

Special Educational Needs and Disability (SEND) Policy

Policy Code:	TL6
Policy Start Date:	September 2026
Policy Review Date:	September 2027

Please read this policy in conjunction with the policies and other documents listed below:

- HR6 Data Protection Policy
- HR8 Equal Opportunities and Diversity Policy
- HR9 Positive Handling and Safe Touch Policy
- HR33 Records Management Policy
- HS2 Medical Treatment Policy
- HS4 Health and Safety Policy
- SW1 Intimate Care Policy
- SW4 Student Behaviour and Discipline Policy
- SW6 Safeguarding and Child Protection Policy
- SW9 Parental Communications and Complaints Policy
- SW11 Educational Visits Policy
- SW17 Safeguarding Adults Policy
- TL1 Access to Fair Assessment Policy
- TL3 Curriculum, Teaching & Assessment Policy
- TL18 Special Consideration & Reasonable Adjustment Policy
- Academy based Working Practice Document
- Accessibility Plan
- Admission Policy and Admission arrangements for each Academy
- Children and Families Act 2014
- Equality Act 2010
- SEN Code of Practice 2015
- SEN Information Report

1 Policy Statement

- 1.1 This policy outlines the Trust's Special Educational Needs and Disability (SEND) provision and should be read alongside each setting's SEND Information Report, which is available on their respective website.
- 1.2 References to the Trust or Academy within this policy specifically include all nursery, primary, secondary and special academies within the Trust, as well as Priory Apprenticeships and Lincolnshire ITT.
- 1.3 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.

2 Roles, Responsibilities and Implementation

- 2.1 The Education & Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Trust's Education Team.
- 2.2 This policy is approved by the Education & Standards Committee before being ratified at the next available Trust Board meeting. Approval and ratification is minuted, with records kept by the Clerk to Trustees.
- 2.3 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success.

3 Aims

- 3.1 The Trust supports and values the abilities of all our pupils. It is our duty to provide equal opportunities for every pupil in our care and a safe and fully equipped learning environment which caters to the needs of every pupil as an individual. We are committed to inclusion in all aspects of academy life.
- 3.2 To ensure all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- 3.3 To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

- 3.4 To ensure all pupils make a successful transition into adulthood, whether into employment, further or higher education or training.

4 Definitions

- 4.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 4.2 A child/young person will have a learning difficulty or disability if they have:
- a significantly greater difficulty in learning than the majority of others of the same age; or
 - a disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 4.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

5 Objectives

- 5.1 The Trust's objectives are to:
- **identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, pupils, education, including feeder schools, and health and social care services as appropriate. Regular tracking of pupil data will also highlight areas of concern that might lead to a criteria led identification of SEND;
 - **make appropriate provision to overcome all barriers to learning.** Provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and any gap is addressed. Pupils are given the opportunity to develop, learn, participate and achieve the best possible outcomes irrespective of whether it is through reasonable adjustments for a disabled pupil or special educational provision for a pupil with SEND;
 - **create a learning environment where pupils feel confident to voice their opinions in relation to their individual needs.** This necessitates regular dialogue between pupils, their teachers and SENCO. Pupil voice and active participation will be encouraged at every opportunity;
 - **work with parents/carers** in effective partnership to gain a better understanding of their child, and fully involve them in all stages of their child's education. This includes supporting them in terms of understanding

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SEND procedures and practices, providing regular reports on their child's progress and sharing information regarding the provision within each Academy and the effectiveness of the SEND Policy; and

- **work with specialist services** when the pupils' needs cannot be met by the academy alone. Each academy has strong working relationships with external specialist services and external agencies. This provision will be carefully monitored and regularly reviewed in order to ensure that individual needs are being met and all pupils' needs are catered for. The following services may be involved as appropriate:

- Educational Psychology Services
- Specialist Teaching Team (STT)
- Speech and Language Service
- Working Together Team
- Specialist Outreach Services
- Child and Adolescent Mental Health Services (CAMHS)
- Health Services
- Sensory Services
- Children's Services
- Specialist behaviour support
- Social, Emotional and Mental Health (SEMH) support

Further services are listed in the SEN Information Report outlined on each academy's website.

6 Responsibility for the coordination of SEND provision

- 6.1 In line with the SEND Code of Practice, each academy will have a SENCO responsible for the coordination of the academy's support for pupils with SEND.
- 6.2 The SENCO will hold qualified teacher status (QTS). From September 2024, any new SENCO will complete the NPQ SEND qualification. If a SENCO has started or completed their training prior to September 2024 then they will hold the National Award for Special Education Needs (NASENCO) or equivalent.
- 6.3 Each academy will have a link SEND governor, who is responsible for monitoring SEND provision within the setting.
- 6.4 There will be a Trustee responsible for SEND Governance, and this Trustee will sit on the Education & Standards Committee.

7 Arrangements for coordinating SEND provision

- 7.1 The SENCO within each academy will hold details of all pupils identified as having SEND.
- 7.2 All staff have access via the setting's Management Information System (MIS) and/or SharePoint to:
- this policy;
 - a copy of each academy's SEND Register, these are updated on a termly basis;
 - academy Working Practices Document to show process and pathways for SEND pupils within each setting;
 - information on individual pupils' special educational needs, including provision mapping and Individual Profiles;
 - practical advice, teaching strategies, and information about types of SEND; and
 - updated information on current legislation (policy into practice) and SEND provision.
- 7.3 Information is made accessible to all staff, parents/carers and pupils in the academy SEND Information Report. In this way, every staff member, parent/carer and pupil will have complete and up-to-date information regarding SEND provision which will enable us to work towards the best possible outcome for the individual needs of all pupils.

8 Admission arrangements

- 8.1 The Trust believes that its admissions criteria should not discriminate against any pupil with SEND. It has due regard for the statutory requirements advocated in the SEND Code of Practice and is in accordance with the national legislation, including the School Admissions Code and the Equality Act 2010.
- 8.2 The Trust recognises The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:
- **must** consider applications from parents of children who have SEND but do not have a Statement/EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures;
 - **must not** refuse to admit a child who has SEND but does not have a Statement/EHC plan because they do not feel able to cater for those needs; and

- **must not** refuse to admit a child on the grounds that they do not have a Statement/EHC plan.

8.3 The Trust also acknowledges The Equality Act 2010 which prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

8.4 Transitional meetings are held, for example, from early years to primary education, primary to secondary, secondary to further education and in preparing for adult life. All relevant paperwork is passed to the SENCO by the previous feeder school and/or the Local Authority. Pupils transferring to each academy have opportunities to visit and experience sample induction days and a variety of classes before they transfer in September. A transition meeting is held in order to discuss the necessary arrangements to be made as well as any other important information relating to that pupil's needs. Where necessary the SENCO will arrange further meetings with relevant staff to discuss specific pupil needs at each stage of transition. If relevant information is not available through the normal channels, academy SENCOs will do all they can to obtain it by other means.

9 Facilities for pupils with SEND

9.1 There is a range of specialist provision available across the Trust including:

- sensory rooms;
- swimming pool and fitness suite used for physiotherapy provision;
- designated areas for individual and small group work; and/or
- ICT facilities with relevant hardware and software linked to the intervention provision.

9.2 Each academy has a designated team of staff to oversee pastoral requirements for all pupils including those with SEND.

9.3 Each academy recognises the importance of ensuring each environment is accessible to all pupils including those with SEND. The information listed below may be considered when making reasonable adjustments:

- physical environments (lifts, lighting, wheelchair access, dedicated disabled parking places etc.);
- assistive technology e.g. use of specialist IT equipment;
- increased access to the curriculum and assistance during examinations; and/or
- transport requirements.

10 Allocation of resources for pupils with SEND

- 10.1 The SENCO will identify areas of pupil need and make appropriate provision in terms of staffing and resources. The resources within each setting are clearly outlined on each academy's Provision Map. These are reviewed through progress meetings, quality assurance module checks, through external agency support, through meetings with parents/carers and the pupil. The Provision Maps are monitored and reviewed to ensure that any intervention is effective and ensures value for money.

11 Identifying Special Educational Needs

- 11.1 A pupil has SEND where their learning difficulty or disability calls for special educational provision matched specifically to the pupil's identified SEN. Pupils' SEN are generally thought of in the following broad areas of need and support:
- **Communication and Interaction:** includes Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).
 - **Cognition and Learning:** includes Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD). Also includes Specific Learning Difficulties (SpLD).
 - **Social, Emotional and Mental Health:** encompasses conditions such as anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD), or trauma.
 - **Sensory and/or Physical Needs:** includes visual and hearing impairments or multi-sensory impairments.
- 11.2 The identification of pupils SEN is built into the overall approach to monitoring their progress and development. The purpose of identification is to work out what action needs to be taken to provide the necessary support and not to fit a pupil into a category. Each academy considers the needs of the whole child.
- 11.3 Other circumstances may also impact on progress and attainment including such issues as health, welfare and attendance. A diagnosis of a need does not necessarily mean that a pupil has SEN and will require SEN provision. Pupils with behavioural needs, English as an Additional Language, slow progress or have low attainment may not necessarily have SEN. However, additional information and appropriate assessments may be carried out and strategies implemented accordingly.

12 Graduated Approach to SEND Support

- 12.1 Special educational provision is underpinned by high quality teaching. Each academy will use their agreed SEND framework to adapt the curriculum to

provide support for pupils within lessons. Pupils who do not make the expected progress and fall outside the expected levels of attainment will be carefully monitored. The pupil's teacher will continue to take appropriate steps to provide adapted and personalised learning opportunities that will aid the pupil's individual progress.

- 12.2 Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. Each academy will have a graduated referral process in place to ensure that pupil's needs can be identified and supported appropriately. Once a concern has been raised, pupils will be monitored closely. Monitoring may include; progress meetings, learning walks, work sampling, moderation of assessment and discussion with colleagues. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- 12.3 Parents/carers will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are actively encouraged to be full partners and share information and knowledge within each academy. Pupils recently removed from the SEND Register will be closely monitored so that the expected levels continue to be achieved.
- 12.4 Where a pupil is identified as having SEND, the single category of SEN support will be used. Each academy will use their 'best endeavours' to ensure special educational provision is made for those who need it. Academies will implement a four-part cycle of Assess, Plan, Do and Review. Information incorporating useful strategies and reasonable adjustments will be recorded on the Individual Profile and parents are informed and consulted at every stage.
- 12.5 Each academy will make every effort to ensure that advice from the external specialist services is put into practice as swiftly as possible and will keep in regular contact with specialist services and parents/carers regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. Each academy will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

13 Education, Health and Care (EHC) Needs Assessments and Plans (EHCP)

- 13.1 The majority of pupils with SEND will have their needs met within mainstream provision. However, some pupils require an EHC Needs Assessment. Parents/carers, medical practitioners and educational establishments work together to make such requests. At this point the Local Authority will consider if the academy has taken every step possible to support the pupil and determine if it is likely that the pupil will need additional resourcing through the issuing of

an EHCP. The SENCO is responsible for any referral agreed at a review meeting.

- 13.2 If an EHCP is issued, it must be noted that this is a legal document and the academy will be required to deliver and review annually the outcomes. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

14 Access to the Curriculum, Information and Specialist Services

- 14.1 Pupils with SEN will be given access to the curriculum through the specialist SEND provision within each academy. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents and associated parties so that 'reasonable adjustments' as required by Equality Act 2010 can be made. The curriculum is regularly reviewed by each academy together with the SENCO to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of each individual pupil. A SEND Framework is available in each academy which details curriculum adaptations for each category of need.
- 14.2 Each academy aims to ensure that all resources and SEN provisions are being used effectively within each setting in order to support the curriculum and enable pupils to reach their full potential. Each academy implements this by:
- keeping staff fully informed of pupils with SEND including sharing progress reports, medical reports and teacher feedback;
 - providing regular training and learning opportunities for staff in all departments and phases on SEN. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND;
 - making use of all class facilities and space available;
 - using in-class provision and support effectively to ensure that the curriculum is adapted;
 - making sure that individual or group work is available where it is felt that pupils would benefit from this;
 - offering group teaching outside the classroom. Any decision to offer group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made; and

- setting appropriate work which will motivate the pupils to achieve the best of their ability and celebrating achievements at all levels.

15 Medical conditions

- 15.1 Pupils with medical conditions are supported so that they have full access to education, including school trips and physical education, through the Trust's HS2 Medical Treatment Policy. Some pupils with medical conditions may be disabled and where this is the case each academy will comply with its duties under the Equality Act 2010.

Some pupils may also have SEND and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

- 15.2 Each academy makes arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Where pupils also have SEND, their provision is planned and delivered in a co-ordinated way with the healthcare plan and Individual Profile. For more information, please see HS2 Medical Treatment Policy.

16 Equality and inclusion of pupils with SEND

- 16.1 The relevant SENCO oversees the Trust's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout each academy.

- 16.2 The Trust adopts a 'whole school approach' to special educational needs which acknowledges that every teacher is a teacher of every child including those with SEND. Staff recognise the need for 'reasonable adjustments' to ensure inclusion of all pupils including those with a wide range of SEND. We are committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.

- 16.3 We aim to maximise opportunities for participation and achievement within each academy by:

- providing a balanced curriculum for all pupils both in and outside of the classroom, including social interaction at break and lunch times;
- extending the curriculum to extra-curricular activities; trips and residential visits;
- practising teaching methods that suit the needs of individual pupils; and
- promoting an inclusive ethos throughout each Academy and encouraging social responsibility and understanding amongst all our pupils.

17 Evaluating the success of provision

- 17.1 In order to evaluate progress in relation to SEND provision, the Trust will commission external quality assurance visits in line with annex 5 of the Priory Handbook. Academies can also undertake internal quality assurance of SEND provision in line with their internal quality assurance calendars. The outcome of any evaluation will be reported to the academy's Local Governing Body (LGB) and to Trustees in line with the reporting arrangements set out in Section 21 of this policy.

18 In-service training and professional development

- 18.1 We recognise the need to train *all* our staff on SEND information. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to academy development priorities. Training opportunities are disseminated in line with the Code of Practice recommendations (general awareness, enhanced training and specialist training).
- 18.2 It is expected that Trust SENCOs will attend relevant professional development courses, including the SENCO Network Meetings.

19 Working in partnership with parents/carers

- 19.1 A respectful and trusting partnership with parents/carers plays a key role in enabling pupils with SEND to achieve their potential. To this end, we recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best way of supporting them.
- 19.2 In line with the Code of Practice, parents/carers are kept up to date with their child's progress through progress reports, module data, parent's evenings, review meetings and written reports issued at specific times relevant to each year group.
- 19.3 In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. Each academy SENCO can signpost parents/carers to their SEN Information Report for specific information. Impartial advice and guidance are also available from the Local Authorities Family Service Directory which includes their Local Offer and the Information Advice and Support service. If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend any meetings with external specialist services regarding their child.

20 Complaints procedure

- 20.1 In line with The Trust's procedures, if a parent/carers has a concern or complaint that has not been resolved, they should in the first instance contact the SENCO at the respective academy. If this matter is not resolved satisfactorily the Headteacher/Head of Setting should be notified.
- 20.2 If the concern is not resolved, parents/carers have the right to pursue the issue by following procedures outlined in SW9 Parental Communications and Complaints Policy.

21 Reporting

- 21.1 The Trustees (through the Education & Standards Committee) will use the Priory Profile (produced 4 x per year) and each setting's formal evaluation document to monitor SEND provision.

22 Priory Profile

- 22.1 The academy SENCO is responsible for ensuring that the correct data is available for the Priory Profile, and for providing any information required for the Headteacher's/Head of Setting's review of the Priory Profile. The Priory Profile, along with any corresponding review document, will be presented to the setting's LGB at each meeting.
- 22.2 The Priory Profile (for all settings) will be presented to Trustees through the Education & Standards Committee at each meeting.
- 22.3 The academy SENCO is responsible for completing an annual SEND evaluation document, in consultation with the setting's SLT. This will be reported to the setting's LGB and any identified actions will form part of the setting's action plan moving forward. This may include the setting's development plan.
- 22.4 A summary of each setting's evaluation document, along with any identified action points, will be presented to Trustees at the Education & Standards Committee.

23 Policy Change

- 23.1 This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.