, parents/carers, and professionals to implement the provision detailed within the EHCP.

11.5 PROVISION FOR PUPILS WITH EHCPs

For pupils with an EHCP, the Academy will:

- Ensure provision specified within the EHCP is delivered.
- Monitor progress towards agreed outcomes.
- Make reasonable adjustments where required.
- Promote full participation in the curriculum and wider Academy life.
- Consult regularly with parents/carers and external professionals.
- Maintain accurate records of provision and progress.
- Support pupils to develop independence and preparation for adulthood skills where appropriate.

The class teacher remains responsible and accountable for the progress and development of pupils with EHCPs, supported by the SENDCo and other professionals, as necessary.

11.6 ANNUAL REVIEWS

The Local Authority must review every EHCP at least annually to ensure that it remains appropriate and continues to meet the child or young person's needs. Academies may be required to convene Annual Review meetings on behalf of the Local Authority.

Annual Reviews will:

- Consider progress towards EHCP outcomes.
- Review the effectiveness of current provision.
- Consider the views, wishes and feelings of the pupil.
- Consider the views of parents/carers.
- Include reports from relevant professionals.
- Recommend any amendments required to the EHCP.
- Consider future aspirations and preparation for adulthood outcomes where appropriate.

The review process will follow Local Authority procedures and statutory timescales.

11.7 PERSON-CENTRED REVIEWS

Annual Reviews will adopt a person-centred approach wherever possible.

The Academy will ensure that:

- Pupils are supported to participate meaningfully in discussions about their education.
- Strengths, interests, and aspirations are recognised and valued.
- Parents/carers are equal partners in decision-making.
- Outcomes remain ambitious and focused on long-term success.

11.8 PREPARING FOR ADULTHOOD

Preparation for Adulthood begins in the Early Years and is embedded throughout the primary curriculum, personal development offer, pastoral provision, SEND provision and Education, Health and Care Plan (EHCP) review process.

Through EHCP Annual Reviews, SEND review meetings and ongoing collaboration with pupils and families, Academies will support children to develop the knowledge, skills, confidence and

independence needed for successful participation in school, the wider community and later adult life.

Preparation for Adulthood is promoted through:

- The Early Years curriculum, which develops communication, independence, self-care, social interaction and emotional regulation.
- A broad and ambitious curriculum that promotes confidence, independence and active participation.
- Design and Technology, including cooking, food preparation and healthy, balanced nutrition.
- Science and Relationships and Sex Education (RSE), which support understanding of healthy relationships, friendship, personal safety, physical development, emotional wellbeing and healthy lifestyles.
- PSHE, which develops self-awareness, self-regulation, resilience, decision-making, independence and self-advocacy.
- Pastoral support that promotes wellbeing, belonging, attendance and positive relationships.
- Opportunities for leadership, responsibility, enrichment, educational visits and participation in academy life.
- The development of communication, social skills, confidence, resilience and self-esteem.
- Supporting pupils to express their views, make informed choices and develop independence in learning and daily routines.
- Working in partnership with parents, carers and external agencies to support successful transitions between phases of education.

Where appropriate, Preparation for Adulthood outcomes will be discussed through EHCP Annual Reviews, SEND review meetings, transition planning, personal development activities, parent and carer events, and wider academy opportunities.

Trust Expectation: Preparation for Adulthood is not limited to secondary education. From the earliest years, academies will support pupils to develop independence, communication, wellbeing, participation and life skills, providing the foundations for positive long-term outcomes and successful adult lives.

11.9 TRANSITION ARRANGEMENTS FOR PUPILS WITH EHCPs

The Academy will work collaboratively with receiving settings, colleges, training providers, and external agencies to ensure effective transition arrangements for pupils with EHCPs.

Transition planning may include:

- Additional visits.
- Enhanced information sharing.
- Multi-agency planning meetings.
- Transition passports or profiles.
- Graduated induction arrangements.
- Reviews involving future education providers.

11.10 CEASING OR AMENDING AN EHCP

An EHCP may be amended by the Local Authority following an Annual Review or at another point where the needs, provision or outcomes of the child or young person have changed.

The decision to maintain, amend or cease an EHCP rests with the Local Authority. The Academy will provide evidence and recommendations upon request and will continue to collaborate with pupils and families throughout the process.

11.11 MONITORING AND ACCOUNTABILITY

The SENDCo will oversee the implementation of provision for pupils with EHCPs and monitor progress towards outcomes. Senior leaders and governors will receive information regarding the attainment, progress, and wider outcomes of pupils with EHCPs as part of the Academy's SEND monitoring and evaluation arrangements.

Trust expectation: The graduated approach (Assess, Plan, Do, Review) will continue for pupils with EHCPs to ensure provision remains effective, responsive, and focused on achieving positive outcomes.

12. MANAGING THE SEND REGISTER

12.1 PURPOSE OF THE SEND REGISTER

The SEND Register is the Academy's central record of pupils who have been identified as requiring special educational provision that is additional to, or different from, that ordinarily available through high-quality adaptive teaching. The register enables the Academy to monitor provision, track progress, evaluate outcomes and ensure statutory duties are met.

The SEND Register will be maintained by the SENDCo and will be regularly reviewed to ensure that it accurately reflects pupils' current levels of need and provision.

12.2 IDENTIFICATION ON THE SEND REGISTER

Pupils will only be placed on the SEND Register where evidence demonstrates that they require special educational provision which is additional to or different from that typically available within the Academy's universal offer.

Prior to placement on the SEND Register, academies will have considered:

- The impact of high-quality adaptive teaching.
- Assessment information and progress data.
- Parent/carers concerns and views.
- Pupil voice.
- Advice from relevant professionals where appropriate.
- The effectiveness of any interventions already implemented.

Parents/carers will be informed when their child is added to the SEND Register and will be involved in discussions regarding support and provision.

12.3 CATEGORIES OF SEND SUPPORT

Pupils recorded on the SEND Register will normally be identified under one of the following categories:

SEND Support (K)

This category applies to pupils who require special educational provision through the graduated approach of Assess, Plan, Do and Review, but who do not have an Education, Health, and Care Plan (EHCP).

Education, Health, and Care Plan (EHCP) (E)

This category applies to pupils who have an EHCP issued by the Local Authority. The Academy will ensure that the provision specified within the EHCP is implemented and reviewed appropriately.

12.4 INFORMATION HELD ON THE SEND REGISTER

The SEND Register will include, where appropriate:

- Pupil name and year group.
- Primary and secondary area(s) of need.
- SEND status (SEND Support or EHCP).
- Date of identification.
- Current SEND plans, profiles, passports or Personalised Learning Plans.
- External agency involvement.
- Review dates.
- EHCP information where applicable.
- Relevant medical information impacting upon education.
- Current interventions and provision.

The Academy will ensure that all SEND records are maintained in accordance with data protection legislation and confidentiality requirements.

12.5 REVIEWING THE SEND REGISTER

The SEND Register will be reviewed by the SENDCo at least termly as part of the Academy's graduated approach procedures.

Reviews will consider:

- Progress and attainment.
- Attendance.
- Engagement with learning.
- Social, emotional, and mental wellbeing.
- Pupil voice.
- Parent/carers feedback.
- Effectiveness of current provision.
- Advice from external agencies where relevant.

The SENDCo will collaborate with teachers and senior leaders to ensure provision remains appropriate and responsive to need.

12.6 EXITING THE SEND REGISTER

The SEND Register is a dynamic document and pupils may be removed when evidence demonstrates that they no longer require special educational provision that is additional to or different from that ordinarily available within the Academy's universal offer.

A pupil may be considered for removal from the SEND Register where:

- Targeted outcomes have been achieved.
- Progress is in line with expectations.
- Appropriate support can be met through universal provision alone.
- The graduated approach has demonstrated that SEND Support is no longer required.

Removal from the register will:

- Be supported by evidence.
- Be discussed with parents/carers.
- Take account of pupil views where appropriate.
- Be recorded by the SENDCo.

Removal from the SEND Register does not prevent future identification should additional needs emerge later.

12.7 MONITORING AND QUALITY ASSURANCE

The SENDCo will monitor the accuracy and effectiveness of the SEND Register through:

- Regular review of pupil records.
- Analysis of SEND outcomes and progress data.
- Evaluation of interventions and provision.
- Review meetings with teaching staff.
- Feedback from pupils and parents/carers.
- Oversight by senior leaders and governors.

The SEND Register will contribute to Academy self-evaluation, improvement planning and reporting to governors and Trustees.

12.8 TRANSFER OF INFORMATION

Where a pupil transfers to another educational setting, the Academy will ensure that SEND information is shared promptly and securely to support effective transition arrangements and continuity of provision. This may include:

- SEND records.
- Assessment information.
- SEND plans or pupil passports.
- External agency reports.
- EHCP documentation where applicable.

This ensures that receiving settings can put appropriate support in place from the earliest opportunity.

Trust Expectation: The SEND Register should not simply be a list of pupils. It should be an active tool used by leaders and staff to identify need, monitor provision, evaluate impact, and secure positive outcomes for pupils with SEND.

13. PROVISION MAPPING AND INDIVIDUAL SEND PLANS

13.1 PURPOSE OF PROVISION PLANNING

The Trust is committed to ensuring that SEND provision is carefully planned, evidence-based and responsive to the individual needs of pupils. Provision planning supports academies to identify barriers to learning, coordinate support, monitor impact and ensure resources are deployed effectively.

Provision planning is intended to:

- Identify support required to meet pupils' needs.
- Clarify expected outcomes.
- Ensure consistency of support across the Academy.
- Promote collaboration between staff, pupils, and parents/carers.
- Monitor the impact of interventions and support.
- Provide evidence of the graduated approach.
- Support accountability for pupil progress and outcomes.

13.2 PROVISION MAPPING

Each Academy will maintain a provision map that details the SEND support available to pupils across the Academy.

The provision map should provide an overview of:

Universal Provision

Support available to all pupils, including:

- Adaptive teaching.
- Inclusive classroom practice.
- Curriculum adaptations.
- Literacy and numeracy support.
- Behaviour and pastoral support.
- Reasonable adjustments.

Targeted Provision

Additional support for identified pupils, including:

- Small group interventions.
- Academic catch-up programmes.
- Social skills groups.
- Emotional wellbeing programmes.
- Targeted mentoring.

Specialist Provision

Highly individualised support, such as:

- Speech and Language interventions.
- Occupational Therapy programmes.
- Specialist teacher involvement.
- Educational Psychology recommendations.
- Personalised timetables.
- EHCP provision.

13.3 INDIVIDUAL SEND PLANS

Pupils requiring SEND Support or an EHCP should have documentation that clearly records their needs and provision.

Academies may determine the most appropriate format, which may include:

- SEND Support Plans.
- Individual Education Plans (IEPs) (South Hubs).
- Pupil Passports (South Hubs).
- One-Page Profiles (South Hubs).
- Pupil Profiles.
- Personalised Learning Plans (West Hubs).
- My Support Plans (West Hubs).
- EHCP Outcome Plans.

Regardless of format used, documentation must remain pupil-centred and outcome-focused.

13.4 PUPIL PASSPORTS AND ONE-PAGE PROFILES

Where Academies use Pupil Passports or One-Page Profiles, these should provide concise and accessible information for staff.

These documents may include:

What people appreciate about me?

Examples:

- Personal strengths.
- Interests and talents.
- Positive characteristics.

What is important to me?

Examples:

- Likes and interests.
- Routines.
- Motivators.
- Friendships.

How best to support me?

Examples:

- Effective teaching strategies.
- Communication approaches.
- Reasonable adjustments.
- Sensory considerations.
- Emotional regulation strategies.

These documents should be easily accessible to relevant staff and reviewed regularly.

13.5 MONITORING THE IMPACT OF PROVISION

Provision should be regularly reviewed to ensure it is making a positive difference to pupil outcomes.

Academies will evaluate:

- Academic progress.

- Attendance.
- Engagement.
- Behaviour.
- Independence.
- Social inclusion.
- Emotional wellbeing.
- Progress towards individual outcomes.

The effectiveness of interventions should be assessed by considering:

- Baseline information.
- Exit assessment data.
- Teacher observations.
- Parent feedback.
- Pupil feedback.

Provision that is not demonstrating impact should be amended, replaced, or discontinued.

13.6 REVIEW OF INDIVIDUAL PLANS/PERSONALISE LEARNING PLANS

Individual SEND Plans (South Hubs/Personalised Learning Plans (West Hubs) should be reviewed at least termly as part of the Assess-Plan-Do-Review cycle.

Reviews should consider:

- Progress towards outcomes.
- Effectiveness of current support.
- Emerging needs.
- Changes in circumstances.
- Recommendations from professionals.
- Parent/carer views.
- Pupil voice.

Following review, decisions may include:

- Continuing support unchanged.
- Amending outcomes.
- Introducing new provision.
- Involving external agencies.
- Considering an EHCP needs assessment request.
- Removing the pupil from the SEND Register where appropriate.

13.7 ROLES AND RESPONSIBILITIES

Class Teachers

Class teachers are responsible for:

- Implementing agreed provision.
- Monitoring progress.
- Maintaining records.
- Communicating with parents/carers.
- Contributing to reviews.

SENDCo

The SENDCo is responsible for:

- Overseeing provision planning.
- Monitoring implementation.
- Reviewing impact.
- Supporting staff.
- Ensuring records remain accurate and compliant.

Senior Leaders

Senior leaders are responsible for:

- Quality assuring SEND provision.
- Monitoring outcomes.
- Allocating appropriate resources.
- Supporting whole-school inclusion.

13.8 TRUST QUALITY ASSURANCE EXPECTATIONS

The Trust expects all Academies to ensure that:

- Every pupil on the SEND Register has clearly identified provision.
- Provision is linked to identified needs and intended outcomes.
- Reviews take place at least termly.
- Parents/carers and pupils participate in planning and reviewing support.
- Staff understand and implement agreed strategies.
- Provision is evaluated for impact and value for money.
- Records provide clear evidence of the graduated approach.

Trust Standard

SEND provision must be **needs-led, outcome-focused, evidence-informed, and regularly reviewed** to ensure that all pupils with SEND are supported to achieve their full potential and participate fully in Academy life.

14. WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The Academy will:

- Involve families from the earliest stage.
- Share information transparently.
- Offer regular reviews.
- Value parental expertise.

15. PUPIL VOICE AND PARTICIPATION

Pupils will:

- Be involved in setting outcomes.
- Contribute to reviews.
- Share views about support.
- Participate in annual reviews of EHCPs.

16. TRANSITION ARRANGEMENTS

16.1 PRINCIPLES

The Trust recognises that periods of transition can be particularly challenging for pupils with SEND and their families. Effective transition planning is therefore essential to ensure continuity of provision, minimise anxiety, maximise engagement and support successful outcomes.

Transition arrangements will be planned on an individual basis, taking account of the pupil's strengths, needs, aspirations, and views, alongside the views of parents/carers and professionals involved in supporting the pupil.

The Trust is committed to ensuring that:

- Transitions are planned in a timely and coordinated manner.
- Pupils and families are actively involved in transition planning.
- Relevant information is shared effectively and securely.
- Provision and support arrangements are maintained wherever possible.
- Additional transition support is provided where a pupil's needs indicate that this is necessary.
- Preparation for adulthood is embedded within transition planning for older pupils.

16.2 TRANSITION INTO THE ACADEMY

Where a pupil with SEND joins an Academy within the Trust, the Academy will gather information from previous settings and professionals to ensure support can be put in place as early as possible.

This may include:

- Discussions with previous schools or early years settings.
- Review of SEND records and assessment information.
- Review of EHCP documentation where applicable.
- Meetings with parents/carers.
- Discussions with external agencies.
- Visits to the Academy prior to admission.
- Additional familiarisation opportunities.

Where appropriate, transition arrangements may begin several months prior to admission.

16.3 INTERNAL TRANSITIONS

The Academy will support transitions between:

- Year groups.
- Key Stages.
- Teachers.
- Curriculum pathways.
- Learning environments.

To ensure continuity of support, staff will share relevant information regarding:

- Pupil strengths.
- Areas of need.

- Effective strategies.
- Reasonable adjustments.
- Intervention programmes.
- Pastoral support arrangements.

Where appropriate, pupils may be offered:

- Transition visits.
- Meet-the-teacher sessions.
- Social stories.
- Visual transition resources.
- Updated pupil passports.

16.4 PRIMARY TO SECONDARY TRANSITION

The Trust recognises that transition from primary to secondary education is a significant milestone for pupils with SEND.

Academies will collaborate with feeder schools and receiving settings to ensure a smooth transition. Arrangements may include:

- Information sharing meetings between SENDCos.
- Transfer of SEND records and assessment information.
- Attendance at annual reviews during Year 6.
- Additional orientation visits.
- Small-group transition programmes.
- Summer school opportunities where available.
- Transition booklets and photographs.
- Meetings with key staff.
- Personalised transition plans.

For pupils with EHCPs, the Local Authority's statutory transition arrangements will be followed.

16.5 MID-YEAR TRANSFERS

Where a pupil transfers into or out of an Academy during the academic year, the Academy will make every effort to ensure a seamless transition.

This may include:

- Direct communication between SENDCos.
- Transfer of records within appropriate timescales.
- Meetings with parents/carers.
- A review of provision already in place.
- Early identification of support requirements.
- Additional pastoral support following admission.

16.6 TRANSITION FOR PUPILS WITH EDUCATION, HEALTH, AND CARE PLANS

The Academy will consider transition arrangements for pupils with EHCPs.

Transition planning may include:

- Early review meetings.
- Multi-agency planning meetings.
- Input from health and social care services.
- Enhanced visits to receiving settings.
- Supported introductions to new staff.
- Development of personalised transition resources.
- Joint working between current and future placements.

The Academy will ensure that all statutory transition requirements associated with EHCPs are met.

16.7 PREPARATION FOR ADULTHOOD

Transition planning for pupils with SEND and EHCPs will place increasing emphasis on preparation for adulthood.

Planning will consider the pupil's aspirations and support progression towards:

Employment and Further Education

- Careers guidance.
- Work-related learning opportunities.
- Supported internships.
- Apprenticeships.
- Further and higher education pathways.

Independent Living

- Personal organisation skills.
- Travel training.
- Financial awareness.
- Independent decision-making.
- Self-advocacy skills.

Community Inclusion

- Participation in community activities.
- Development of friendships and social networks.
- Access to leisure and recreational opportunities.

Health and Wellbeing

- Promoting independence in managing health needs.
- Emotional wellbeing.
- Healthy lifestyles.
- Access to adult services where appropriate.

16.8 POST-16 AND POST-19 TRANSITIONS

When pupils move to sixth form, college, apprenticeships, training providers or employment, the Academy will collaborate closely with receiving providers and relevant agencies.

Support may include:

- Careers advice and guidance.

- Attendance at transition events.
- Sharing of SEND records.
- Review of support arrangements.
- Joint meetings involving families and providers.
- Attendance at Year 11 and Sixth Form Annual Reviews.
- Information regarding examination access arrangements and support needs.

Where appropriate, pupils will be supported to understand their rights and responsibilities within post-sixteen and post-nineteen settings.

16.9 PUPIL AND PARENT PARTICIPATION

Pupils and parents/carers are central to effective transition planning.

Academies will:

- Seek and record pupil views.
- Involve parents/carers in planning and decision-making.
- Discuss aspirations and future goals.
- Ensure families understand available options and support.
- Signpost families to relevant advice and support services where required.

16.10 INFORMATION SHARING

To support successful transitions, Academies will ensure that relevant information is shared securely and appropriately.

This may include:

- SEND Support Plans.
- Pupil Passports (South Hubs).
- Personalised Learning Plans (West Hubs).
- My Support Plans (West Hubs).
- One-Page Profiles (South Hubs).
- Assessment information.
- External agency reports.
- Medical information.
- Safeguarding information where appropriate.
- EHCP documentation.

Information will be transferred in accordance with data protection legislation and local information-sharing protocols.

Trust Expectation

All pupils with SEND should experience transitions as a planned, supportive, and positive process. Transition arrangements should be individualised, person-centred and focused on securing successful educational, social, and emotional outcomes while preparing pupils for the next stage of learning and adulthood.

17. SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Link directly with:

Reviewed: June 2026

- Medical Conditions Policy.
- Healthcare Plans.
- EHCP arrangements where applicable.

18 WORKING WITH EXTERNAL AGENCIES

18.1 PRINCIPLES

The Trust recognises that some pupils with SEND may require support, advice or assessment from professionals and services outside of the Academy to fully understand and meet their needs. Effective partnership working with external agencies is an essential element of the graduated approach and supports the delivery of high-quality, evidence-informed provision.

The Trust is committed to establishing positive and collaborative relationships with external agencies to promote the best possible outcomes for pupils with SEND. External agencies can provide specialist expertise, assessment, advice, training, and recommendations which contribute to the planning, implementation, and review of appropriate support.

18.2 PURPOSE OF EXTERNAL AGENCY INVOLVEMENT

External agencies may be involved to:

- Support the early identification of SEND.
- Provide specialist assessment and advice.
- Help staff understand and respond to specific needs.
- Recommend appropriate strategies, interventions, and reasonable adjustments.
- Contribute to planning and reviewing provision.
- Support pupils experiencing barriers to learning, attendance or participation.
- Inform requests for additional support, funding, or statutory assessment.
- Assist in monitoring the effectiveness of provision and outcomes.

External involvement should complement, rather than replace, the Academy's responsibility to provide high-quality teaching and appropriate SEND support.

18.3 WHEN EXTERNAL AGENCIES MAY BE INVOLVED

A referral to, or consultation with, an external agency may be considered where:

- A pupil continues to make limited progress despite appropriate support and intervention.
- There is uncertainty about the nature of a pupil's needs.
- Specialist assessment is required.
- Additional advice is needed to support planning and provision.
- The Academy requires further expertise to meet a pupil's needs effectively.
- A multi-agency approach is required to support the pupil and family.
- An Education, Health and Care Needs Assessment is being considered.

The Academy may also seek external advice at an earlier stage where this is considered beneficial to the pupil. Early intervention and specialist advice are recognised as crucial factors in improving outcomes.

18.4 WORKING IN PARTNERSHIP

The Trust expects partnership working to be characterised by:

- Open communication.
- Mutual respect and professional challenge.
- Shared responsibility for improving outcomes.
- Person-centred planning.
- Timely information sharing.
- Clear actions and accountability.

The Academy will collaborate with external professionals, pupils, and families to ensure that recommendations are understood and appropriately implemented.

Parents/carers will normally be informed and involved before referrals are made and throughout the process of assessment, planning, intervention, and review.

18.5 MULTI-AGENCY WORKING

Where appropriate, support for a pupil may involve coordinated input from a range of professionals and services.

Multi-agency working enables:

- A shared understanding of a pupil's strengths and needs.
- Effective communication between services.
- Coordinated planning and intervention.
- Reduced duplication of assessments.
- Improved support for pupils and families.
- Consistency of approaches across different environments.

Multi-agency meetings may be held to review progress, share information, and agree next steps where a coordinated approach is required.

18.6 IMPLEMENTING SPECIALIST ADVICE

Where an external professional makes recommendations, the Academy will consider how these can be implemented within the educational setting.

This may include:

- Adaptations to teaching approaches.
- Adjustments to the learning environment.
- Individualised support strategies.
- Staff training or guidance.
- Specialist resources or equipment.
- Targeted interventions.
- Revised outcomes and provision plans.

The SENDCo will support staff in understanding and implementing professional recommendations and monitoring their impact on pupil outcomes.

18.7 MONITORING AND REVIEWING EXTERNAL AGENCY INVOLVEMENT

The impact of external agency involvement will be reviewed as part of the graduated approach.

Reviews will consider:

- Progress towards agreed outcomes.
- The effectiveness of recommended strategies.
- Pupil engagement and wellbeing.
- Parent/carer feedback.
- Professional recommendations.
- Whether further support or assessment is required.

External advice should lead to meaningful actions and improvements in provision. Recommendations will be reviewed regularly and amended where necessary to ensure they remain responsive to the pupil's changing needs.

18.8 ROLES AND RESPONSIBILITIES

The SENDCo will act as the primary coordinator of external agency involvement and will:

- Facilitate referrals and requests for support.
- Consult with professionals and services.
- Ensure information is shared appropriately.
- Coordinate meetings where required.
- Support staff in implementing recommendations.
- Monitor the impact of external advice.
- Maintain accurate records of professional involvement.

Class teachers remain responsible and accountable for the progress and development of pupils with SEND, even where external professionals are providing specialist advice or intervention.

18.9 INFORMATION SHARING AND CONFIDENTIALITY

The Academy will share relevant information with external agencies where appropriate and in accordance with data protection legislation, safeguarding requirements, and information-sharing protocols.

Information shared may include:

- Assessment information.
- Progress and attainment data.
- SEND plans and pupil profiles.
- Attendance information.
- Relevant medical information.
- Pupil and parent views.
- Previous professional reports.

All information will be treated confidentially and shared only where there is a lawful basis for doing so.

Trust Expectation

External agency involvement should be viewed as part of a collaborative, person-centred approach to supporting pupils with SEND. The purpose of specialist involvement is to enhance understanding,

strengthen provision and improve outcomes, ensuring that pupils receive the right support at the right time from the right professionals.

19. STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

19.1 COMMITMENT TO PROFESSIONAL DEVELOPMENT

The Trust recognises that high-quality teaching is the most important factor in improving outcomes for pupils with SEND. To ensure that all pupils receive effective support, the Trust is committed to developing and maintaining a skilled, knowledgeable, and confident workforce capable of identifying, understanding, and meeting a wide range of needs.

Professional development is viewed as an ongoing process that supports staff at all stages of their careers. SEND training forms part of the Trust's wider commitment to inclusion, continuous improvement, and educational excellence.

19.2 TRAINING ENTITLEMENT

All staff have a responsibility to contribute to the inclusion, progress, and wellbeing of pupils with SEND. The Trust will therefore provide access to appropriate training and professional learning opportunities for:

- Teaching staff.
- Teaching assistants and support staff.
- Middle leaders.
- Senior leaders.
- Governors and Trustees.
- Early Career Teachers (ECTs).
- Administrative and pastoral staff where appropriate.

Training will be proportionate to role, responsibility and identified professional development need.

19.3 INDUCTION TRAINING

All new members of staff will receive information regarding the Academy's SEND arrangements as part of their induction programme.

This may include:

- The Trust SEND Policy.
- The SEND Code of Practice.
- The Academy's SEND Information Report.
- The graduated approach.
- The role of the SENDCo.
- Safeguarding considerations for pupils with SEND.
- Use of SEND documentation, pupil passports, and provision plans.
- Identification of additional needs and barriers to learning.

Staff will also receive information regarding individual pupils whose needs require immediate awareness and understanding.

19.4 UNIVERSAL SEND TRAINING

The Trust expects all staff to develop and maintain a secure understanding of inclusive practice and the needs of pupils with SEND.

Universal training may include:

- Adaptive teaching and classroom inclusion.
- Understanding the four broad areas of SEND.
- Reasonable adjustments and accessibility.
- Inclusive curriculum design.
- Communication and interaction needs.
- Social, emotional, and mental health needs.
- Trauma-informed approaches.
- Behaviour as communication.
- Supporting literacy and language development.
- Obtaining and responding to pupil voice.
- Promoting independence and preparation for adulthood.

19.5 NATIONAL COLLEGE PROFESSIONAL DEVELOPMENT

The Trust provides all staff and leaders with access to National College professional development resources to support the development of knowledge and expertise in SEND and inclusion.

Staff are encouraged to access National College programmes, webinars, courses, and resources relevant to their role and professional development needs. Areas of learning may include:

- SEND leadership.
- Inclusive classroom practice.
- Autism awareness.
- ADHD.
- Speech, language, and communication needs.
- Cognition and learning difficulties.
- Social, emotional, and mental health needs.
- Attendance and inclusion.
- Behaviour and relationships.
- Safeguarding children with SEND.
- Supporting pupils with medical needs.
- Leadership of provision and quality assurance.

National College resources may be used as part of:

- Induction programmes.
- Professional learning communities.
- Individual professional development plans.
- Leadership development pathways.
- Whole-school training programmes.

The Trust encourages staff to engage actively with available learning materials and apply evidence-informed practice within their roles.

19.6 SPECIALIST SEND TRAINING

Where specific needs are identified within an academy, additional specialist training will be provided.

Training may include:

- Autism-specific approaches.
- Speech, language, and communication strategies.
- Attention and executive functioning need.
- Sensory processing needs.
- Dyslexia and specific learning difficulties.
- Social communication needs.
- Physical and medical needs.
- Mental health and emotional wellbeing.
- Educational technology and assistive technology.
- Positive handling and risk assessment where appropriate.

Specialist training may be delivered by external professionals, Trust specialists, or commissioned services.

19.7 THE ROLE OF THE SENDCO IN PROFESSIONAL DEVELOPMENT

The SENDCo plays a key role in supporting staff development and building capacity within the Academy.

The SENDCo will:

- Provide advice and guidance to staff.
- Identify SEND training priorities.
- Deliver or coordinate SEND-focused professional development.
- Share updates on legislation and best practice.
- Support staff in implementing recommendations from external agencies.
- Promote evidence-informed approaches to inclusion.
- Facilitate access to specialist training where required.

19.8 LEADERSHIP DEVELOPMENT

Senior and middle leaders have a responsibility for ensuring that SEND is considered within all aspects of Academy improvement.

Leaders will be supported to develop expertise in:

- Strategic leadership of inclusion.
- Monitoring and evaluation of SEND provision.
- Data analysis and outcomes for pupils with SEND.
- Quality assurance of adaptive teaching.
- Resource allocation.
- Compliance with statutory responsibilities.
- Developing an inclusive academy culture.

Leadership training may be delivered through Trust networks, external providers, and National College leadership programmes.

19.9 EVALUATING THE IMPACT OF TRAINING

The Trust is committed to ensuring that professional development has a measurable impact on practice and outcomes.

The effectiveness of SEND training may be evaluated through:

- Staff feedback.
- Professional discussions.
- Learning walks and observations.
- Reviews of classroom practice.
- Pupil voice.
- Parent/carer feedback.
- Progress and attainment outcomes.
- Monitoring of SEND provision.
- Academy self-evaluation processes.

Training priorities will be reviewed regularly and incorporated into Academy improvement planning and professional development programmes.

Trust Expectation

The Trust expects all staff to engage positively with professional development opportunities and to continually develop their knowledge, understanding and confidence in meeting the needs of pupils with SEND. Through high-quality training, effective collaboration and evidence-informed practice, academies will ensure that every pupil with SEND receives the support they need to achieve their full potential.

20. ADMISSIONS ARRANGEMENTS

The Trust welcomes applications from pupils with SEND.

No pupil will be disadvantaged because of SEND or disability.

Where an EHCP names an Academy, admission will be secured in accordance with legislation.

21. ACCESSIBILITY

Each Academy will maintain an Accessibility Plan detailing:

- Curriculum access.
- Physical access.
- Accessible information.

Accessibility Plans are reviewed every three years and reported upon annually. The plans are available on each Academy website.

22. FUNDING ARRANGEMENTS

22.1 PRINCIPLES

The Trust is committed to ensuring that resources are allocated fairly, transparently, and according to identified need to support pupils with SEND in achieving positive educational, social, and emotional outcomes. SEND funding is used to promote inclusion, remove barriers to learning and ensure that pupils receive provision which is appropriate, effective and evidence informed.

The Trust recognises that funding arrangements for SEND can vary between Local Authorities and that Academies may operate within different local funding systems, processes, and thresholds. Consequently, whilst the principles within this policy apply across all Academies within the Trust, specific funding arrangements may differ according to the Local Authority in which an Academy is situated. This section should therefore be read alongside local authority guidance and Academy-specific arrangements.

22.2 CORE FUNDING FOR SEND

All mainstream academies receive funding to support pupils with SEND as part of their overall school funding allocation.

This funding is intended to support:

- High-quality adaptive teaching.
- Universal inclusive practice.
- Early intervention and targeted support.
- SEND staffing and leadership.
- Resources and specialist equipment.
- Staff training and professional development.
- Intervention programmes and support services.

Academies are expected to use these resources proactively to support pupils' needs and improve outcomes.

22.3 NOTIONAL SEND BUDGET

Each Academy receives a notional SEND budget as part of its delegated funding allocation. This budget is intended to contribute towards the additional educational provision required for pupils identified with SEND.

The notional SEND budget may be used to fund:

- Additional staffing.
- Teaching assistant support.
- Intervention programmes.
- Specialist resources.
- Assessment and monitoring systems.
- Training and professional development.
- Reasonable adjustments and accessibility measures.

The Trust recognises that need does not always correspond directly with available funding and therefore Academies will make decisions based upon assessed need, evidence of impact and the effective deployment of resources.

22.4 ADDITIONAL AND HIGH NEEDS FUNDING

Where a pupil's needs are assessed as requiring provision beyond that which can be expected from the Academy's delegated resources, the Academy may seek additional funding through Local Authority processes.

The availability, criteria and application processes for additional funding vary between Local Authorities and may include:

- High Needs Funding.
- Top-Up Funding.
- Inclusion Funding.
- Exceptional Needs Funding.
- Local Authority SEND Panels.
- Alternative Provision Funding arrangements.

The Academy will collaborate with parents/carers and professionals to gather appropriate evidence where additional funding is required.

22.5 FUNDING FOR PUPILS WITH EDUCATION, HEALTH, AND CARE PLANS

Where a pupil has an Education, Health and Care Plan (EHCP), funding arrangements will be determined in accordance with Local Authority funding frameworks.

Funding may include:

- The Academy's delegated budget contribution.
- Additional top-up funding from the Local Authority.
- Funding linked to specialist provision identified within the EHCP.
- Other funding streams agreed through statutory processes.

As funding arrangements differ between Local Authorities, the amount of funding attached to an EHCP, and the process for securing that funding, may vary across Academies within the Trust.

Receipt of funding does not determine the level of support provided. Provision will always be based upon assessed need and statutory requirements rather than the level of funding allocated.

22.6 DEPLOYMENT OF RESOURCES

Academy leaders, supported by the SENDCo, are responsible for ensuring SEND resources are used effectively and efficiently.

Resources may be allocated towards:

- SEND staffing structures.
- Targeted and specialist interventions.
- Assistive technology.
- Specialist equipment and resources.
- Professional development.
- Environmental adaptations.
- External agency involvement.
- Pastoral and wellbeing support.

Funding decisions should be informed by:

- Assessment of need.

- Provision mapping.
- Progress and attainment data.
- Evidence of impact.
- Professional recommendations.
- Statutory requirements.

22.7 MONITORING THE IMPACT OF FUNDING

Academies are expected to monitor the effectiveness of SEND expenditure to ensure that resources contribute to improved outcomes for pupils.

Evaluation may include consideration of:

- Progress and attainment.
- Attendance.
- Engagement with learning.
- Personal development and independence.
- Emotional wellbeing.
- Participation in academy life.
- Progress towards EHCP outcomes where applicable.
- Feedback from pupils, parents/carers, and staff.

The Academy should be able to demonstrate how funding has been used to support pupils with SEND and the impact this has had on outcomes.

22.8 LOCAL AUTHORITY CONTEXT

As the Trust operates across multiple Local Authority areas, Academies may experience variation in:

- Funding criteria.
- Thresholds for access to additional funding.
- Evidence requirements.
- Timescales for applications.
- Annual review expectations.
- Banding and top-up funding systems.
- Local inclusion pathways.

Academies will therefore work within their respective Local Authority procedures whilst adhering to the overarching principles and expectations of this Trust policy.

Trust Expectation

The Trust expects all Academies to deploy SEND funding in a manner that is equitable, needs-led, and outcome-focused. Funding decisions should be driven by the provision required to meet a pupil's identified needs, recognising that Local Authority funding arrangements may differ and that Academy approaches should reflect their local context whilst maintaining consistent standards of inclusion and support across the Trust.

23. INCLUSION STRATEGY AND PUBLICATION OF INCLUSION INFORMATION

23.1 COMMITMENT TO INCLUSION

The Trust is committed to creating inclusive learning communities where all pupils feel valued, supported, and able to participate fully in Academy life. Inclusion is a core principle underpinning all aspects of Trust and Academy practice and extends beyond SEND to encompass equality, belonging, attendance, behaviour, wellbeing, safeguarding and curriculum access.

The Trust believes that every child should have access to high-quality education within their local community wherever possible and that barriers to learning, attendance and participation should be identified and addressed at the earliest opportunity.

23.2 TRUST INCLUSION STRATEGY

The Trust will maintain an Inclusion Strategy that aligns with DfE guidance and sets out its vision, principles, and priorities for developing inclusive education across all academies.

The Inclusion Strategy will support the Trust in:

- Promoting a culture of belonging and inclusion.
- Improving outcomes for vulnerable learners.
- Increasing mainstream capacity to meet a wider range of needs through enhanced provision where appropriate.
- Strengthening early identification and intervention.
- Reducing barriers to attendance and participation.
- Supporting positive behaviour and wellbeing.
- Promoting equitable access to learning opportunities.
- Developing staff expertise and inclusive practice.
- Ensuring compliance with statutory responsibilities.

The Trust Inclusion Strategy will align with national expectations, local authority priorities, and emerging developments within SEND and alternative provision reform. Where appropriate, academies may develop enhanced mainstream provision, inclusion bases, nurture provision or specialist internal resource provision to strengthen inclusion, increase mainstream capacity and improve outcomes for pupils with additional needs.

23.3 ACADEMY INCLUSION STATEMENTS

Each Academy will develop and publish information which demonstrates how the Trust's Inclusion Strategy is implemented within its local context.

This may include:

- The Academy's inclusive ethos and values.
- The support available for pupils with additional needs.
- Arrangements for SEND Support and EHCP provision.
- Early help and pastoral provision.
- Behaviour and attendance support.
- Mental health and wellbeing provision.
- Transition arrangements.
- Accessibility arrangements.
- Partnership working with families and external agencies.
- Opportunities for pupil participation and voice.

Academy arrangements should reflect the needs and characteristics of their local communities whilst remaining consistent with Trust expectations.

23.4 PUBLICATION OF INCLUSION INFORMATION

In line with DfE statutory guidance and transparency requirements, the Trust and its Academies will make information about inclusion readily available to pupils, families, staff, and other stakeholders.

This strategy will be published annually (by no later than the 31st of December) on the Academy website.

23.5 ACCOUNTABILITY

Trust leaders, Academy leaders, governors, and trustees share responsibility for promoting and monitoring inclusive practice.

The Trust Board will receive assurance regarding:

- Progress against Inclusion Strategy priorities.
- Outcomes for identified groups of pupils.
- Developments in inclusive practice.
- Compliance with statutory requirements.

Academy leaders will be expected to demonstrate how inclusion is embedded within strategic planning, curriculum design, staffing, professional development, and wider Academy improvement activities.

Trust Expectation

The Trust expects every Academy to actively promote inclusion as a fundamental element of school improvement. Inclusion should be visible in the Academy's culture, curriculum, policies, practices, and outcomes, ensuring that every pupil, regardless of need or background, is welcomed, supported, and enabled to thrive.

24. COMPLAINTS

Should a parent/carers have a concern relating to the SEND they should seek to raise concerns through the channels outlined below:

1. Class Teacher/Form Tutor.
2. SENDCo.
3. Principal/Head Teacher.
4. Trust Complaints Procedure. (This is available on the website of each Academy)

25. RELATED POLICIES

- Accessibility Plan.
- Admissions Arrangements.
- Behaviour/Rewards and Consequences Policy.
- Attendance Policy.
- Supporting Students with Medical Conditions and First Aid Policy.
- Safeguarding and Child Protection Policy.
- Equality Information Statement.
- Complaints Policy.
- SEND Information Report.