

Special Educational Needs and Disability (SEND) Policy

Version 1

**This policy applies to all NCLT Primary and Secondary
Schools and School Post 16.**



Wingfield Academy



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1.0 Aims and objectives

1.1 The Trust is committed to providing an inclusive learning environment, promoting high aspirations and expectations for all students. We recognise that every student is an individual who has a variety of educational, personal and developmental needs, which may change as the student develops.

1.2 We aim to support every student, allowing them the opportunity to achieve their potential by identifying need, providing appropriate support, and removing barriers to participation and learning.

1.3 We aim to encourage all students to become confident, resilient individuals who can make a successful transition onto their next steps, into adulthood and progress to positive and meaningful destinations. This includes support to enable informed choices about future pathways, such as further education, employment, apprenticeships, training, or higher education.

1.4 Our special educational needs and disabilities (SEND) policy aims to:

1.4.1 Make sure the schools in our trust fully implement national legislation and guidance regarding students with SEND

1.4.2 Set out how our trust will, across all of our schools:

- Identify, assess, support and make provision for students with special educational needs and disabilities
- Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
- To continually monitor the progress of all students, to identify needs as they arise and to provide intervention and support as early as possible
- Help students with SEND fulfil their aspirations and achieve their best
- Help students with SEND become confident individuals living fulfilling lives
- Help students with SEND make a successful transition into adulthood
- Ensure students with SEND have access to appropriate careers education, information, advice and guidance, supporting informed decision-making about progression routes
- Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student

1.4.3 Explain the roles and responsibilities of everyone involved in providing for students with SEND

1.4.4 Make sure the SEND policy is understood and implemented consistently by all staff

1.5 Throughout this policy, the term 'student' is used to refer to all children and young people on roll, including those of compulsory school age and those in post-16 provision.

2.0 Vision and values

2.1 At New Collaborative Learning Trust, we are committed to student achievement, personal development, social mobility and wellbeing. Guided by our core values of Candour, Challenge, Collaboration, Commitment and Care, we aim to remove barriers to learning, close gaps and ensure every student can thrive both academically and personally. Through early identification, appropriate support and the removal of barriers to learning, we aim to support all students to achieve their potential and make successful transitions into adulthood, education, training or employment.

2.2 At all the schools in our trust, we will provide all students with access to a broad and balanced curriculum.

2.3 We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

2.4 We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

3.0 Legislation and guidance

3.1 This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

3.2 This policy is also based on the following legislation:

- [Part 3 of the Student and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The [school trust governance guide](#) which sets out governors'/trustees' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out schools' obligation to admit all students whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly student with a disability or with special education needs
- Statutory guidance on Supporting students at school with medical conditions (December 2015)
- The Statutory Framework for the Early Years Foundation Stage (EYFS)
- Special Educational Needs and Disability: A Guide for Early Years Settings

- The SEND Code of Practice: 0–25 Years (Early Years Chapter)
- Safeguarding and Child Protection Policy
- Accessibility Plan

4.0 Inclusion and equal opportunities

4.1 In our trust we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

4.2 We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

4.3 Within Early Years provision, an inclusive approach is embedded throughout the curriculum and environment. Practitioners adapt activities, learning experiences and resources to ensure all children can participate, learn and develop alongside their peers.

5.0 Definitions

5.1 Special educational needs

5.1.1 A student has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

5.1.2 They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

5.1.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students of the same age by mainstream schools.

5.2 Disability

5.2.1 Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities. 'Substantial' is defined as more than minor or trivial e.g. it takes much longer than it usually would to complete a daily task. 'Long term' means 12 months or more.

5.2.2 All schools in our trust will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 Summary definition of SEND:

5.3.1 Students have special education needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. In addition, a student has a learning difficulty or disability if they:

- have a 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.

5.3.2 The SEND Code of Practice explains how the definition of disability and SEN work together:

‘Many student and young people who have SEN 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 student 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. Student and young people with such conditions do not necessarily has SEN, but there is a significant overlap between disabled student and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition’.

5.3.3 A student does not have a learning difficulty or disability solely because the language (or form of language) in which they will be taught is different from a language (or form of language) which is or has been spoken at home.

5.3.4 Some students with medical conditions will have an Individual Healthcare Plan that outlines the support required to meet their medical needs; this does not automatically mean they have SEND, though there may be overlap. A medical need is identified as a Special Educational Need only when it creates a barrier to learning that requires special educational provision—support that is additional to or different from the universal offer, as outlined in the Student and Families Act and DfE guidance on Supporting Students at School with Medical Conditions. Where a student has both medical needs and SEND, support will be co-ordinated alongside their healthcare plan, reviewed regularly, and reintegration will be planned carefully in line with medical advice.

5.4 The 4 areas of need

5.4.1 The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

5.4.2 Interventions will be selected that are appropriate for the student’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment

	These students may need ongoing additional support and equipment to access all the opportunities available to their peers.
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6.0 Roles and responsibilities

6.1 The SENDCo

6.1.1 While the SENDCo of each school in the trust retains strategic oversight of SEND, certain operational responsibilities may be delegated to suitably trained staff where appropriate, ensuring continuity and consistency of provision.

6.1.2 The SENDCo will:

- Work with the Head teacher, Director of Inclusion, Executive Director Secondary or Primary Education and relevant trust leaders to determine the strategic development of the SEND policy and provision in the school
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Work with the Head teacher and SEND Link Advisor to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- With the Head teacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Head teacher regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Head teacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Ensure that learners with SEND have access to appropriate, independent careers guidance that is tailored to their needs and aspirations, including preparation for adulthood in post-16 provision.
- Where the Trust operates Early Years Foundation Stage (EYFS) provision, the SENDCo will fulfil the role of designated SENCO in accordance with the EYFS Statutory Framework. The SENDCo will work closely with the setting's Early Years Lead and practitioners to support the early identification of children with SEND, work in partnership with parents/carers and external agencies, and ensure that appropriate provision, reasonable adjustments and graduated support are implemented to meet children's needs.

- Each setting has an appropriately experienced Early Years specialist to lead the day-to-day coordination of SEND within the EYFS provision. This colleague will work in partnership with the SENDCo and may take the operational lead in implementing, monitoring and reviewing SEND support, while the SENDCo retains overall strategic oversight and statutory responsibility.

The SENDCo, supported where appropriate by a suitably trained colleague, will also undertake the following duties:

- Inform any parents/carers that the student may have SEND and then liaise with them about the student's needs and any provision made
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND Support and differentiated teaching methods appropriate for individual students
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- Make sure the school keeps its records of all students with SEND up to date and accurate

6.2 The Local Advisory Group

6.2.1 The Advisory Group is responsible for making sure the following duties are carried out, though the duties are delegated to a Link Advisor with the responsibility for SEND (named on the school website):

- Monitor how the school implements the Trust's SEND Policy, ensuring it is applied consistently in practice and remains central to the Self-Assessment Report (SAR) and Quality Improvement Plan (QulP).
- Champion the needs and inclusion of students with SEND, acting as the local governance "voice" for SEND and supporting leaders to foster a positive, inclusive culture.
- Meet regularly with the SENDCo/SEND Lead to:
 - review the SEND register and understand local patterns of need

- discuss progress, attendance, behaviour, exclusions and destinations of SEND students
- explore staffing, interventions, Study Support capacity and curriculum access
- keep up-to-date with provision, external agency involvement and statutory processes
- Monitor the effectiveness and quality of SEND provision, including the impact of adaptive teaching, interventions, and Study Support, through reports, data, student voice, staff feedback and (where appropriate) learning walks.
- Ensure statutory duties are met, including the delivery of EHCP provision, annual reviews, accessibility planning, reasonable adjustments, careers guidance and safeguarding arrangements for SEND students.
- Maintain an up-to-date understanding of SEND at school level, including staffing, training needs, curriculum pathways, partnership work with external agencies, and preparation for adulthood.
- Gain assurance that the use of SEND funding is targeted, transparent and demonstrates clear impact on student progress and outcomes.
- Ensure the school has an appropriately qualified and effective SENDCo, with clearly defined responsibilities and sufficient time and resources to lead SEND provision.
- Ensure students with SEND can participate fully in school life, including school trips, celebrations, enrichment, work experience, wider opportunities and independent careers advice tailored to their needs and aspirations.
- Identify emerging risks—such as pressure on provision, rising levels of need, staffing shortages, training gaps or increased EHCP complexity—and escalate these promptly to Trust leadership.
- Make sure that all students from year 8 until year 13 are provided with independent careers advice
- Participate in appropriate training.

6.3 The Trust SEND Link Director

6.3.1 The trust's SEND Link Director is Diane Heritage.

6.3.2 The SEND Link Director will:

- Ensure the organisation's strategic plans reflect SEND legislation, regulations and statutory guidance.
- Work with the Chief Executive and Director of Inclusion to review whether Trust arrangements are creating an inclusive learning environment.
- Ensure the Trust's risk register includes SEND risks and that sensible mitigation measures are in place.
- Ensures the Trust monitors for Ofsted readiness
- Ensure SEND reports are a standing agenda item at the Education and Standards Committee and support Directors to understand and challenge the information presented.
- Ensure Trust data includes a clear SEND breakdown.
- Ensure an annual review of SEND-related policies and procedures, and report outcomes to Directors.
- Ensures the Trust monitors practice across all settings
- Commission qualitative and quantitative audits of SEND provision when needed.
- Champion inclusivity across the Trust.
- Engage in relevant training and development, and support Directors to enhance their understanding of SEND.

- Engage with stakeholders through meetings, activities and projects to strengthen inclusive practice.

6.4 The Headteacher of the School

6.4.1 The Headteacher will:

- Work with the SENDCo and SEND Link Advisory Group member to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and SEND Link Advisory Group member to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND in the school, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Ensure the curriculum meets the needs of SEND students/students.
- Provide performance management for all staff members and regularly review student/student progress as part of an overall Trust approach to assessment
- Consult with the Local Authority and other relevant parties where it is appropriate to deliver a co-ordinated approach to SEND provision
- Participate in appropriate training
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Teachers

6.5.1 Each teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet student needs through a graduated approach
- The progress and development of every student in their classes, including those with SEND, contributing to and implementing the Assess–Plan–Do–Review (APDR) process as part of classroom practice.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

- Working with the SENDCo to review each student's progress and development, and decide on any changes to provision
- Enabling students to use their agreed exam access arrangements as their normal way of working, including during classroom assessments.
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers, either directly or in collaboration with the SEND team as appropriate, to:
 - Support the setting of clear outcomes and contribute to reviewing progress towards them
 - Share information about classroom strategies, learning activities and support that help achieve agreed outcomes
 - Clarify the respective roles of the student, parents/carers and the school, as part of a shared approach
 - Listen to parents'/carers' views and aspirations for the student and feed these into planning and review discussions

6.6 Parents or carers

6.6.1 Parents or carers should inform the school if they have any concerns about a student's progress or development.

6.6.2 Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

For Year 7-11 parents or carers will be:

- Invited to termly meetings to review the provision that is in place for the student
- Asked to provide information about the impact of SEND support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given termly reports on the student's progress

For Post 16 provision, parents or carers will:

- Receive regular progress reports following data collection points followed by an opportunity to discuss the contents of the report and the students individual progress and needs
- Be invited to an end of year progression meeting to review progress and targets, including preparation for Year 13 or next steps

6.6.3 The school will take into account the views of the parents or carers in any decisions made about the student.

6.7 The student

6.7.1 Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to school targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

6.7.2 The student's views will be taken into account when making decisions that affect them, whenever possible.

6.8 The Health and Safety Lead

6.8.1 The Health and Safety Lead will:

- Ensure reasonable adjustments are made to the school for SEND students.
- Be responsible for the Trust's First Aid Policy.
- Maintain building assets and carry out routine checks for supporting SEND students.
- Provide E-VAC chairs and training for Fire Exit of SEND students from any of the Trust's buildings, where a risk assessment and Emergency Evacuation Plan has been put into place.
- Ensure Fire Marshalls and teaching staff are trained in Personal Emergency Evacuation Plans and use of E-VAC chairs, to ensure SEND students are supervised out of Trust buildings in times of fire, flood, extreme weather conditions and loss of electricity or in case of emergency.
- Ensure trip organisers assess risks and are well informed about arrangements for SEND students.
- Ensure appropriate insurance is in place that covers staff providing support to SEND students.

7.0 SEN Information Report

7.1 Every school in the trust publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

7.2 The information report will be updated annually and as soon as possible after any changes to the information it contains.

8.0 Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

8.1.1 Staff will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous schools and Key Stages, where appropriate. For post-16 students, assessment will also take account of prior attainment,

intended pathways and progression aspirations. They will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make, including adjustments that support engagement with learning pathways and future transition planning.

8.1.2 Teachers will regularly assess the progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

8.1.3 This may include progress in areas other than attainment; for example, wider development or social needs, or skills related to independence and readiness for future pathways.

8.1.4 When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated high-quality teaching. If progress does not improve the teacher will raise the issue with the Pastoral/learning support team or SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

8.1.5 Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

8.1.6 Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

8.1.7 When deciding whether the student needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, preparation for future learning, and the views and the wishes of the student and their parents/carers. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

8.1.8 If a student is joining the school, and:

- Their previous school has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the student starts at the school, so support can be put in place as early as possible, including information that supports effective transition and progression planning.

8.2 Consulting and involving students and parents/carers

8.2.1 Our schools will put the student and their parents/carers at the heart of all decisions made about special educational provision.

8.2.2 When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the student, including aspirations for future learning and pathways
- Everyone is clear on what the next steps are

8.2.3 Notes of these early discussions will be added to the student's record and given to their parents/carers.

8.2.4 We will formally notify parents/carers when it is decided that a student will receive special educational provision.

8.3 The graduated approach to SEND support

8.3.1 Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.



8.3.2 As part of the graduated approach, clear outcomes are identified at the planning stage to support each student's learning, development and wellbeing. For older and post-16 students, outcomes may also reflect preparation for adulthood, independence and future pathways. These outcomes guide the provision in place and provide a framework for reviewing progress. Where interventions are used, we complete baseline assessments to establish a starting point and then evaluate impact over time. Alongside quantitative data, we consider qualitative information (e.g., student voice and wellbeing) to inform decisions.

8.3.3 Progress towards agreed outcomes is tracked over time, and provision is adapted in response to what works best for the student. The assess–plan–do–review (APDR) cycle is continuous:

- Where reviews show sustained progress, a student may no longer require additional provision through SEND Support.
- Where further support is needed, targets, strategies and provision are refined to ensure needs continue to be met effectively.

8.3.4 For Primary and Secondary provision, Learning Plans (Secondary) or Individual Education Plans (Primary) are developed for students who require them and are written collaboratively with the student, parents/carers, pastoral/learning support staff or SENDCo and, where appropriate, external agencies. These plans include realistic, measurable targets and agreed strategies (for example, coloured overlays, a sloping board, enlarged print, or other reasonable adjustments). Learning Plan or IEP targets are reviewed termly, and may include targets that support independence, confidence and preparation for future pathways.

For Post-16 provision, review arrangements differ between compulsory school age and post-16 provision, reflecting the graduated approach set out in the SEND Code of Practice. Learning Plans will be reviewed regularly, at least twice a year and in line with data-collection points. Reviews may take place more frequently where a student's needs change, progress is a concern, or where additional support is required to support progression to next steps.

8.4 Early Years identification and assessment

8.4.1 For children within the Early Years Foundation Stage (EYFS), practitioners monitor children's learning, development and wellbeing through ongoing observation, assessment and interaction, in line with the EYFS Statutory Framework. Information gathered through day-to-day practice, discussions with parents/carers and statutory assessment arrangements, including the Progress Check at Age Two where applicable, is used to identify children who may require additional support at the earliest opportunity.

8.4.2 We recognise that early identification is essential in securing the best possible outcomes for children with SEND. Where concerns arise regarding a child's progress,

communication and interaction, cognition and learning, social and emotional development, sensory needs or physical development, practitioners will work in partnership with parents/carers and, where appropriate, external professionals to explore and understand the child's needs.

8.4.3 If a child is identified as requiring special educational provision, support will be planned and delivered through the graduated approach of Assess, Plan, Do, Review (APDR). Reasonable adjustments, targeted interventions and adaptations to the environment, curriculum and learning experiences will be implemented to remove barriers to participation and ensure the child can access learning and development opportunities alongside their peers.

8.4.4 The setting will work collaboratively with health professionals, local authority services and other relevant agencies to ensure that support is coordinated, effective and centred on the needs of the child and family.

8.4.5 For children in the Early Years Foundation Stage, SEND support is reviewed regularly with parents/carers through the Assess–Plan–Do–Review process to evaluate progress and agree next steps.

8.4.6 Where children with SEND are moving into, within or beyond the EYFS, the setting will work closely with parents/carers, previous or receiving settings and relevant professionals to plan and support effective transitions, ensuring information is shared appropriately and provision is in place from the earliest opportunity.

8.5 Levels of support

8.5.1 School-based SEND support

8.4.1.2 Students receiving SEND support will be placed on the SEND register. These students have needs that can be met by the school through the graduated approach and the schools targeted provision. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

8.4.1.3 The provision for these students is funded through the school's notional SEND budget.

8.4.1.4 On the census these students will be marked with the code K.

8.5.2 Education, health and care (EHC) plan

8.5.2.1 Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

8.5.2.2 The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

8.5.2.3 On the census these students will be marked with the code E.

8.6 Evaluating the effectiveness of SEND provision

8.6.1 We evaluate the effectiveness of provision for students with SEND by:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND Support
- Ascertaining student and parent/carer voice
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans
- Getting feedback from students' teachers
- Monitoring the progress of children in the Early Years Foundation Stage against their learning and development outcomes and intended next steps

9.0 Attendance

9.1 Many students with SEND face additional or complex barriers to regular attendance. Their right to an education is the same as that of any other student, and the attendance ambition for students with SEND is high. However, they may require personalised support, reasonable adjustments, or targeted intervention to help them attend consistently and feel safe and ready to learn.

9.2 In line with the Trust's Attendance Strategy, we rigorously monitor attendance patterns for students with SEND so that any emerging concerns are identified early. When a decline in attendance is noted, the SENDCo, pastoral/learning support staff, Attendance Team and parents/carers work together to understand the underlying barriers and agree appropriate support. This may involve reviewing SEND provision, adjusting the learning environment, or facilitating access to additional services.

9.3 Where absence persists, or voluntary support is not improving attendance, the school may formalise support plans in collaboration with the Local Authority and other partners, ensuring that reasonable adjustments remain central to decision-making. Any formal attendance processes will always take account of the student's SEND and their individual circumstances.

9.4 Where a student is unable to attend school due to physical or mental health needs, we work with parents/carers, health professionals, and the Local Authority to ensure suitable education is provided. This may include in-school adaptations, personalised timetables,

remote learning, or Local Authority-arranged education under Section 19 of the Education Act 1996.

9.5 Full details of the Trust's approach to attendance, including roles, responsibilities and escalation pathways, can be found in the Attendance Policy.

10.0 Safeguarding, Mental health and SEND

10.1 We recognise that students with SEND can face additional safeguarding challenges. Students with disabilities are statistically more likely to experience abuse than their peers, and additional barriers may exist when identifying indicators of abuse, exploitation, or neglect. These can include communication difficulties, assumptions about behaviour being linked to disability, or reliance on adults for care.

10.2 For details of the pastoral and communication support offered to students with SEND, and the measures in place to ensure their voices are heard, staff should refer to the Trust's Safeguarding and Child Protection Policy.

10.3 Mental health concerns are responded to through the Trust's safeguarding procedures in the first instance. All staff follow the Trust's Safeguarding and Child Protection Policy, including early identification, early support, and, where appropriate, escalation to the Designated Safeguarding Lead (DSL).

10.4 Where a student's mental health difficulty creates a barrier to learning and requires provision that is additional to or different from the universal pastoral, wellbeing or safeguarding offer, the difficulty may also be identified as a Special Educational Need under the category of Social, Emotional and Mental Health (SEMH).

10.5 In such cases, the SEND team will implement the graduated approach (Assess–Plan–Do–Review) alongside pastoral and safeguarding colleagues. Safeguarding oversight continues throughout, and thresholds relating to risk, harm or significant deterioration are detailed within the Safeguarding and Child Protection Policy.

11.0 Students with a Medical Need

11.1 Where a student requires medication, the Trust will provide a safe and appropriate space for storing medication securely. In line with Trust procedures, the student will usually self-administer their medication, with staff assisting only to hand over the medication in accordance with the agreed plan. Staff will not measure dosages or monitor medication intake.

11.2 For certain urgent conditions (e.g., epilepsy or diabetes), medication may be administered by trained first aid staff as part of a pre-agreed emergency response plan.

Emergency medication packs are stored safely and will be handed to paramedics in the event of an emergency.

11.3 Where a student declares a medical need relating to an allergy, the Trust will follow internal procedural guidance to prepare an Individual Healthcare Plan and/or Risk Assessment (IHCP/RA). This will outline emergency management steps for anaphylaxis and detail the control measures required to reduce exposure to allergens.

11.4 Please see Supporting Students with Medical Conditions Policy, First Aid policy and Health and Safety Policy for more information

12.0 Expertise and training for staff

12.1 Training and professional development are provided regularly for all teaching and support staff. Headteachers and SENDCos continuously monitor staff training needs and integrate these into the school's ongoing programme of professional development. All staff receive information about the college's SEND arrangements as part of induction, including expectations for inclusive practice, the graduated approach, and how to access support from the SEND team.

12.2 The SENDCo is appropriately qualified and undertakes further training to distinguish between unmet need and behaviour that may pose risks or significantly disrupt learning. Such behaviour is never overlooked and is monitored to ensure underlying needs are identified and addressed. The SENDCo cascades relevant training to staff and arranges external specialist training where required. To remain up to date with local and national developments, the school SENDCo also attends termly development days.

13.0 Links with external professional agencies

13.1 The trust recognises that we won't be able to meet all the needs of every student. Whenever necessary, our schools will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

14.0 Admission and accessibility arrangements

14.1 Admission arrangements

14.1.1 The school's admissions arrangements comply fully with the School Admissions Code (2021), the Student and Families Act 2014, and the Equality Act 2010. No student is refused admission or treated less favourably because of their special educational needs or disability. The school makes all reasonable adjustments necessary to ensure equal access to the admissions process. The school's published Admissions Policy, updated annually and available on our website, sets out the full criteria for entry.

14.1.2 Students with an Education, Health and Care Plan (EHCP) will be admitted where the school is named by the Local Authority, in accordance with statutory requirements through a consultation process. These admissions are confirmed prior to the allocation of other places. Most students with SEND do not require an EHCP; applications for these students are considered in line with the school's published admissions criteria and through the Local Authority's coordinated admissions process. Having SEN or a disability (SEND) is not a criterion for refusal of a place.

14.1.3 Where the school is oversubscribed, places are allocated according to the priority order set out in the Admissions Policy. This includes, for example, looked-after and previously looked-after student, and student with a specific medical or social need supported by professional evidence. Oversubscription criteria are applied consistently, fairly, and without discrimination. Criteria are not applied in ways that could disadvantage students with SEN or disabilities (SEND).

14.1.4 Throughout the admissions process the school makes reasonable adjustments to support equal access, and works closely with families, primary schools and relevant professionals to understand individual needs and plan for a smooth and supportive transition into the school. Enhanced transition arrangements can be made where appropriate.

14.1.5 Further details, including oversubscription criteria, catchment area information and waiting list arrangements, can be found in the Trust Admissions Policy published on the school's website.

14.2 Accessibility arrangements

14.2.1 The Trust is committed to ensuring that disabled students are not treated less favourably than their peers. In line with the Equality Act 2010, we take proactive steps to remove barriers to learning and participation, including making reasonable adjustments, differentiating teaching, and adapting resources and environments to meet individual needs.

14.2.2 Disabled students are supported through a combination of high-quality teaching and targeted adaptations. Teachers are responsible and accountable for the progress of all students in their class (SEND Code of Practice 2015, 6.36), and learning is planned and differentiated to ensure every student can access a broad and balanced curriculum. Adaptations may include changes to teaching methods, additional processing time, pre-teaching, the use of assistive technology, visual supports, specialist equipment, or modified resources. Departments use Schemes of Learning that plan for varied needs, and external agency advice is incorporated where relevant.

14.2.3 To support physical access and inclusive participation, the Trust provides a range of facilities and auxiliary aids, such as accessible learning spaces, adjusted furniture, sensory and communication supports, and examination access arrangements (e.g., additional time, a scribe or assistive technology, where permitted by JCQ guidance). Transition and induction processes are designed to ensure that disabled students are well prepared for entry and can engage fully in school life.

14.2.4 Each school has an Accessibility Plan that outlines how we will:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment to enhance access to education, facilities and services
- Improve the availability of accessible information in alternative or adapted formats

14.2.5 The Trust's Accessibility Plan can be [viewed here](#).

15.0 Allocation of Resources for students with SEND

15.1 The SEND budget is based initially on the identification of needs across the school, is allocated by the LA and is then reviewed by the Head Teacher, Executive Director of Secondary Education, and if required, the Board of Trustees/Local Advisory Group in the light of the provision that they wish to maintain or develop.

15.2 It is supplemented by additional resources from the schools budget.

15.3 Capitation is available for the daily running of the department.

15.4 The SENDCo oversees the allocation of human and other resources for students with SEND respectively in light of their SEND and level of need. Specific provision may be outlined in EHC plans.

16.0 Complaints about SEND provision

16.1 We aim to resolve concerns about SEND provision promptly and informally. Parents/carers should first raise any concerns with the teacher, SENDCo or Headteacher. We will try to resolve the complaint informally in the first instance. Where issues cannot be

resolved at this stage, a formal complaint may be submitted in line with the Trust's Complaints Policy (available on the school website).

16.2 Concerns relating to the content or statutory processes of an Education, Health and Care Plan (EHCP) should be raised with the Local Authority, which holds responsibility for the plan.

16.3 If a parent/carer or student remains dissatisfied after following the formal complaints process, the matter may be escalated further. In some cases, students also have the right to raise a complaint. Guidance on resolving disagreements can be found in the SEND Code of Practice (2015), pages 246–247.

16.4 Parents/carers may choose to use independent disagreement resolution or mediation services before making a legal appeal. Information about local mediation services can be found here:

[Resolving disagreements – Rotherham SENDIASS](#)

Further information on making a claim can be found at:

<https://www.gov.uk/complain-about-school/disability-discrimination>

16.5 Where a parent/carer believes the student has been discriminated against because of their SEN or disability (SEND), they may make a claim to the First-tier SEND Tribunal. This may relate to admissions, exclusions, educational provision, or reasonable adjustments.

16.6 Free, impartial support is available through Rotherham SENDIASS, and independent mediation is available through Collis Mediation, commissioned by Rotherham Metropolitan Borough Council.

17.0 Monitoring and evaluation arrangements

17.1 Evaluating the effectiveness of the policy

17.1.1 We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents/carers

17.2 Monitoring the policy

16.2.1 This policy will be reviewed by Claire Attrill (Director of Inclusion) every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

16.2.2 It will be approved by members the Trust Board.

18.0 Use of Artificial Intelligence tool

18.1 To enhance the efficiency and consistency of our SEND processes, the Trust may use internal artificial intelligence (AI) providing capacity for our SEND teams to focus more time on high quality provision and strategic decision making.

18.2 NCLT's Data Protection Policy sets out the Trust's approach on the use of AI.

19.0 Links with other policies and documents

19.1 This policy links to the following documents:

- SEN information report
- Admissions Policy
- The local offer
- Accessibility plan
- Behaviour for Learning policy
- Supporting students with Medical Conditions Policy
- First Aid Policy
- Health and Safety Policy
- Student Attendance and Punctuality policy
- Safeguarding and Child Protection policy
- Complaints policy