

Inspirational Learning Academies Trust

SEND POLICY 2026

Reviewed September 2026

This policy should be read in conjunction with the Academy's Accessibility policy and Inclusion Policy.

Statement of Intent

Inspirational Learning Academies Trust is committed to providing an inclusive, high-quality education that enables every pupil to achieve their full potential. We recognise that children and young people may experience Special Educational Needs and/or Disabilities (SEND) at different stages of their educational journey and that these needs may be temporary or long-term.

We believe that all pupils are entitled to access a broad, balanced, ambitious and inclusive curriculum, irrespective of their individual needs or abilities. We are committed to identifying barriers to learning at the earliest opportunity and ensuring that appropriate support, interventions and reasonable adjustments are provided to enable pupils with SEND to make good progress, participate fully in school life and achieve positive outcomes.

The Trust recognises the importance of working in partnership with parents, carers, pupils and external agencies to ensure that individual needs are understood and effectively met. We are committed to placing the views, wishes and aspirations of children, young people and their families at the centre of decision-making, in line with the principles of the Children and Families Act 2014 and the SEND Code of Practice (0-25 years).

We foster a culture of high expectations for all learners and celebrate individual strengths, achievements and successes. Through a graduated approach to support, high-quality teaching and a commitment to inclusion, we aim to ensure that pupils with SEND develop confidence, independence and resilience, preparing them successfully for their next stage of education and future adulthood.

The Trust is committed to promoting equality of opportunity, eliminating discrimination and ensuring that all pupils, regardless of need or disability, are valued members of our school communities and are able to thrive academically, socially and emotionally.

In accordance with Section 19 of the Children and Families Act 2014, Inspirational Learning Academies Trust places the child or young person and their family at the centre of all decision-making relating to Special Educational Needs and Disabilities (SEND). The Trust is committed to ensuring that the views, wishes and feelings of children, young people and their parents or carers are actively sought, valued and considered when planning and reviewing provision. We recognise the importance of enabling pupils and their families to participate as fully as possible in decisions affecting their education and future outcomes, providing appropriate information, advice and support to facilitate meaningful engagement.

The Trust is committed to supporting children and young people with SEND to achieve the best possible educational, social and emotional outcomes, whilst promoting independence, resilience and preparation for adulthood. Through high-quality teaching, early identification, and a graduated approach to support, we aim to remove barriers to learning and ensure that pupils with SEND can thrive within an inclusive educational environment.

In line with the SEND Code of Practice (0-25 years), the school will work collaboratively with parents, carers, the local authority and relevant external agencies to identify and meet the needs of pupils with SEND. Arrangements for identifying, assessing and supporting pupils with SEND will be clearly set out within the school's SEND Information Report and will contribute to the Local Authority's Local Offer, ensuring that families have access to clear, accessible information about the provision and support available.

The Trust also recognises the direction of national SEND reforms, including the SEND and Alternative Provision Improvement Plan, which seeks to ensure more consistent, inclusive and effective support for children and young people with SEND. We remain committed to delivering high-quality, inclusive practice that enables every pupil to achieve their full potential and successfully prepare for their next stage of education, employment and adult life.

What is a Special Educational Need and/or Disability?

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014 and the SEND Code of Practice (0-25 years), a child has a learning difficulty or disability if they:

- Have 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 schools or educational settings.

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

The SEND Code of Practice identifies four broad areas of need and support:

- 1. Communication and Interaction**
 - Including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).
- 2. Cognition and Learning**
 - Including Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia, as well as moderate, severe or profound and multiple learning difficulties.
- 3. Social, Emotional and Mental Health (SEMH)**

- Including difficulties relating to emotional regulation, mental health, anxiety, attachment and behaviour that impacts learning.

1. **Sensory and/or Physical Needs**

- Including visual impairment, hearing impairment, multi-sensory impairment and physical disabilities.

The Trust recognises that pupils may present with needs across more than one area and that SEND can change over time. SEND may also coexist with medical needs, disabilities, social disadvantage or other factors that may affect a pupil's progress and wellbeing.

All teachers are responsible and accountable for the progress and development of every pupil in their class through high-quality inclusive teaching. School leaders and the SENDCO will regularly monitor patterns of SEND identification, attainment and progress to ensure that pupils' needs are accurately identified and that provision is effective, equitable and free from bias.

Where concerns arise regarding a pupil's progress, development or wellbeing, the school will work collaboratively with parents, carers, pupils and relevant professionals to identify barriers to learning and determine the most appropriate support. The school recognises that slow progress and low attainment do not automatically indicate SEND and will consider a range of factors when assessing individual needs.

Aims

The aims of this policy are to:

1. **Ensure equality of opportunity and inclusion** for all pupils, enabling every child to participate fully in the life of the school and achieve their potential.
2. **Identify and respond to SEND at the earliest opportunity**, ensuring that pupils receive appropriate, evidence-informed support through a graduated approach.
3. **Provide high-quality teaching and effective provision** that meets the individual needs of pupils with SEND and promotes positive educational outcomes.
4. **Foster confidence, independence, resilience and a love of learning**, recognising and celebrating individual strengths, achievements and progress.
5. **Work in partnership with parents, carers and pupils**, ensuring that their views, wishes and aspirations are central to decision-making and planning.
6. **Promote meaningful pupil participation**, enabling children and young people to contribute to discussions about their education, support and future aspirations.
7. **Collaborate effectively with external agencies and professionals** to ensure a coordinated and holistic approach to meeting needs.

8. **Support pupils to prepare for adulthood**, including developing independence, communication, social skills and readiness for the next stage of education, employment or training.
9. **Ensure compliance with the Children and Families Act 2014, the SEND Code of Practice and the Equality Act 2010**, promoting inclusive practice and removing barriers to learning and participation.
10. **Continually monitor and evaluate the effectiveness of SEND provision**, ensuring that resources are used efficiently and that pupils achieve the best possible outcomes.

Objectives

The Academy will endeavour to:

1. **Implement robust systems for the early identification of SEND**, using a range of screening, assessment and monitoring tools to identify emerging needs as early as possible and ensure timely intervention.
2. **Use a range of formative and summative assessment information** to monitor attainment, progress, engagement and wellbeing, enabling staff to identify strengths, barriers to learning and areas requiring additional support.
3. **Provide appropriate SEND Support through a graduated approach**, using the **Assess, Plan, Do, Review (APDR)** cycle to ensure that provision is evidence-informed, outcomes-focused and responsive to the changing needs of pupils. Individual SEND Support Plans and Pupil Passports will be developed where appropriate to record needs, strategies, outcomes and agreed provision.
4. **Maintain clear systems for recording, monitoring and evaluating SEND provision**, ensuring that interventions and support strategies are regularly reviewed for effectiveness and impact on pupil outcomes.
5. **Ensure that all pupils receive high-quality, inclusive teaching** that is ambitious, adaptive and responsive to individual needs, enabling all pupils to access the curriculum and participate fully in school life.
6. **Promote a graduated continuum of support**, ensuring that staff understand when additional provision, specialist interventions or external agency involvement may be required and that referrals are made appropriately and in a timely manner.
7. **Work in partnership with parents and carers**, providing regular opportunities for consultation, review and shared decision-making regarding their child's progress, provision and aspirations.
8. **Ensure that the views, wishes and feelings of children and young people are actively sought and considered**, enabling pupils to contribute meaningfully to decisions about their learning and support.
9. **Work collaboratively with external agencies and professionals**, including health, social care and education services, to secure coordinated and effective support for pupils with SEND.

10. **Establish effective transition arrangements** for pupils with SEND moving between classes, key stages, schools and post-16 settings, ensuring continuity of provision and support.
 11. **Promote inclusion, equality and participation**, ensuring that pupils with SEND have equitable access to the curriculum, enrichment activities, educational visits and wider opportunities offered by the Academy.
 12. **Support positive long-term outcomes and preparation for adulthood**, developing pupils' independence, resilience, communication skills, self-advocacy and readiness for future education, employment and life beyond school.
 13. **Monitor and evaluate the effectiveness of SEND provision** through regular review of pupil outcomes, stakeholder feedback and provision mapping, ensuring continuous improvement and compliance with the SEND Code of Practice and Equality Act 2010.
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Graduated Approach (APDR)

The Academy follows the **Assess, Plan, Do, Review (APDR)** cycle as outlined in the SEND Code of Practice:

- **Assess** - identify and analyse a pupil's needs through assessment, teacher observations, parental views, pupil voice and specialist advice where appropriate.
- **Plan** - agree desired outcomes, strategies, interventions and support arrangements with parents, carers and the pupil.
- **Do** - implement the agreed provision, with the class teacher remaining responsible for the pupil's learning and progress.
- **Review** - evaluate the effectiveness of the support and the progress made towards agreed outcomes, informing the next cycle of support.

This cyclical process ensures that provision remains responsive, targeted and focused on achieving the best possible outcomes for pupils with SEND.

Access to the Environment

The Trust is committed to creating and maintaining an accessible, inclusive and welcoming environment for all pupils, staff, parents and visitors. The Academy's Accessibility Plan, Accessibility Policy and School Improvement Plan identify and prioritise reasonable adjustments and improvements to the physical environment, curriculum and communication systems, in accordance with the Equality Act 2010.

The Academy will take all reasonable steps to remove barriers to participation and learning for pupils with Special Educational Needs and Disabilities (SEND). This may include adaptations to buildings, classrooms, facilities, resources, equipment, communication methods and learning environments to ensure that pupils can access education and school life as fully as possible.

Pupils with SEND and/or disabilities will be provided with equitable opportunities to participate in all aspects of school life, including:

- The full curriculum and wider curriculum.
- Educational visits and residential experiences.
- Extra-curricular clubs and enrichment activities.
- Sports, performances and school events.
- Leadership opportunities and pupil voice activities.

Risk assessments and reasonable adjustments will be considered on an individual basis to ensure that pupils with SEND can participate safely and successfully alongside their peers wherever possible.

The Academy will work collaboratively with pupils, parents, carers, external agencies and the Local Authority to identify and address barriers to access, promoting independence, inclusion, wellbeing and positive outcomes for all children and young people. Access arrangements and reasonable adjustments will be reviewed regularly to ensure that they remain appropriate and effective in meeting individual needs.

Inclusion

Inspirational Learning Academies Trust is committed to providing an inclusive education in which all pupils, regardless of their Special Educational Needs and/or Disabilities (SEND), are valued, supported and enabled to achieve their full potential. We recognise that inclusive practice is fundamental to ensuring equality of opportunity and improving outcomes for all children and young people.

The Academy supports pupils with a wide range of SEND and is committed to ensuring that their needs are identified and met through high-quality teaching, adaptive practice and, where appropriate, targeted support delivered through the graduated approach of **Assess, Plan, Do, Review (APDR)**. We regularly review, monitor and evaluate the quality, effectiveness and impact of SEND provision to ensure that it remains responsive to pupils' needs and reflects current best practice.

We work collaboratively with the Local Authority, health professionals, social care services, families and other educational providers to support pupils with SEND and contribute to the development and implementation of the Local Offer. The Academy recognises the importance of effective partnership working in securing the best possible outcomes for children and young people.

In accordance with the **Equality Act 2010**, the Academy will not discriminate against pupils on the grounds of disability and will take proactive steps to promote equality, inclusion and accessibility. We are committed to fostering a culture in which diversity is celebrated and all members of the school community are treated with dignity and respect.

The Academy will make **reasonable adjustments** to policies, practices, the physical environment, learning resources and the curriculum to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers. Where appropriate, auxiliary aids, specialised equipment, assistive technology and additional support will be provided to enable pupils to access learning and participate fully in school life.

We recognise our duties under the Equality Act 2010 and the SEND Code of Practice to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity for pupils with disabilities and SEND.
- Foster positive relationships and understanding between all members of the school community.
- Promote participation in all aspects of school life, including educational visits, extracurricular activities and leadership opportunities.
- Anticipate and remove barriers to learning and participation wherever possible.
- Ensure that pupils with SEND are educated alongside their peers in a mainstream setting wherever this is compatible with their needs and the efficient education of others.

The Academy believes that inclusion is the responsibility of all staff and that every teacher is a teacher of pupils with SEND. Through high aspirations, effective provision and a commitment to removing barriers to learning, we aim to create an environment in which all pupils feel a sense of belonging, achieve positive outcomes and are prepared successfully for adulthood.

Medical Conditions

The Academy recognises its statutory duty under **Section 100 of the Children and Families Act 2014** to make appropriate arrangements to support pupils with medical conditions so that they can access education and achieve their full potential. We are committed to ensuring that children and young people with medical needs are properly supported to attend school regularly, participate fully in school life and access the same opportunities as their peers.

The Academy will have regard to the Department for Education's statutory guidance, **Supporting Pupils at School with Medical Conditions**, and will work in partnership with parents, carers, healthcare professionals and other relevant agencies to ensure that appropriate support is in place. Where required, an **Individual Healthcare Plan (IHP)** will be developed to identify the pupil's medical needs, the support required, arrangements for medication, emergency procedures, staff responsibilities and any training needs.

Where a pupil has both a medical condition and Special Educational Needs and/or Disabilities (SEND), the Academy will ensure that provision is planned and delivered in a coordinated and holistic manner. Healthcare provision, SEND Support Plans, and

where applicable, Education, Health and Care Plans (EHCPs), will be aligned to ensure a consistent approach that supports the pupil's educational, health and emotional wellbeing needs.

The Academy will make reasonable adjustments, where appropriate, to enable pupils with medical conditions to access learning, participate in educational visits, enrichment activities and the wider life of the school. Staff will be provided with relevant information and training to ensure they are able to support pupils safely and effectively.

The Academy recognises that some medical conditions may constitute a disability under the **Equality Act 2010** and will fulfil its duties to prevent discrimination, promote equality of opportunity and remove barriers to participation wherever possible. Through effective communication, partnership working and personalised support, we aim to ensure that pupils with medical conditions are fully included, safe, supported and able to achieve positive outcomes.

Access to the Curriculum

Inspirational Learning Academies Trust is committed to ensuring that all pupils, including those with Special Educational Needs and/or Disabilities (SEND), have access to a broad, balanced, ambitious and inclusive curriculum that enables them to achieve their full potential. We believe that every child has the right to experience success, develop a love of learning, and participate fully in all aspects of school life.

In line with the SEND Code of Practice and current national SEND reforms, teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality teaching is the first step in responding to pupils who may have SEND and forms the foundation of an inclusive education. Teachers will maintain high expectations for all learners, regardless of their starting points, prior attainment or identified needs, and will provide appropriately adapted teaching to enable pupils to access learning alongside their peers.

The Academy will use a range of assessment information to identify and remove barriers to learning. Where a pupil requires additional support, provision will be planned and delivered through the graduated approach of **Assess, Plan, Do, Review (APDR)**, ensuring that support is responsive, evidence-informed and focused on improving outcomes. Reasonable adjustments, adaptive teaching strategies, specialist resources and targeted interventions will be implemented where appropriate to support curriculum access and participation.

The Academy is committed to developing pupils' knowledge, skills, confidence and independence in an environment that promotes belonging, inclusion and wellbeing. We celebrate achievement, effort and progress, recognising the strengths and individual successes of every child. Pupils are encouraged to develop resilience, self-esteem and

positive attitudes towards learning, supported by a culture that values diversity and promotes emotional wellbeing.

Through collaborative working practices, teachers, teaching assistants, leaders and the SENDCO work together to ensure continuity and progression across classes, year groups and key stages. Regular professional development, staff meetings, pupil progress discussions and SEND reviews support staff in delivering high-quality inclusive practice and implementing effective provision for pupils with SEND.

The Academy will work in partnership with parents, carers and external agencies where appropriate to ensure that pupils receive the support they need to access the curriculum, achieve positive educational outcomes and prepare successfully for their next stage of education and adulthood.

Identification of Special Educational Needs and Disabilities (SEND)

The Academy recognises that high-quality teaching, effective assessment and adaptive classroom practice are the first steps in responding to pupils who may have Special Educational Needs and/or Disabilities (SEND). Through high-quality inclusive teaching, many barriers to learning can be addressed without the need for additional SEND provision. However, where concerns remain, the Academy is committed to identifying needs as early as possible to ensure that appropriate support can be implemented and positive outcomes achieved.

Identification of SEND is a graduated and ongoing process which draws upon a range of information, including:

- Teacher assessment and professional judgement.
- Ongoing formative and summative assessment.
- Progress and attainment data.
- Pupil progress meetings.
- SEND review meetings.
- Baseline and diagnostic assessments.
- Standardised assessments and screening tools, where appropriate.
- Observations of learning, behaviour and engagement.
- Concerns raised by parents or carers.
- Pupil voice and concerns expressed by the child or young person.
- Attendance, wellbeing and pastoral information.
- Information received from previous educational settings.
- Recommendations or reports from external agencies and professionals.
- Medical information and health assessments where relevant.

The Academy recognises that pupils may experience barriers to learning for a variety of reasons, and that not all difficulties indicate the presence of SEND. When considering whether a pupil has SEND, staff will take account of factors such as

attendance, health needs, disability, English as an Additional Language (EAL), social and emotional wellbeing, disadvantage, and previous educational experiences.

Where concerns are identified, the class teacher will:

- Discuss concerns with parents or carers at the earliest opportunity.
- Seek and consider the views of the pupil.
- Review assessment information and current provision.
- Consider any medical, sensory or physical needs that may be affecting progress and, where appropriate, seek advice from relevant professionals.
- Consult with the SENDCO to discuss concerns, evidence gathered and possible next steps.
- Implement and monitor appropriate classroom strategies and reasonable adjustments.

Class teachers, supported by the SENDCO and senior leaders, will regularly assess the progress of all pupils to identify those who may require additional support. Particular consideration may be given to pupils who:

- Make progress that is significantly slower than that of their peers from similar starting points.
- Fail to match or improve upon their previous rate of progress.
- Fail to close the attainment gap between themselves and their peers.
- Experience a widening attainment gap over time.
- Show persistent difficulties in one or more areas of learning, communication, social interaction, emotional wellbeing or physical development.
- Demonstrate significant differences in attainment or progress across curriculum areas, which may indicate a specific learning difficulty.
- Require support that is additional to or different from that normally available through high-quality teaching alone.

Graduated Approach: Assess, Plan, Do, Review (APDR)

Where a pupil is identified as requiring additional support, the Academy will follow the graduated approach outlined in the SEND Code of Practice through the **Assess, Plan, Do, Review (APDR)** cycle.

Assess

A clear analysis of the pupil's needs will be undertaken using assessment data, teacher observations, parental views, pupil voice and advice from relevant professionals where appropriate.

Plan

Staff, parents and the pupil will work together to agree:

- Desired outcomes.
- Support strategies and interventions.
- Reasonable adjustments required.
- Responsibilities of staff and families.
- Timescales for review.

Do

The agreed provision will be implemented. The class teacher will remain responsible for the pupil's learning and progress, even where interventions are delivered by support staff or external specialists.

Review

The effectiveness of the provision will be reviewed regularly in partnership with pupils, parents and staff. Outcomes will be evaluated and decisions made regarding the next steps, including whether support should continue, be amended, increased or reduced.

The Academy recognises that identifying and meeting SEND is a collaborative process involving pupils, families, school staff and external professionals. Through early identification, effective assessment and a graduated response, we aim to ensure that all pupils receive the support they need to thrive academically, socially and emotionally and to achieve positive outcomes for their future.

Co-ordinating Educational Provision

Role of the Governing Body

The Governing Body recognises its statutory responsibilities under the **Children and Families Act 2014**, the **SEND Code of Practice (0-25 years)** and the **Equality Act 2010**. Governors play a strategic role in ensuring that the Academy provides high-quality, inclusive education and effective support for pupils with Special Educational Needs and/or Disabilities (SEND).

The Governing Body will:

- Ensure that the Academy complies with all relevant SEND legislation and statutory guidance, including the SEND Code of Practice and Equality Act 2010.
- Use its best endeavours to ensure that the necessary provision is made for any pupil who has Special Educational Needs and/or Disabilities (SEND).
- Ensure that pupils with SEND are able to access a broad, balanced and ambitious curriculum and are included in all aspects of school life wherever reasonably possible.
- Appoint a designated SEND Governor to support and challenge the Academy in relation to SEND provision, outcomes and statutory responsibilities.

- Monitor the quality and effectiveness of SEND provision and its impact on pupil outcomes through regular reporting from the Headteacher and SENDCO.
- Ensure that sufficient resources are allocated to meet the needs of pupils with SEND and that staffing, training and support arrangements are regularly reviewed.
- Ensure that appropriate training and development opportunities are available for governors, leaders and staff to maintain current knowledge of SEND legislation, guidance and best practice.
- Ensure that arrangements are in place for identifying, assessing and meeting the needs of pupils with SEND through a graduated approach, including the use of the **Assess, Plan, Do, Review (APDR)** cycle.
- Ensure that all staff understand their responsibilities towards pupils with SEND and receive the support required to fulfil these responsibilities effectively.
- Promote a culture of inclusion, equality and high aspirations for pupils with SEND across the Academy.
- Ensure that reasonable adjustments are made for disabled pupils in accordance with the Equality Act 2010 and that accessibility is continually improved through the implementation of the Academy's Accessibility Plan.
- Ensure that the Academy publishes and annually reviews its SEND Information Report and contributes to the Local Authority's Local Offer.
- Encourage effective partnership working with parents, carers, pupils, the Local Authority and external agencies to secure the best possible outcomes for children and young people with SEND.
- Monitor the progress, attainment, attendance, wellbeing and wider outcomes of pupils with SEND and challenge leaders where provision is not securing positive outcomes.
- Ensure that pupils with SEND and their families are involved in decision-making and that their views, wishes and feelings are considered when reviewing provision and school policies.
- Support the Academy's commitment to preparing pupils with SEND for the next stage of education, employment and adult life by promoting inclusive practice and high-quality provision.

The Governing Body will review SEND provision regularly and hold school leaders to account for ensuring that pupils with SEND receive appropriate support, make good progress and are able to achieve their full potential within an inclusive learning environment.

Role of the Headteacher

The Executive Headteacher is Mrs. H. Stocking and the Head of school is Miss Suzanne Rawlings. Miss Rawlings has the responsibility for the day to day management of all aspects of the school's work including provision for children with special educational needs. She will keep the governing body informed. The SENDCO has overall responsibility for the management of SEND. All teachers and their support staff are

trained to deliver a variety of interventions and strategies to support children with SEND. All class teachers have a responsibility to ensure the progress of identified SEND children. This is achieved by them writing IEPs, using SMART targets together with regular communication with parents

Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCO)

The SENDCO plays a key strategic and operational role in ensuring that pupils with Special Educational Needs and/or Disabilities (SEND) receive appropriate support and provision in accordance with the SEND Code of Practice (0-25 years), the Children and Families Act 2014 and the Equality Act 2010.

The SENDCO will:

- Lead the day-to-day operation and implementation of the Academy's SEND Policy and procedures.
- Coordinate and oversee provision for pupils identified with SEND, ensuring that support is effective, evidence-informed and focused on improving outcomes.
- Maintain and regularly review the Academy's SEND Register, ensuring that records of pupils with SEND are accurate, up to date and compliant with data protection requirements.
- Support the identification and assessment of pupils with SEND and advise staff on the implementation of appropriate provision through the **Assess, Plan, Do, Review (APDR)** graduated approach.
- Monitor the quality and effectiveness of SEND provision and interventions, using assessment information, provision mapping and outcome measures to evaluate impact.
- Work collaboratively with pupils and their families to ensure that their views, wishes and aspirations are central to planning, decision-making and review processes.
- Liaise regularly with parents and carers to provide information, guidance and support regarding SEND provision and pupil progress.
- Advise and support teachers in meeting the needs of pupils with SEND through high-quality inclusive teaching, adaptive practice and appropriate reasonable adjustments.
- Contribute to and coordinate professional development and training for staff to ensure that SEND knowledge and practice remain current and effective.
- Work closely with the Headteacher, senior leaders, governors and teaching staff to promote an inclusive culture and ensure compliance with statutory duties.
- Liaise with and coordinate support from external agencies and professionals, including:
 - Educational Psychologists
 - Speech and Language Therapists
 - Occupational Therapists

- Physiotherapists
- Health Services
- Early Help Services
- Social Care
- Specialist SEND Teams
- Alternative Provision providers where appropriate
- Coordinate referrals to external agencies and support Education, Health and Care Needs Assessments (EHCNAs) where evidence indicates that a pupil may require provision beyond that ordinarily available.
- Contribute to the development, implementation and review of Education, Health and Care Plans (EHCPs) and coordinate annual review meetings.
- Ensure smooth transition arrangements for pupils with SEND between classes, key stages, schools and post-16 settings.
- Work with school leaders to monitor the attainment, progress, attendance, wellbeing and wider outcomes of pupils with SEND.
- Ensure that the Academy's **SEND Information Report** is reviewed annually, published on the school website and remains compliant with statutory requirements.
- Contribute to the Local Authority's **Local Offer** by ensuring that information about the Academy's SEND provision is accurate, accessible and regularly updated.
- Promote inclusive practice throughout the Academy and support the removal of barriers to learning, participation and achievement.

The SENDCO will work strategically and operationally to ensure that pupils with SEND receive high-quality support, make good progress, develop independence and are prepared successfully for the next stage of education and adulthood.

The Role Involves

Records and Information Management

The SENDCO is responsible for maintaining accurate, confidential and up-to-date records relating to pupils with Special Educational Needs and/or Disabilities (SEND), in accordance with statutory guidance, the SEND Code of Practice, the Children and Families Act 2014 and data protection legislation.

The SENDCO will:

- Maintain and regularly review the Academy's SEND Register, ensuring that pupils receiving SEND Support and those with Education, Health and Care Plans (EHCPs) are accurately identified and recorded.
- Ensure that SEND records are accurate, secure, compliant with data protection requirements and accessible to relevant staff to support effective provision and transition.
- Maintain comprehensive records for pupils with SEND, including:

- Assessment information.
- SEND Support Plans and Pupil Passports.
- Graduated Approach (Assess, Plan, Do, Review) documentation.
- Provision maps and intervention records.
- Professional reports and specialist advice.
- Education, Health and Care Plans (EHCPs).
- Annual Review documentation.
- Records of parent, pupil and professional consultations.
- Keep accurate records of meetings held with:
 - Parents and carers.
 - Pupils.
 - Class teachers and support staff.
 - External agencies and professionals.
 - Local Authority representatives.
- Monitor review dates for all pupils receiving SEND Support to ensure that provision is reviewed regularly through the **Assess, Plan, Do, Review (APDR)** process and remains responsive to individual needs.
- Coordinate and ensure the timely completion of Annual Reviews for pupils with Education, Health and Care Plans (EHCPs), including the submission of required documentation to the Local Authority within statutory timescales.
- Monitor and evaluate the impact of SEND provision through regular review of progress, attainment, attendance, wellbeing and wider outcomes.
- Support quality assurance processes by reviewing and moderating SEND documentation, ensuring consistency of practice and compliance across the Academy.
- Ensure effective transfer of SEND records when pupils move between classes, key stages, schools or educational settings, supporting smooth transitions and continuity of provision.
- Contribute to the development and maintenance of whole-school systems for recording, tracking and evaluating SEND provision and outcomes.

Through effective record management and monitoring procedures, the SENDCO will ensure that provision is accurately documented, regularly reviewed and focused on securing the best possible outcomes for pupils with SEND.

Identification

The SENDCO will play a key role in supporting the early identification of pupils with Special Educational Needs and/or Disabilities (SEND) and ensuring that appropriate provision is implemented in accordance with the SEND Code of Practice and the graduated approach.

The SENDCO will:

- Support staff in identifying pupils who may have SEND at the earliest opportunity, using assessment information, professional observations, pupil voice, parental concerns and specialist advice where appropriate.
 - Provide guidance to teachers and support staff on the identification of barriers to learning and the effective use of the **Assess, Plan, Do, Review (APDR)** process.
 - Assist in the assessment and monitoring of pupils where additional investigation of needs is required.
 - Support staff to distinguish between SEND and other factors that may impact progress, such as attendance, English as an Additional Language (EAL), medical needs, social disadvantage or emotional wellbeing concerns.
 - Work collaboratively with parents, carers, pupils and external professionals to ensure that decisions regarding SEND identification are evidence-informed and person-centred.
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Staff Support

The SENDCO will provide advice, guidance and professional support to staff to ensure that pupils with SEND receive high-quality provision and achieve positive outcomes.

This will include:

- Regular SEND review meetings with teachers and support staff to discuss pupils receiving SEND Support, review progress, evaluate provision and identify pupils causing concern.
- Supporting staff in implementing and reviewing the graduated approach through the **Assess, Plan, Do, Review (APDR)** cycle.
- Advising on the development, implementation and review of **SEND Support Plans** and **Pupil Passports**, ensuring that outcomes are purposeful, measurable and focused on improving pupil progress and participation.
- Supporting staff in setting ambitious yet achievable outcomes for pupils with SEND, based on identified needs and individual strengths.
- Advising on high-quality inclusive teaching, adaptive practice, reasonable adjustments and evidence-based interventions.
- Providing guidance on effective classroom strategies to remove barriers to learning and improve access to the curriculum.
- Supporting teachers in the monitoring and evaluation of SEND provision to ensure that interventions have a positive impact on pupil outcomes.
- Providing, developing and signposting appropriate resources, assistive technology and specialist materials to support learning and independence.
- Advising and supporting teaching assistants in their work with pupils with SEND, ensuring that support promotes independence, engagement and progress.

- Delivering and coordinating staff training and professional development to enhance understanding of SEND and strengthen inclusive practice across the Academy.
- Sharing current guidance, research and best practice relating to SEND, inclusion and adaptive teaching.

Through effective identification, staff support and professional collaboration, the SENDCO will help ensure that pupils with SEND receive timely, appropriate and impactful support that enables them to thrive academically, socially and emotionally.

Resources

The SENDCO will ensure that appropriate resources are available to support the identification, inclusion and progress of pupils with Special Educational Needs and/or Disabilities (SEND).

This will include:

- Identifying, sourcing and maintaining resources, interventions and assistive technologies that support pupils' individual needs.
- Ensuring that staff have access to appropriate teaching materials, assessment tools and guidance to support high-quality inclusive practice.
- Monitoring the effective deployment and use of SEND resources to maximise impact and value for money.
- Supporting staff in selecting and implementing evidence-informed interventions and strategies.
- Keeping abreast of current SEND legislation, research, national guidance and best practice and sharing this information with staff.
- Disseminating updates relating to SEND provision, inclusive practice, adaptive teaching and statutory requirements.
- Supporting the development of an inclusive learning environment that enables pupils with SEND to participate fully in school life and achieve positive outcomes.

Liaison

The SENDCO will work collaboratively with a range of stakeholders to ensure that pupils with SEND receive coordinated and effective support.

This includes liaison with:

- Class teachers and support staff.
- Parents and carers.
- Pupils and young people.

- External agencies and specialist professionals.
- Health and social care services.
- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists and Physiotherapists.
- Local Authority SEND teams.
- SENDCOs across the Trust and wider professional networks.
- Alternative Provision providers, where appropriate.
- The Headteacher and senior leaders.
- The SEND Governor and Governing Body through established monitoring and reporting arrangements.

Strong partnership working is fundamental to ensuring that SEND provision is effective, person-centred and focused on achieving the best possible outcomes for children and young people.

Role of the Class Teacher

In line with the SEND Code of Practice, teachers are responsible and accountable for the progress and development of all pupils in their class, including those who access additional support from teaching assistants or specialist staff.

Class teachers will:

- Maintain high expectations for all pupils, including those with SEND.
 - Deliver high-quality, inclusive teaching which is adaptive and responsive to individual needs.
 - Identify and address barriers to learning at the earliest opportunity.
 - Work closely with the SENDCO to identify, assess and support pupils with SEND.
 - Engage positively with parents, carers and pupils when planning and reviewing provision.
 - Ensure that provision is matched to the individual needs of the pupil and promotes progress towards agreed outcomes.
 - Implement and monitor agreed strategies, interventions and reasonable adjustments.
 - Monitor pupil progress and evaluate the effectiveness of support provided.
 - Maintain accurate and up-to-date records relating to SEND provision, support and outcomes.
 - Promote pupil independence, confidence and participation in learning and wider school life.
 - Contribute to transition planning and information sharing where appropriate.
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Graduated Approach to SEND Support

Class teachers must understand and implement the graduated approach outlined in the SEND Code of Practice. This approach recognises that pupils' needs may require different levels of support over time and that provision should be regularly reviewed and adapted according to need.

The Academy follows the **Assess, Plan, Do, Review (APDR)** cycle:

Assess

Teachers, supported by the SENDCO where necessary, will identify and analyse a pupil's needs using:

- Assessment information.
- Classroom observations.
- Pupil voice.
- Parental views.
- Professional reports and specialist advice.
- Attendance, wellbeing and pastoral information.

Plan

Teachers, parents, pupils and the SENDCO will work together to:

- Agree desired outcomes.
- Identify barriers to learning.
- Determine appropriate support and interventions.
- Establish reasonable adjustments.
- Set review dates and success criteria.

Do

The agreed support will be delivered and monitored.

The class teacher remains responsible for the pupil's learning and progress and will:

- Adapt teaching appropriately.
- Implement agreed strategies.
- Monitor the impact of provision.
- Work collaboratively with support staff and specialists.

Review

Provision and outcomes will be reviewed regularly to determine:

- Progress made towards agreed outcomes.
- Effectiveness of interventions.
- Pupil and parent views.
- Any changes required to support.

Decisions will then inform the next cycle of Assess, Plan, Do, Review.

Use of School Resources Prior to Specialist Referral

Class teachers are expected to make effective use of available classroom and school-based resources before seeking involvement from external agencies. This includes:

- High-quality adaptive teaching.
- Reasonable adjustments.
- Targeted classroom strategies.
- Short-term interventions.
- Curriculum adaptations where appropriate.
- Advice and support from the SENDCO.

Where concerns remain despite appropriate support and review through the APDR process, specialist advice may be sought to further assess and meet the pupil's needs.

Through a collaborative, graduated and evidence-informed approach, the Academy aims to ensure that all pupils with SEND receive timely and effective support which promotes achievement, inclusion, wellbeing and preparation for adulthood.

SEND Support

Where a pupil is identified as requiring provision that is additional to or different from that ordinarily available through high-quality teaching, they may be placed on the Academy's SEND Register and receive SEND Support. Decisions regarding SEND Support will be made through consultation between the class teacher, SENDCO, parents or carers and, where appropriate, the pupil.

The Academy no longer uses categories such as "SEND Inclusion" or "School Action". Instead, support is provided through the graduated approach outlined in the SEND Code of Practice, using the **Assess, Plan, Do, Review (APDR)** cycle.

When concerns are identified:

- The class teacher will discuss their concerns with the SENDCO and gather evidence regarding the pupil's learning, progress, attainment, wellbeing and participation.
- Parents or carers will be invited to discuss the pupil's strengths, needs and any concerns they may have.
- The pupil's views, wishes and aspirations will be sought and taken into account wherever appropriate.
- Appropriate assessments will be considered to develop a clear understanding of the pupil's needs.
- A decision will be made regarding whether the pupil requires SEND Support and inclusion on the SEND Register.

Where SEND Support is required, a **SEND Support Plan** and/or **Pupil Passport** will be developed through the Assess, Plan, Do, Review process. This will identify:

- The pupil's strengths and areas of need.
- Desired outcomes and aspirations.
- Agreed strategies and reasonable adjustments.
- Interventions and support to be provided.
- Responsibilities of staff, parents and the pupil.
- Timescales for review.

The class teacher remains responsible for the pupil's learning and progress, working in partnership with the SENDCO, parents and support staff to implement agreed provision.

Progress will be reviewed regularly, typically at least termly, through the **Review** stage of the APDR cycle. During the review process:

- Progress towards agreed outcomes will be evaluated.
- The effectiveness of interventions and support strategies will be considered.
- The views of parents, carers and the pupil will be gathered.
- Decisions will be made regarding future provision and next steps.

Following review, one of the following actions may be agreed:

- The pupil continues to receive SEND Support with amended or continued provision.
- The level or type of support is adjusted to better meet the pupil's needs.
- Advice and involvement from external agencies is sought where additional assessment or specialist support is required.
- The pupil is removed from the SEND Register where outcomes have been achieved and SEND provision is no longer required, while continuing to be monitored through normal classroom practice.

Where, despite relevant and purposeful action through the graduated approach, a pupil continues to experience significant difficulties and requires provision that is additional to and different from that ordinarily available within the Academy's resources, the school may consider requesting an **Education, Health and Care Needs Assessment (EHCNA)** in partnership with parents, carers and relevant professionals.

Through early identification, effective collaboration and the graduated approach, the Academy aims to ensure that every pupil receives the support they need to make progress, participate fully in school life and achieve positive long-term outcomes.

SEND Support and Specialist Involvement

Where a pupil continues to experience difficulties despite high-quality teaching and targeted support through the graduated approach, the Academy may seek advice and involvement from external agencies and specialist professionals. The involvement of external agencies does not represent a separate stage of SEND provision but forms part of the ongoing **Assess, Plan, Do, Review (APDR)** cycle.

The SENDCO will coordinate access to specialist advice and support where appropriate. External professionals may include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Specialist Teachers and Inclusion Services
- Health Professionals
- Mental Health Services
- Social Care Services
- Early Help Services
- Local Authority SEND Teams
- Alternative Provision Specialists where appropriate

External agencies may support by:

- Undertaking specialist assessments.
- Identifying barriers to learning and participation.
- Providing recommendations for support and intervention.
- Advising on reasonable adjustments and adaptive teaching strategies.
- Supporting staff training and professional development.
- Contributing to SEND Support Plans and Education, Health and Care Plans (EHCPs).

Parents, carers and pupils will be involved throughout the process, and their views will be considered when deciding the most appropriate support and provision.

Reviewing SEND Support

The effectiveness of SEND Support will be reviewed regularly through the Assess, Plan, Do, Review process. Reviews will consider:

- Progress towards agreed outcomes.
- The impact of interventions and support strategies.
- The views of the pupil.
- The views of parents or carers.
- Advice from external professionals where involved.

Following review, decisions may include:

- Continuing SEND Support with amended provision.
- Increasing or reducing support according to need.
- Seeking further specialist advice.
- Removing SEND Support where outcomes have been achieved and additional provision is no longer required.
- Considering whether an Education, Health and Care Needs Assessment (EHCNA) may be appropriate.

Education, Health and Care Needs Assessments (EHCNA) and Education, Health and Care Plans (EHCPs)

Where a pupil's needs are significant, complex and require provision beyond that which is ordinarily available through the school's delegated resources, the Academy may request an **Education, Health and Care Needs Assessment (EHCNA)** from the Local Authority.

A request for an assessment may be made by:

- The school.
- A parent or carer.
- A young person over compulsory school age.

The request will be supported by evidence demonstrating:

- The pupil's needs.
- The support that has already been provided through the graduated approach.
- The impact of interventions and provision.
- Advice from relevant professionals where appropriate.

The decision to undertake an Education, Health and Care Needs Assessment rests with the Local Authority.

If the assessment proceeds, the Local Authority will gather information from a range of sources which may include:

- Parents and carers.
- The pupil or young person.
- The school.
- Educational Psychologists.
- Health professionals.
- Social Care professionals.
- Other agencies involved with the family.

Education, Health and Care Plans (EHCPs)

Following assessment, the Local Authority may determine that the pupil requires an Education, Health and Care Plan (EHCP).

An EHCP is a legally binding document that outlines:

- The child's strengths and needs.
- Desired outcomes.
- Educational, health and social care provision required.
- Responsibilities of the agencies involved.
- Arrangements for monitoring and review.

The Academy is committed to implementing and monitoring the educational provision specified within an EHCP and working collaboratively with families and professionals to secure positive outcomes.

The SENDCO will coordinate the implementation of EHCP provision and ensure that staff understand and deliver the support required.

Annual Reviews

All EHCPs will be formally reviewed at least annually (or every six months for children under five where required by legislation).

Annual Reviews will:

- Consider progress towards outcomes.
- Review the effectiveness of current provision.
- Gather the views of the pupil and family.
- Consider any changes to need, provision or placement.
- Make recommendations to the Local Authority regarding amendments where required.

The Academy will submit review documentation to the Local Authority within statutory timescales.

SEND Information, Advice and Support Services (SENDIASS)

The Academy recognises the importance of independent information, advice and support for families.

Parents, carers and young people may access support through the local **SEND Information, Advice and Support Service (SENDIASS)**. SENDIASS offers impartial guidance on:

- SEND processes and legislation.
- SEND Support and EHCPs.
- Mediation and dispute resolution.
- Parental rights and responsibilities.
- Accessing local services and support.

Information regarding SENDIASS will be made available through the school website, SEND Information Report and SENDCO.

Complaints Procedure

The Academy is committed to resolving concerns promptly, sensitively and collaboratively.

Parents and carers who have concerns regarding SEND provision are encouraged to follow the steps below:

Stage 1

Discuss concerns with the class teacher.

Stage 2

Arrange a meeting with the SENDCO to discuss concerns and explore possible resolutions.

Stage 3

If concerns remain unresolved, contact the Headteacher.

Stage 4

Where concerns continue, parents may pursue the matter through the Trust's Complaints Procedure and, if appropriate, contact the Chair of Governors.

Parents and carers may also seek support from:

- SENDIASS.
- The Local Authority's disagreement resolution service.
- Independent mediation services.
- The First-tier Tribunal (Special Educational Needs and Disability), where appropriate.

Further information can be found within the Academy's Complaints Policy.

Multi-Agency Working

The Academy recognises that effective support for pupils with SEND is strengthened through partnership working. We are committed to working collaboratively with education, health and social care services to ensure a coordinated and holistic approach to meeting children's needs.

The Academy may work with:

- Local Authority SEND Services.
- Educational Psychology Services.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy Services.
- School Nursing Services.
- Child and Adolescent Mental Health Services (CAMHS) and neurodevelopmental pathways.
- Social Care Services.
- Early Help Services.
- Family Support Services.
- Alternative Provision providers.
- Voluntary and community sector organisations.

The views of pupils and their families will remain central to all multi-agency planning and decision-making processes.

Professional Networks and Educational Partnerships

The Academy is committed to maintaining strong professional relationships and engaging with local, regional and Trust-wide networks to promote high-quality SEND provision.

The SENDCO will:

- Participate in Local Authority SENDCO networks and briefings.
- Attend Trust SEND forums and professional development opportunities.
- Collaborate with SENDCOs across the Trust and wider education sector.
- Share good practice, resources and current developments in SEND.
- Contribute to strategic discussions relating to inclusion, SEND reforms and educational improvement.
- Support effective transition and information sharing between educational settings.

Through collaborative working and continuous professional development, the Academy seeks to ensure that SEND provision remains effective, evidence-informed and aligned with current legislation, guidance and best practice.