



Policy: Special Educational Needs and Disability (SEND)

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1. Introduction

- 1.1. The Corinium Education Trust (the Trust) is an ambitious and inclusive family of schools.
- 1.2. We are committed to providing an ethos, environment and culture that are sympathetic to and understanding of the issues involved in providing a fair and appropriate education for pupils with special educational needs and/or disabilities.
- 1.3. We aim to transform lives and strengthen communities:
 - We put children and young people first;
 - We inspire a lifelong love of learning and fellowship;
 - We challenge everyone to achieve more than we all first think is possible.
- 1.4. We act with courage and kindness.
- 1.5. The Trust's overall values are underpinned by our statutory duties under the Equality Act 2010.
- 1.6. We aim to meet our obligations under the Public Sector Equality Duty by having due regard to the need to:
 - Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
 - Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it;
 - Promote mental health and wellbeing.
- 1.7. Our core equality objectives are especially relevant to our Special Educational Needs (SEND) policy. They are set out below:
 - Culture: To eliminate all forms of prejudice and discrimination and promote a culture of understanding, acceptance and positive action;
 - Curriculum: To ensure inclusion is a strong and consistent thread that runs through all activities;
 - Outcomes: To systematically plan to improve our understanding and promotion of diversity to help us raise standards and advance equality of opportunity.

2. Principles

- 2.1. The Trust is committed to enhancing the learning and life chances of all pupils. This means ensuring that:
 - All pupils realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all pupils regardless of specific need or academic ability;
 - All pupils with special educational needs and/or disabilities are identified, assessed and adequately supported;
 - All schools take steps to prevent disabled pupils from being treated less favourably than other pupils.
- 2.2. The Trust accepts that:
 - Some pupils have special educational needs that will range in severity and in origin either throughout, or at some time during their education, and that these needs must be addressed and provided for in a wide variety of ways;
 - All pupils, including children with special educational needs and/or disabilities, should have an entitlement to, and the greatest possible access to, a broad and balanced education;
 - Pupils with special educational needs and/or disabilities should be integrated fully into all aspects of their school, and this should be done without stigma, prejudice or discrimination.

- 2.3. All schools within the Trust adhere to this policy. This commitment is reflected in their individual procedures for pupils with SEND, provision maps and SEND Information Reports.
- 2.4. We make our best endeavours to:
- Ensure that the identification and assessment of pupils with special educational needs takes place as early as possible and in a timely and professional manner;
 - Keep a register of pupils with special educational needs in accordance with the SEND Code of Practice (2015), and to maintain all records relevant to decisions made in relation to any pupil's registration.

3. Special Educational Needs Code of Practice

- 3.1. The Trust follows the agreed guidelines in the SEND Code of Practice (2015): <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> .
- 3.2. The 0-25 SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have special educational needs and/or disabilities. These include:
- Taking into account the views of children, young people and their families;
 - Enabling children, young people and their parents/carers to participate in decision making;
 - Collaborating with partners in education, health and social care to provide support;
 - Identifying the needs of children and young people;
 - Making high quality provision to meet the needs of children and young people;
 - Focusing on inclusive practices and removing barriers to learning;
 - Helping children and young people to prepare for adulthood.

4. Definition of SEND (from SEND Code of Practice: 0-25 years, page 15)

- 4.1. A child or young person has a SEND if they have a learning difficulty or learning disability which calls for a special educational provision to be made for them.
- 4.2. A child of compulsory school age or young person has a learning difficulty or disability if they:
- (a) Have a significantly greater need in learning than the majority of others of the same age.
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- 4.3. A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.
- 4.4. Pupils on the SEND register will have needs that cut across the following four broad areas of SEND. As stated in the SEND Code of Practice (6.28-6.35, p.97) these are:
- Cognition and Learning;
 - Social, Emotional and Mental Health Difficulties;
 - Communication and Interaction;
 - Sensory and/or physical.

5. Aims

5.1. We aim to ensure:

- There is curriculum access for all;
- High standards of achievement and rapid and sustained progress by all pupils are encouraged;
- Every child achieves their potential regardless of special educational needs and/or disabilities;
- Each school in the Trust complies with the requirements of the Children's and Families Act 2014, the SEND Code of Practice and other statutory guidance (see 7);
- The Equality Act of 2010 duties for pupils with disabilities are met;
- The SEND Code of Practice is followed, with particular reference to the 'Schools' Guide to the 0 to 25 SEND Code of Practice'; The statutory duties of each school within the Trust are met for pupils with Education, Health and Care Plans (EHCPs);
- We utilise funds, either general use from the DfE or LA high needs top up, appropriately to procure additional resources to meet the needs of pupils with SEN;
- Pupils with SEND are identified as early as possible;
- All schools implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process;
- Appropriate individual learning outcomes are set based on prior achievement, high aspirations and the views of the pupils and their families.
- Teachers and staff continuously monitor the progress of all pupils;
- The views of the individual pupil are considered when determining the nature of provision made;
- Pupils are offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- Pupils are enabled to become independent, resourceful and resilient learners;
- There is ongoing communication with parents/carers about their child's progress, support and changing needs;
- Schools work closely with parents/carers and support agencies, other external agencies including those from Health and Social Care, to ensure clear communications and sharing of expertise in the best interest of the pupil;
- There is a climate of inclusion valuing high quality teaching for all learners, with teachers using a range of effective adaptation methods;
- Expertise and good practice is shared across the Trust, our schools and local learning community;
- Teachers and teaching assistants/teaching partners receive adequate training and information to enable them to support the learning of pupils with SEND in their classes;
- There is efficient and effective use of the Trust's resources;
- Where pupils with medical conditions also have SEND, their provision will have regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions'.

5.2. The Trust accepts that to identify, assess and provide effectively for pupils' special educational needs there should be the greatest possible degree of partnership between the pupil, staff, parents/carers and other outside agencies.

6. The Local Offer

6.1. Local authorities have a statutory duty to develop and publish a Local Offer, setting out in one place information about the support they expect to be available in their area across education, health and social care for children and young people in their area who have special education needs and/or disabilities, including those who do not have Education Health and Care Plans (EHCPs).

6.2. Schools within the Trust co-operate with each other and the Local Authority to help us fulfil our duty to develop and publish in the Local Offer, an authority-wide description of the special educational and training provision available in schools.

7. School SEND Information Reports

- 7.1. As part of the Local Offer requirements all schools within the Trust publish an annual SEND Information Report on their websites.
- 7.2. These annual SEND Information Reports follow the guidance set out in the SEND Code of Practice. We ensure all schools within the Trust provide information that is easily accessible by parents/carers and young people and written in clear, straightforward language.

8. Legal framework

- 8.1. This policy has due regard to all relevant legislation including, but not limited to, the following:
- Local Government Act 1974
 - Disabled Persons (Services, Consultation and Representation) Act 1986
 - Children Act 1989
 - Education Act 1996
 - Education Act 2002
 - Mental Capacity Act 2005
 - Equality Act 2010
 - The Equality Act 2010 (Disability) Regulations 2010
 - Health and Social Care Act 2012
 - Children and Families Act 2014
 - The Special Educational Needs (Personal Budgets) Regulations 2014
 - The Special Educational Needs and Disability (Amendment) Regulations 2015
 - The Special Educational Needs and Disability (Detained Persons) Regulations 2015
 - Data Protection Act 2018
 - The UK General Data Protection Regulation
 - Health and Care Act 2022
- 8.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
- DfE (2014) 'School Admissions Code'
 - Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'
 - DfE (2014) 'Special educational needs and disability code of practice: 0 to 25 years' (updated 2020)
 - DfE (2015) 'Supporting pupils at school with medical conditions'
 - DfE (2018) 'Working Together to Safeguard Children'
 - DfE (2018) 'Mental health and wellbeing provision in schools'
 - DfE (2023) 'Keeping children safe in education'
 - Teachers' Standards
 - Education Endowment Foundation Guidance: Supporting Pupils with SEND
- 8.3. This policy operates in conjunction with the following Trust and school policies:
- Admissions Statement and school Admissions Policies
 - Accessibility Policy and Plan
 - Data Protection Policy
 - Behaviour Statement and school Behaviour Policies
 - Concerns and Complaints Policy
 - Equality Information and Objectives
 - Equality, Diversity and Inclusion Policy (Pupils)
 - Exclusion Policy
 - Supporting Pupils with Medical Conditions Policy
 - Safeguarding and Child Protection Policy

9. Policy in practice

- 9.1. The Trust recognises that all staff have a role to play in meeting the special educational needs of our pupils.
- 9.2. The following factors all contribute to successful special educational provision and it is the responsibility of all staff, individually and collectively, to bring them to fruition:
- An assurance that pupils with SEND receive effective provision so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning. This provision will be based on Quality First Teaching that includes effective scaffolding and modelling. This allows all pupils to access learning in a safe and happy environment, supplemented by effectively targeted interventions that are reviewed regularly;
 - An assurance that parents/carers of pupils with special educational needs and disabilities are fully informed of their child's progress, support and interventions.
 - An ambitious curriculum adapted to meet individual needs. Upon transition to school, parents and carers will be made aware of what school can offer in terms of bespoke curriculum pathways;
 - Appropriate resources and equipment;
 - Specialist teaching of basic skills;
 - An enhanced level of provision for some pupils with high/complex SEND. Extra support, time and attention will be provided;
 - A robust process for evaluating the effectiveness of interventions is in place;
 - Positive environment and organisation;
 - Positive attitudes;
 - Working with parents/carers to ensure effective monitoring and reviewing of needs;
 - Identification and assessment procedures;
 - Advice, support and training from specialist teachers and external agencies engaged in special educational needs and disabilities;
 - Advice from relevant external agencies which is effectively responded to, acted upon and is considered in evaluating a pupil's provision;
 - A shared understanding of special educational needs and disabilities, and their educational, social and personal implications.
- 9.3. This policy seeks to support the guiding principles of the Trust by recognising the need to provide the structure for a pupil-centred process that engages pupils, families, our schools and other professionals in planning for and implementing high quality, needs led provision that is consistent across all schools.
- 9.4. The Trust will ensure that all of our pupils are able to access the same opportunities for learning and social development. This will enable them to achieve maximum progress, fulfil their potential and promote their well-being.
- 9.5. We are all committed to offering an inclusive curriculum to ensure the best possible outcomes for all pupils, whatever their needs or abilities, as a result of everyone working together.

10. Provision

- 10.1. Vulnerable pupils and pupils with special educational needs may need additional support.
- 10.2. If the pupil is known to have SEND when they arrive at a school within the Trust, the school's Special Educational Needs Co-ordinator (SENDSCO) will:
- Use information from the pre-school, primary or previous school to provide an appropriate curriculum for the pupil and focus attention on how to support the pupil within the class;
 - Ensure that on-going observation and assessment provide feedback about the pupil's achievements to inform future planning of their learning;
 - Ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme;
 - Involve the pupil in planning and agreeing targets to meet their needs.
- 10.3. The transition of pupils with more significant special educational needs and/or disabilities, especially those with high and complex needs, may be subject to a consultation about admission to a school. The Trust's schools are fully inclusive and our Headteachers and SENDSCOs make their best endeavours to accommodate all pupils with high or complex needs, within our mainstream settings. However, some needs, such as a requirement for a high degree of personal care or individual sensory spaces, may not be possible for every school to meet.
- 10.4. Pupils with challenging behaviour will be identified and monitored closely in normal teaching groups. This will enable staff to identify if any of these pupils may have an unmet SEND need and, therefore, need specialist SEND observation. However, persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND (SEN Code of Practice 6.21 p.96).

11. Roles and Responsibilities

- 11.1. Our SENDSCOs and their teams within each of our primary and secondary schools have a pivotal role to play in facilitating and coordinating our MAT wide approach to special educational needs.
- 11.2. It is the responsibility of our SENDSCOs to ensure the day-to-day operation of our SEND Policy. In fulfilling this responsibility, our SENDSCOs and their teams which may include a combination of specialist teachers and Teaching Assistants who work in partnership with all staff in their various roles as class and/or subject teachers, tutors and pastoral staff to ensure the effective and efficient implementation of the Trust's policies on special educational needs, will carry out a wide variety of roles and services which include:
- Supporting pupils in a variety of ways;
 - Direct teaching of basic skills programmes;
 - Coordinating provision across curriculum areas ensuring continuity across key stages;
 - Identifying and assessing pupils' needs;
 - Planning, monitoring and reviewing progress;
 - Registering special education needs and keeping records;
 - Liaising with external agencies and institutions;
 - Liaising with parents/carers;
 - Liaising with and advising fellow teachers.

12. Use of financial resources

- 12.1. The provision of SEND is funded through the main revenue budget for each school. Funds are deployed to implement the SEND Policy.
- 12.2. Resources are allocated to support pupils with identified needs. Each year our schools map their provision for pupils with special education needs to show how resources are allocated. These provision maps are monitored and reviewed regularly. They may be adapted during the academic year, responding to any change in need.

13. Areas of work in terms of Special Educational Needs and/or Disabilities

13.1. There are eight major areas of work in terms of SEND support within the Trust:

- Identification, Assessment and Recording;
- Access and Provision;
- Planning, Monitoring and Reviewing;
- Continuity and Transition;
- Personal and Social Integration;
- Working with External Agencies;
- Working in Partnership with Parents/carers;
- In-service Training.

14. A graduated approach to SEND support

14.1. All schools within the Trust will have a range of procedures in place to cover the following:

- Early and accurate identification of special education needs;
- Registering concerns about pupils;
- Collection of evidence from a variety of sources;
- Using relevant assessments.

14.2. The Trust is committed to the early identification of SEND and adopts a graduated approach to meeting SEND in line with the Code of Practice (Jan 2015).

14.3. Where pupils have special educational needs and/or disabilities or where they may be specific concerns, our SENDCOs and their teams are fully involved in the transition of pupils from pre-school to reception, reception to KS1, KS1 to KS2, KS2 to KS3 and from KS4 to Post 16. They liaise with pre-school, primary, secondary and Post 16 providers' SENDCOs to ensure that the needs of pupils transferring across all phases are, as far as possible, fully met. Where relevant, this process involves:

- Meeting regularly with pre-school or primary colleagues;
- Arranging individual visits for pupils prior to transfer;
- Attending EHCP review meetings;
- Reviewing pupils' prior attainment data;
- Collating additional information from parents/carers and external agencies as appropriate.

15. Registering a concern

15.1. Before pre-school transfer, a SENDCO will liaise with the pre-school/nursery, collect information and note any concerns of pre-school nursery workers, SENDCOs, and the nursery leaders about pupils with special educational needs.

15.2. Before secondary transfer, a SENDCO will liaise closely with each partner primary school and collect information and note any concerns of Year 6 class teachers, SENDCOs and the head teachers about pupils with special educational needs.

15.3. Before post-16 transfer, a SENDCO will liaise closely with the post-16 provider and share any relevant information about pupils with special educational needs with the settings SEND team prior to a pupil with special educational needs and/or disabilities commencing their new courses.

15.4. Any concerns about additional pupils that emerge after transfer will be raised through the following procedures:

- Subject teacher referral: subject teachers can refer concerns about a pupil's learning difficulties directly to the appropriate SENDCO, and ask for advice, support or further investigation;
- Parental concerns: parents'/carers' concerns about their child's special needs may be passed on by them, either directly or indirectly, to their child's school's SENDCO.

16. Collecting evidence

- 16.1. Before pre-school, primary or secondary transfer, evidence will be collected from the pre-school/nursery/primary school's SENDCOs and any other relevant services.
- 16.2. During a pupil's time at a school within the Trust, evidence will be collected in a variety of ways:
 - By our SENDCOs and their teams who have regular contact with pupils across subject areas;
 - By special meetings about pupils with SEND/subject/pastoral staff.

17. Assessments

- 17.1. The Trust will make use of the following procedures for pupils with special educational needs and/or disabilities.
- 17.2. The Trust's Managed Information System (MIS) provides useful information for analysing a range of special educational needs. In addition, for diagnostic purposes, a SENDCO may need to implement additional skills assessments. Appropriate subject assessments will provide general guides to the difficulties these pupils may be experiencing across the curriculum.
- 17.3. Where there is clear indication that an assessment from an outside specialist is necessary to diagnose a pupil's problem, the SENDCO will review relevant pathways with outside agencies.
- 17.4. The Trust is committed to carrying out its statutory duties for those pupils who are being formally assessed under the 1993 Education Act.

18. Registration/Recording

- 18.1. Once a pupil's special educational needs have been identified and assessed, the pupil will be placed on the SEND Register under the following headings:
 - Education, Health and Care Plan – EHCP
 - SEND Support – My Plan or My Plan Plus
- 18.2. Each school will maintain a special needs file for each registered pupil. This will include all records relevant to decisions made on the registration of that pupil.

19. Access and provision

- 19.1. Our policies emphasise the requirements for all teachers to ensure that the curriculum is adapted to meet the needs of all pupils so that they may receive quality first teaching and learning. This will ensure the greatest possible degree of access for pupils with special educational needs to ensure that they are motivated to learn, can develop and make progress at their own level with increasing independence.
- 19.2. The Trust accepts that by employing appropriate teaching and learning strategies, and by giving special consideration to curriculum delivery and resources, many of the pupils' needs can be met in the classroom. Teachers consider all aspects of the learning process and use adaptations where appropriate. There is a continuous cycle of planning, teaching, assessment and evaluation. This takes account of the wide range of abilities, aptitudes, and interests of all pupils, including those with special educational needs and disabilities.
- 19.3. In many subject areas curriculum planning and adaptations may be aided by the use of setting and/or flexible groups to enable personalised learning. In this way the curriculum content and pace of lessons can be adjusted appropriately. However, schemes of learning across all subject areas should include a range of resources and strategies to reflect the range of need within each class. Individual pupils may progress at different rates in different subject areas and so consideration of placement in a set and/or flexible group will be made subject by subject.

20. Learning Support

- 20.1. In addition to our adaptive practice, pupils with SEND will often require extra attention and support for their special educational needs and/or disabilities. The main focus of this learning support from Teaching Assistants will be in the mainstream classroom where these pupils will be taught alongside their peers.
- 20.2. It is the responsibility of our Headteachers and their SENDCOs to establish a framework of learning support across the curriculum in each school. The allocation of Teaching Assistants to classes will depend both on pupil priorities (to meet the requirements of EHCP pupils and to meet the needs of other registered pupils at SEND support level); and subject priorities (where priority will be given to the core subjects of English, Maths and Science and then to areas where pupils require the most help with reading, writing and conceptual understanding such as Humanities).

21. Education, Health and Care Plans (EHCPs)

- 21.1. Pupils with EHCPs will have their needs met in accordance with the specific objectives outlined in their Plans.
- 21.2. Each school holds Annual Review meetings for our pupils who have EHCPs and we complete the appropriate records for this process.
- 21.3. The aim of each Annual Review is to:
 - Assess the pupil's progress in relation to the objectives on the EHCP and review the provision made to meet the pupil's needs, as identified on the EHCP;
 - Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- 21.4. Our review procedures fully comply with those recommended in SEND Code of Practice (2015) and with local policy and guidance, particularly with regard to the timescales set out within the process.

22. Assess, plan, do, review

- 22.1. The Trust follows the four-part cycle set out in the SEND Code of Practice (para. 6.44- 6.56, pages 100-102).
- 22.2. The Trust ensures all processes related to pupils with special educational needs and/or disabilities have the pupil at the centre and also provide the opportunity for parents/carers to voice their hopes and aspirations for their child.
- 22.3. The Trust acknowledges that planning for SEND is an essential prerequisite for meeting pupils' needs.
- 22.4. At individual school level it is important to plan and develop an ambitious curriculum that will meet the continuum of needs which exist within the pupil community, and to provide the flexibility needed to meet the pupils' individual needs in schemes of learning.
- 22.5. At subject level it is important to plan schemes of learning in advance and in such a way as to match the learning potential of each group of pupils.
- 22.6. At classroom level it is equally important, as part of lesson planning, for teachers to anticipate the individual problems that pupils with SEND may face.
- 22.7. The Trust agrees that the monitoring of pupils with SEND should be a proactive process which aims at not only checking pupils' progress but managing it in a positive way. The Trust also recognises the importance of involving the pupils and parents/carers in the monitoring process.

- 22.8. The progress of all pupils with SEND is subject to the normal monitoring procedures across our schools. When necessary, they may also be subject to additional monitoring through a school's pastoral guidance and reporting system. The depth and extent of this monitoring will reflect the complexity and/or severity of the pupils' special educational needs and/or disabilities. Pen portraits, sometimes referred to as Individual Learning Plans (ILPs), provide a passport to learning for relevant pupils with additional SEND needs. Pupils and parents/carers are consulted on this process.
- 22.9. It is essential that effective communication channels between teaching, pastoral and SEND staff are created and maintained in this process.
- 22.10. The progress of registered pupils is subject to general reviews which take place at least three times per year. Some SEND reviews may take place at Parental/Carer Consultation Evenings, or individual reviews. At some stage or other, these reviews may involve the following parties:
- The school's SENDCO, SEND staff, pupils, parents/carers, and external agencies/LA representatives and, on occasion, the school's headteacher or member of the school's leadership team responsible for SEND;
 - Each school is committed to carrying out its duties for EHCP pupils who are subject to the Annual Review procedures set out in the SEND Code of Practice (para. 9.173-9.176, pages 195-197).
- 22.11. Pupils are able to share their views in a number of different ways; these views are welcome and acted upon; they are specially sought as part of their Annual Review, as part of any pupil progress meetings and at the end of a targeted intervention.

23. Continuity and transition

- 23.1. The Trust provides continuity of advice and provision for pupils with SEND throughout their school life, especially at the transitional points of between key stages and in preparation for post 16 education/training.
- 23.2. In order to make the most effective provision for pupils with SEND the Trust appreciates the importance of providing continuity of advice and provision for pupils as they progress through each Key Stage (KS) in their school. The Trust has procedures to fulfil the following:
- Effective transfer of information.
 - Consistency of approach and provision.
 - Special consideration at key transition points: pre-school/nursery to reception, reception to KS1, KS1 to KS2, KS2 to KS3, KS3 to KS4 and KS4 to KS5.
- 23.3. The Trust aims for all pupils to be ready for the next stage.
- 23.4. Each school will achieve continuity across these stages by liaising with all those parties who have knowledge of the pupils with SEND prior to transfer. This will include the SENDCO in each school, class teachers, special units, educational psychologists, and any other relevant external agencies. Based on this 'primary' information, a summary for each registered pupil is provided for all the teachers to help them plan their lessons.
- 23.5. In Year 7, subject teachers are also provided with base-line information for all Year 7 pupils. This includes relevant KS2 results, Cognitive Ability Tests scores and Reading scores. This data will also help curriculum planning and pupil target setting.
- 23.6. The transition between KS3 and KS4 for pupils with SEND can be enhanced by:
- Advice on subject options for relevant year groups;
 - Information Advice and Guidance from the Careers team;
 - Collaborative working between teachers, pastoral and inclusion leaders and SEND staff.

To support the transition between KS4 and post 16, the school closely monitors all pupils, including SEND pupils, throughout KS4 and with special reference to their estimated grades in their public examinations.

24. Personal and social integration

- 24.1. The Trust will ensure that all pupils, including those with special educational needs and/or disabilities, are fully integrated into the personal and social organisation of their schools and the provision of pastoral care. Relevant staff in each school, including class teachers and tutors will care for, support and monitor the personal, educational and social needs of all their pupils; and where appropriate, will seek additional support and advice.
- 24.2. Pupils with special educational needs and/or disabilities will receive their personal and social education alongside their peers.
- 24.3. At secondary level, through the curriculum, all pupils will receive careers advice and planning, and their entitlement to work experience. Special advice and consideration is given to pupils who have special needs which may affect their career options. At the beginning of Years 8, 9 and 10 teachers will be provided with an update of the progress of SEND pupils and their present registration stage.

25. Working with external agencies

- 25.1. To help meet the needs of individual pupils with special educational needs and/or disabilities there will be occasions when a school will need to seek special advice and support from agencies outside the Trust. In this endeavour, we are committed to effective partnership working with Gloucestershire County Council's Children's Services, <https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/> and SEND Support Services: <https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/special-educational-needs-and-disabilities-send/>
- 25.2. Child Health Services: A child's difficulty at school may be related to a medical condition or disability, or to medical treatment which affects the ability to participate fully in the curriculum. Each school will work in partnership with parents/carers and the relevant health services to ease worries and provide the necessary conditions for the child to thrive. If the school is the first to suspect a medical problem, it will advise the parents/carers and, where appropriate and with parental consent, consult their general practitioner or the School Nursing Service.
- 25.3. Child and Adolescent Mental Health Services (CAMHS): A child's progress may be significantly affected by emotional and behaviour difficulties that may be related to mental health problems. Some children may also have major difficulties with peer relationships, associated with a range of emotional and social difficulties, which have a potentially serious effect on the child's future health, development and education. In these cases, each school within the Trust will ensure that it liaises with the family and the relevant external specialists to provide maximum support for the child. If the school initiates the process, it will either advise parents/carers to seek help through their general practitioner or, with parental consent, will refer the child to the advisory teacher and/or educational psychologist, Teens in Crisis (TIC+) or CAMHS.
- 25.4. Children's Services and Education Inclusion Services: Schools within the Trust will cooperate at all times with local services including Early Help and Children's Social Care provision when a child is either 'in need' or 'at risk' of significant harm. Our Designated Safeguarding Leads (DSLs) are responsible for carrying out the necessary procedures in child protection cases, and work closely with our SENDCOs, especially for those pertaining to children with SEND.
- 25.5. If a child is being looked after by the local authority, as part of the childcare plan the school will help to provide educational arrangements, including provision for any special educational needs the child may have, in liaison with the support member of staff responsible for children who are looked after.

- 25.6. Special Educational Needs Support Services: In addition to those already referenced and in order to identify, assess and make adequate provision for pupils with special educational needs and/or disabilities, each school within the Trust will also work in close partnership with the following services:
- The Education Psychology Service
 - Advisory teacher service
 - The Hearing and visual Impairment Services
 - Speech and Language Therapy Service
 - Special Educational Units
 - Gloucestershire Hospital Education Service
 - The Virtual school (Children in Care Education Service)
 - Gloucester Care Services (NHS)
 - Children and Families Social Care Team
 - Families First
 - Family Information Service
 - Parent Partnership Scheme
 - The Careers Service
- 25.7. Liaison with special educational units will sometimes be necessary for advice, resources, or possible reintegration into mainstream for some pupils who have needed to spend time at another establishment. In all cases involving the above support services, the SENDCO will aim to observe the following general procedures:
- Decisions will be reached by the SENDCO in collaboration with the SEND team, pastoral team, and relevant school leaders;
 - Parental permission will be sought and a formal request for specialist support will be made;
 - Arrangements will be made to collect relevant information about the explicit nature and extent of the pupil's problems, and pass it on to the agency.
 - Arrangements will be made in the school for external specialists to meet and work with pupils/teachers/parents/carers;
 - Educational plans and provision will be adapted to take into account the specialist advice and support offered.

26. Working in partnership with parents/carers

- 26.1. The Trust takes account of the wishes, feelings and knowledge of parents/carers when making assessments and planning actions to meet their children's special needs. We encourage parents/carers to recognise that they have responsibilities towards their children, and that the most effective provision will be made when they work in partnership with the school and other agencies to meet their children's special needs.
- 26.2. Parents/carers of children with special needs are given the same general information and opportunities to share in their children's progress as all parents. In addition to this, parents/carers of children with special educational needs and/or disabilities may require and expect information on the following:
- The Trust's SEND policy;
 - The SEND support available from both the school and the LA's Local Offer;
 - The SEND assessment and decision making procedures;
 - Other services provided by the LA for children in need;
 - Local and national voluntary organisations which may provide advice and counselling;
 - The work of the parent partnership services such as SENDIASS.

- 26.3. The Trust values highly a partnership with parents/carers in obtaining the most effective provision for pupils with special educational needs. This partnership includes:
- Each school within the Trust explaining to parents/carers its concerns about their children's special needs and strategies that may be used to meet their needs;
 - Parents/carers working with their child's setting in monitoring special programmes and encouraging their children to take an effective part in them;
 - Each school within the Trust responding effectively to parental or carer concerns about the pupils' special educational needs;
 - Parents/carers responding effectively to a school's request for their involvement in meeting their children's special needs;
 - Each school within the Trust and parents/carers having joint reviews of pupils' progress where relevant.

- 26.4. The Trust will always try to ensure that parents'/carers' access to our procedures for pupils with special educational needs and/or disabilities in each school will be easy and as relaxed and flexible as possible.

27. In-service training

- 27.1. The Trust actively encourages all staff, teaching and non-teaching, through both external and internal in-service training, to develop their understanding of special educational needs and disabilities and their expertise in providing for pupils with such needs.

- 27.2. Teaching staff are encouraged to:

- Develop their understanding of special educational needs and disabilities and the educational, social and personal implications for a pupil having special educational needs;
- Develop their teaching expertise in providing for pupils with such needs;
- Keep up with any new initiatives, procedures and legislation in the area of SEND.

- 27.3. The Trust continues to develop the use of Teaching Assistants. We are aware of the need for them to benefit from the in-service training and for the teaching staff to be trained in the best ways of utilising Teaching Assistants as an important resource.

- 27.4. During their employment in the Trust, staff will be able to access external training relevant to their roles with regard to pupils with special educational needs and/or disabilities. This may include:

- Courses aimed at the SENDCO and/or SEND team to develop policies and practices, and to examine new legislation and guidance in this area;
- Courses for teachers wanting to specialise in areas of special educational needs and/or disabilities training;
- Courses for subject teachers wanting to develop special educational needs and/or disabilities provision in a curricular context;
- Courses for Teaching Assistants to develop their general understanding of SEND issues, and to be trained in support strategies and IT applications.

- 27.5. Staff will also be expected to engage in MAT-wide and school-based training, including:

- A full SEND induction for teaching and support staff;
- The option of allocating specific INSET days or staff meetings to deal with pertinent SEND developments;
- A SEND perspective on relevant Trust development areas;
- Training for Teaching Assistants.

28. Monitoring and review

- 28.1. The Trust has a rigorous and on-going cycle of monitoring and reviewing the impact of our SEND policy and procedures.
- 28.2. Monitoring visits will be conducted by the Trust Lead (CEO), SEND trustee and SEND link governors. During these monitoring visits they will assess whether each school:
 - Has clear procedures for pupils with special educational needs and /or disabilities;
 - Has trained its staff members to understand their responsibilities in these procedures;
 - Has ensured all staff are aware of their obligations in relation to pupils with special educational needs and disabilities.
- 28.3. The Trust's SEND trustee and our schools' local governing bodies' SEND link governors meet at least once a year with the Trust's SENDCOs to review the provision for pupils with special education needs and/or disabilities and our schools' capacity to meet the needs of all pupils. Any recommendations will be considered in a further review undertaken by the Trust Lead (CEO), headteachers and trustees.
- 28.4. This SEND Policy is formally reviewed annually by the designated SEND trustee and Board of trustees.
- 28.5. This policy is updated as needed to ensure it is up-to-date with all relevant legislation and guidance for pupils with special educational needs and/or disabilities, including evidence-based research.
- 28.6. Schools within the Trust will review their procedures for pupils with special educational needs and/or disabilities, specific to their contexts, annually with their Local Governing Bodies and the Trust Lead (CEO).
- 28.7. This SEND policy is published on the Trust's and each schools' websites.
- 28.8. Any changes made to this SEND policy will be communicated to all members of the Trust.
- 28.9. All members of staff are required to familiarise themselves with all processes outlined in this policy and in their school's procedures as part of their induction programme and annually during their employment.

Document History

Creation Date: June 2018

Trust Lead: Chiquita Henson, CEO

Approved by: Board of Trustees

First approval date: June 2018

Review frequency: Annually

Review date	Significant amendments	Made by	Next review
December 2019	No change.	CXH	October 2020
October 2020	Changed SENCO to SENDCO. Re-formatted to show document history.	CXH	October 2021
October 2021	Reference to SEND Code of Practice changed to reflect latest DFE update April 2020. References to parents changed to parents/carers.	CXH	October 2022
October 2022	Addition made to bullets and formatting in 2.1 re-disabled pupils.	CXH	October 2023
November 2024	Moved from over-arching statement to MAT-wide SEND policy. Based on examples from other MATs, incorporating CET's existing statement. Trust's SENDCOs consulted and draft checked against and aligned with SEND Code of Practice	CXH	November 2025