SEND Policy

(2025–2026)

SEND Policy

1. Policy Statement

We are committed to ensuring that every child and young person can achieve positive outcomes, regardless of need or background. We provide an inclusive learning environment where pupils with Special Educational Needs and Disabilities (SEND) are identified early, supported effectively and included fully in the life of the school.

This policy outlines the principles and statutory framework that guide our approach to SEND across all settings. It is supported by the **SEND Handbook**, which provides the operational processes, guidance and tools for staff.

2. Legislative and Statutory Framework

This policy is written with reference to:

- SEND Code of Practice (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Keeping Children Safe in Education (2024)
- Ofsted Education Inspection Framework
- Early Years Foundation Stage Framework (EYFS)

All practice reflects the legal requirement to make reasonable adjustments, remove barriers to learning and ensure that pupils with SEND are supported to achieve positive outcomes.

3. Principles of Inclusive Education

We believe that:

- All pupils are entitled to a broad, balanced and ambitious curriculum
- Early identification improves long term outcomes
- Strong partnership with parents supports effective provision
- Pupil voice is essential in shaping support
- High quality teaching is the foundation of SEND support

- Staff have a collective responsibility to meet the needs of pupils with SEND
- Provision must be evidence based, monitored and adaptable

4. The Graduated Response

We use a Trust-wide, three-tier graduated response system that aligns with the SEND Code of Practice:

Graduate 1: Early Identification (Quality First Teaching)

- Needs met within the classroom through adaptations and targeted teaching
- Short term personalised targets (IEP or similar)
- SENCo aware, but pupil not yet on SEND register
- Review every 6 to 8 weeks

Graduate 2: SEND Support

- Pupil is placed on the SEND Register
- Individualised provision planned using an Assess, Plan, Do, Review cycle
- External professional advice may be sought
- Review termly with parents and pupils
- Progress recorded through SEN Support documentation

Graduate 3: Education, Health and Care Plan (EHCP)

- Pupil has a statutory plan
- Outcomes and provision reviewed annually
- Coordinated multi agency involvement
- Adjustments are legally enforceable

Operational procedures, templates and expectations for each stage are set out in the **SEND Handbook**.

5. Identification of Need

We are committed to early and accurate identification. Identification may arise from:

- Practitioner observations
- Assessment information
- Parental concerns
- Pupil voice
- External professional input
- Behaviour, social or emotional indicators

Early identification follows the Trust Initial Concern process. Staff document emerging needs and discuss these with the SENCo. The SENCo guides next steps and ensures that appropriate adaptations are in place.

The **Handbook** provides the full identification pathway and flow process.

6. Roles and Responsibilities

The Governing Body

- Ensures the school complies with statutory duties
- Oversees strategic leadership of SEND
- Monitors the effectiveness of provision and deployment of resources

Headteacher

- Ensures the policy is implemented
- Supports the SENCo with leadership and resources
- Promotes an inclusive culture across the school

SENDCo

- Leads the graduated response
- Oversees identification, support planning and review cycles
- Provides advice, training and coaching for staff
- Coordinates external professional involvement
- Ensures accurate and compliant record keeping
- Quality assures provision and monitors impact

Teachers and Practitioners

- Deliver high quality teaching as the foundation of all SEND support
- Adapt teaching to meet needs within the classroom

- Implement strategies and recommendations
- Work collaboratively with parents and the SENCo
- Record evidence and contribute to reviews

Support Staff

- Deliver interventions under the direction of teachers and SENCo
- Contribute to assessments and reviews
- Promote independence and inclusion

7. The Universal Offer (High Quality Teaching)

High quality, inclusive teaching is the baseline of support for all pupils.

It includes:

- Differentiated planning
- Adaptive teaching
- Modelling, scaffolding and small step instruction
- Visual supports
- Support for language, communication and vocabulary
- Consistent routines
- Removing barriers to participation

The **Universal Offer expectations** and examples of strategies are detailed in the SEND Handbook.

8. Pupil Voice and Parent Partnership

We value the contributions of parents and recognise them as partners in their child's education. Parents are involved at every stage of the graduated response.

Pupils' views are gathered regularly at a level appropriate to age and understanding. Their insights inform planning and review.

The **Handbook** outlines the templates and approaches used to capture these views.

9. Provision and Intervention

Provision is matched to individual needs and informed by:

- Ongoing assessment
- Teacher observations
- External professional advice
- Pupil and parent views

We implement Universal, Targeted and Specialist interventions. Entry and exit criteria, intervention menus and delivery expectations are set out in the **SEND Handbook**, which ensures consistency and quality across settings.

10. Working with External Agencies

We work collaboratively with:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Medical professionals
- CAMHS
- Specialist advisory teachers
- Local authority SEND teams

The SENCo coordinates multi agency involvement and ensures recommendations are implemented and reviewed.

11. Monitoring, Review and Quality Assurance

SEND provision is monitored through:

- APDR cycles for Graduate 2 pupils
- Annual reviews for EHCPs
- Provision map reviews
- Lesson visits and learning walks
- Work sampling

- Pupil voice activities
- Evaluation of interventions
- Review of SEND Register

The **SEND Handbook** contains the operational QA cycle, expectations and tools used by leaders.

12. Transition

We ensure effective transition:

- Across year groups
- Between key stages
- Into and out of alternative provision
- Into secondary school
- Into post 16 destinations

Information sharing is timely and comprehensive. Pupil profiles, plans and strategies are passed on to ensure continuity.

13. Complaints

Complaints regarding SEND provision should follow the school complaints procedure. Concerns should first be discussed with the SENCo, followed by the Headteacher if needed.

14. Policy Review

This policy is reviewed annually or sooner if legislation or guidance changes.

Stakeholder contributions, including parents and external professionals, inform each review.