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Academies Trust

# Special Educational Needs and Disabilities Policy

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## Policy details:

- Policy created - July 2026
  - Date approved by Trust Board - 07/07/2026
  - Applicable from - 01/09/2026
  - Next review date - July 2027
  - Policy owner - Trust Safeguarding Lead
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## Aims

The aim of the SEND policy is to help create an inclusive and caring community providing opportunities for all its learners, including those with SEND, to:

- follow a broad, balanced relevant curriculum with high quality teaching and adaptations to take into account the needs of learners with SEND
- demonstrate their full potential, recognising their strengths and areas for development
- fully participate in all academy activities
- meet their physical, emotional, and intellectual needs
- offer equal opportunities
- become independent learners
- be involved in decision making

## Relevant Legislation

This policy has been written with regard to the Special Educational Needs and Disability Code of Practice 0-25 (2015), part of the Children and Families Act 2014 and the Special Educational Needs and Disabilities Act 2001 (which came into effect in September 2002) <https://www.legislation.gov.uk/ukpga/2001/10> . It also takes into account the guidance set out by the Local Authority (LA) for SEND practices and procedures, and additionally

- Equality Act 2010: advice for academies DfE 2013  
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Statutory Guidance on Supporting pupil at school with medical conditions  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Teachers' standards 2012  
[https://assets.publishing.service.gov.uk/media/5a750668ed915d3c7d529cad/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/media/5a750668ed915d3c7d529cad/Teachers_standard_information.pdf)

We are aware of the upcoming changes that will be brought about through the White Paper SEND reforms. Our policy will be adapted as the Department for Education introduce the new approach and some of the new language has already been incorporated.

## Linked Policies

- Accessibility Policy and Plan (found on each schools' website)
- Supporting Pupils with Medical Needs Policy (found on the Trust website)
- Admissions Policy (found on each schools' website)
- Children with Health Needs who Cannot Attend School (found on each schools' website)

## Definition of Special Educational Needs and Disabilities (SEND)

A learner has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learner has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

*SEND Code of Practice (2015)*

## Broad Areas of Need

learners at the academy may have SEND as a result of one or more of the following needs:

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

Behaviour difficulties do not necessarily mean that a learner has special educational needs. However, where consistent disruptive or withdrawn behaviour, or a noticeable change in behaviour is observed, this could be an indication of unmet SEND and assessments will be carried out to determine whether there are any causal factors. If it is thought that these may be due to housing or family circumstances then an Early Help Assessment may be deemed appropriate.

## English as an Additional Language (EAL) and SEND

Where there is cause for concern over the progress of a learner with EAL, there is careful consideration by subject teachers and the SENDCo to determine whether the lack of progress is due to limitations in the learner's command of English or if it arises from a special educational need or both. An assessment in the learner's first language may be requested.

# Responsibility for SEND

Each school has a Special Needs and Disabilities Coordinator (SENDCo) and this person is named on the schools' website.

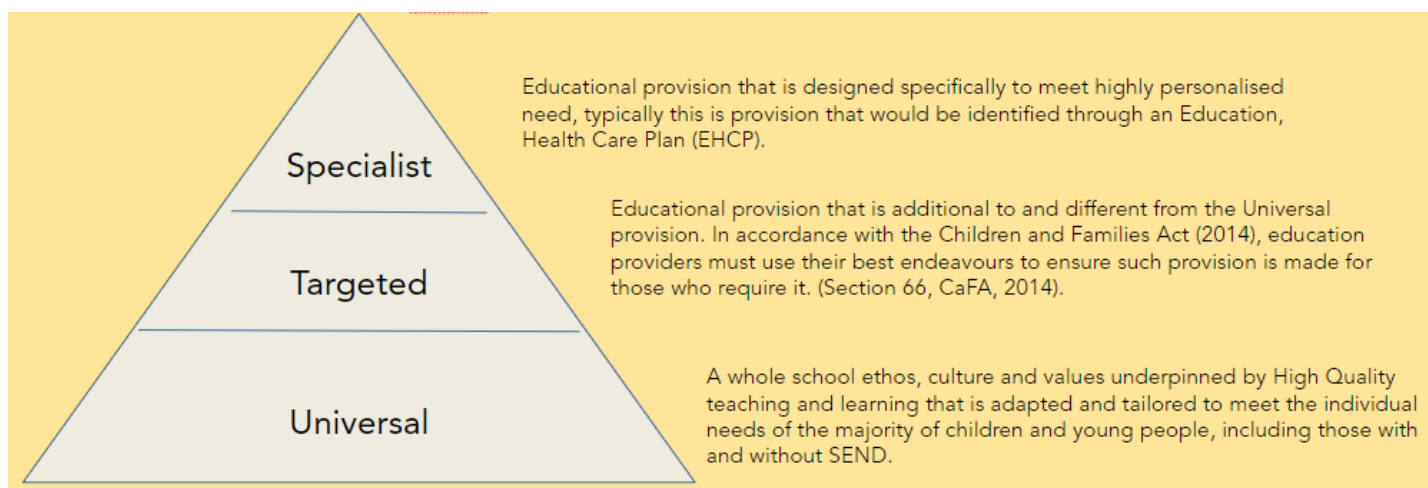
The SENDCo is responsible for:

- The strategic direction of SEND provision to ensure all learners with SEND receive their full educational entitlement and have access to the whole curriculum
- The overall monitoring of the delivery of SEND provision to ensure its quality and impact
- Maintaining a specific SEND Register of pupils who have been identified as having special educational needs. When pupils are added to and removed from the register, parents are always informed in writing (in addition to ongoing discussions).
- Maintaining a 'monitoring' list is used to record pupils who are being assessed and considered for the SEN register. For pupils who have been removed from the SEN register, the SENDCo checks that the removal is appropriate and not detrimental to progress, and parental consent is gathered in writing, or their alternative views recorded.
- Coordinating the team of staff responsible for the delivery of targeted and specialist provision
- Supporting whole school professional development
- Management of the SEND budget
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a learner and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

The SENDCo reports directly to the Head Teacher / Deputy Headteacher and is a member of the Senior Leadership Team.

# Overview of SEND provisions at our schools

SEND provision within mainstream settings falls into the following categories:



Universal:

- In class support consisting of high quality teaching, following guidelines from the Education Endowment Foundation (EEF) on teaching learners with SEND
  - [EEF blog: 'Five-a-day' to improve SEND outcomes](#)

Targeted:

- Interventions - Targeted intervention sessions with the principle aim of accelerating learning or bridging gaps in learning for literacy, numeracy and social skills.

Specialist:

- Provisions made in-line with Section F of any learners with an Education, Health and Care Plan (EHCP)

## Information Sharing - SEND information as a "Golden Thread"

To support high quality teaching, information is shared through various forms. All teachers are responsible and accountable for the progress of learners in their classes, including those who access additional intervention. In order to support this, every learner with SEND will have a Pupil Passport, created in conjunction with learners, parents and key staff, utilising information from Education, Health and Care Plans (EHCPs) and specialist reports (where applicable). These will provide staff working with the learner with personalised information, including support strategies,

baseline assessment data and exam access arrangements and will be reviewed termly. All documents such as Pupil Passports and EHCPs are located on Arbor for accessibility.

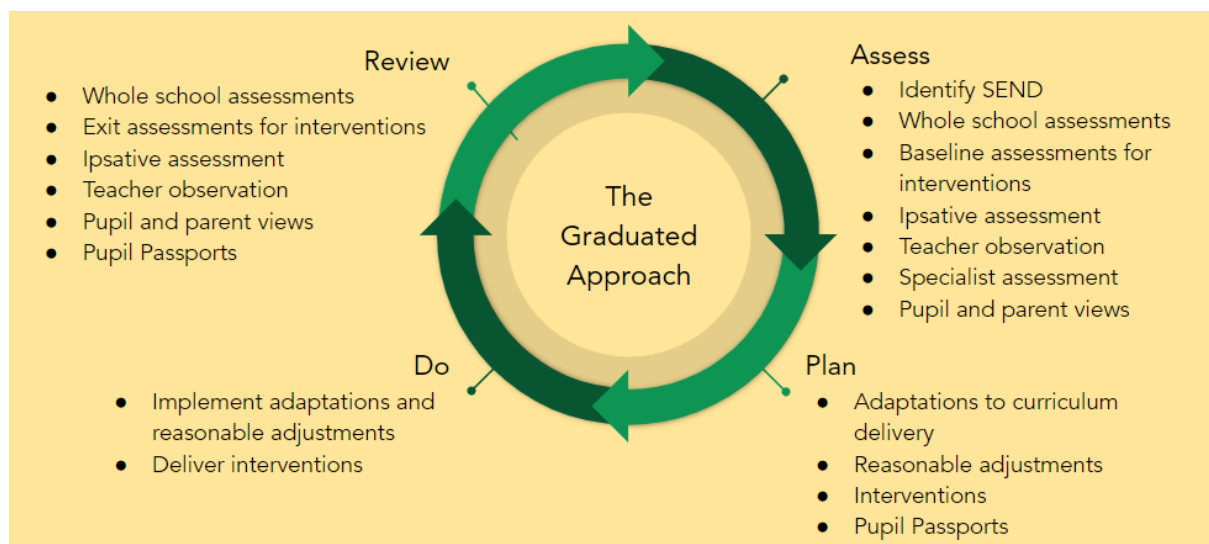
Regular training related to effective provision for learners with SEND will be provided to all staff on a termly basis. The impact of training and the effectiveness of provision for learners with SEND will be monitored termly by subject leaders and members of the Academy Leadership Team.

## Education Health and Care Plans (EHCPs)

An annual review will be conducted for all learners with an EHCP, in-line with statutory requirements. The SENDCo is responsible for the co-ordination of this review on behalf of the Local Authority and will ensure that all relevant stakeholders; including learners, parents/carers, key members of academy staff, health and social care, and any other outside agencies involved with the learner, are invited to the meeting and consulted as part of the review.

## The Graduated Approach

The Trust has provided Graduated Approaches to Social Inclusion (including SEMH), cognition and learning, and speech and language to support the needs of learners with SEND which takes the form of a four-part cycle: 'assess, plan, do, review'. Schools adapt these Graduated Approaches to best meet the needs of their pupils.



## Partnership with outside agencies

Our schools are proactive in identifying sources of support as learners develop through their school life. We seek to respond quickly to emerging needs and work closely with other agencies including:

- Educational psychologists
- Speech and language services
- Social services
- SEND Information and Advice Support Service (SENDIASS)
- Child and Adolescent Mental Health Services (CAMHS)
- Hearing Impairment Team
- Visual Impairment Team
- Inclusive Learning Service

The SEND Information Report is published on the academy's website.

The Local Offer from the Local Authority can be accessed through the academy's website.

## Admission Arrangements

No child will be refused admission to the academy on the basis of their special educational need, ethnicity or language need. In line with the Equality Act 2010, we will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision. See Admissions Policy on the academy's website.

## Arrangements for Transition

Learners with SEND and their parents/carers will be invited in to get to know the Academy prior to starting. Where possible, the SENDCo will make additional visits to feeder settings with high need SEND learners and attend Pre-Transfer Annual Review Meetings of any learners with EHCPs.

The SENDCo sends information regarding learners with SEND to any future settings and will be available to attend transition meetings as necessary.

## Complaints

If there are any complaints relating to provision for learners with SEND these will be dealt with inline with our Complaints Policy, which can be found on the Co-op Academies Trust website.

## Monitoring, Evaluation and Review

SENCOs and Headteachers are responsible for evaluating the effectiveness of the policy and SEND provision in their schools.

The Trust Board will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the trust.