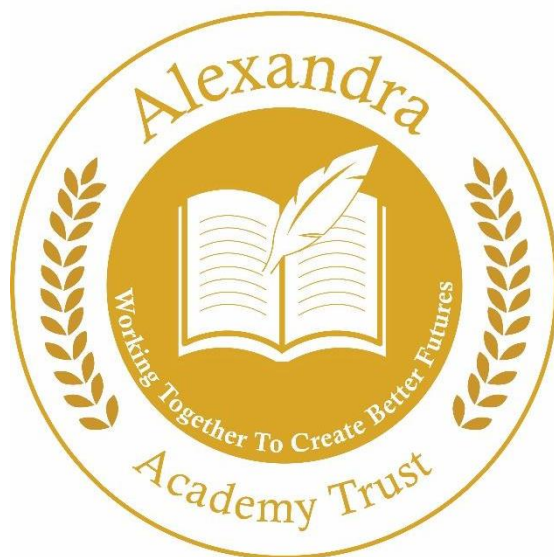


The Alexandra Academy Trust



Special Educational Needs and Disabilities (SEND) Policy

Approved by:	Trust Board	Date: Spring 2025
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This SEND policy sets out our approach to SEND across The Alexandra Academy Trust. To find out exactly how this policy is implemented in 1 of our academies, see the SEND information report on the academy's website.

1. Aims and objectives

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

- Make sure the schools in our trust fully implement national legislation and guidance regarding pupils with SEND
- Set out how our trust will, across all of our schools:
 - Identify pupils requiring SEND provision at the earliest opportunity
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At all the schools in our trust, we will provide all pupils with access to a broad and balanced curriculum which is carefully designed and successfully adapted to ensure that all pupils understand the relevance and purpose of their learning.

We are committed to making sure all our pupils have the chance to thrive, supporting them to meet their full potential and enabling them to develop the key skills of independence and resilience.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils.

Positive relationships form an essential part of our inclusive practice and we recognize the impact that this has on pupils' sense of belonging. We strive to ensure that every pupil feels that they belong in our school. We believe that our pupils are more likely to thrive when they experience a genuine sense of belonging and feel part of our school community - this is central to our inclusive vision.

3. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils 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, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils 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 [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- › The [School Admissions Code](#), which sets out schools' duty not to disadvantage unfairly children with a disability or with special education needs

4. Inclusion and equal opportunities

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

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

5. Definitions

5.1 Special educational needs

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

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

Special educational provision is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term effect on their ability to do normal daily activities.

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

5.3 The 4 areas of need

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

Provision will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils 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 do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. 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 pupils 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. Pupils 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 pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils 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 <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

All the schools in our trust, follow a whole school approach whereby all staff and governors are responsible and accountable for implementing the SEND policy.

6.1 The SENDCo

The SENDCo of each school in the trust will:

- Work with the school Principal, other school leaders and the SEND Link Governor to determine the strategic development of the SEND policy and provision in the school
- Oversee the day-to-day operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, 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 pupils with SEN receive appropriate support and high-quality teaching

- › Advise on the graduated approach to providing SEND support and adaptive teaching methods appropriate for individual pupils
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- › Working with teaching staff to oversee the transition arrangements for pupils entering or exiting school. This includes the year 6 transition to high school, EYFS transition and in-year transitions.
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the Leadership Team, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development, contributing to in-service training as appropriate
- › With the Leadership Team, regularly review and evaluate the breadth and impact of the SEND support the school offers
- › Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- › Keeping up-to-date with local and national SEND legislation and guidance

6.2 The Local Governing Board

The local governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when their child's school is making special educational provision for the child
- › Make sure that arrangements are in place in schools to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date records of the provision made for pupils with SEND
- › Publish information on each school's website about how the schools are implementing their SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the schools' accessibility plans
- › Make sure that there is a qualified teacher designated as SENCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND Local Governor

The SEN Local Governor] will:

- › Help to raise awareness of SEND issues at local governing body meetings
- › Monitor the quality and effectiveness of SEND provision within each school and update the board on this
- › Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision

- › Keep up-to-date with local and national SEND legislation and guidance and developments within each school

6.4 The Principal

The Principal will:

- › Work with the SENDCo and SEND Local Governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENDCo and local governors 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 pupils with SEND in their 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 pupils
- › Make sure that the SENDCo has enough time and support to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Ensure the LA are advised when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, 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
- › 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 Class teachers

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” SEN Code of Practice 2014.

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with support (e.g. teaching assistants and learning support assistants) to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Ensuring they follow this SEND policy and the SEND information report
- › Communicating with parents regularly to:
 - Inform any parents that their child may have SEN
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the class teacher if they have any concerns about their child's progress or development.

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

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

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils are given the opportunity to provide information and express their views about their SEND and the support provided. Pupil voice is gathered in a variety of ways depending on their age and ability. The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

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

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

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils 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

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness through ordinarily available inclusive provision. If progress does not improve the teacher may deem it appropriate to record a pupil's emerging difficulties at the First Concerns level. The class teacher will discuss these emerging concerns with parents/carers and record them on a First Concerns Profile.

A review of the First Concerns Profile will determine the level of support needed and whether additional support is required. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

Where additional and/or different support is required, the child may be formally identified as having a special educational need. At this point, and in agreement with parent/carers, it would be appropriate to add the pupil to the Special Educational Needs Register.

8.2 Consulting and involving pupils and parents

Our schools value the contributions of the pupil and their parents/carers regarding decisions made about their special educational provision. This ensures:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account any concerns the parents have
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

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

8.3 The graduated approach to SEND support

Once a pupil 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.

1. Assess

The pupil's class teacher will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to the support that is put in place.

2. Plan

The pupil's class teacher will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on a SEND Support Plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves a specific intervention, away from the main classroom, the pupil's class teacher still retains responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. The teacher will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEND support

Pupils receiving SEN support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach.

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

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils 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 pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget with some additional top-up funding from the Local Authority.

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- › Tracking pupils' progress
- › Carrying out the review stage of the graduated approach in every cycle of SEN support
- › Monitoring by the SENDCo
- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil and their parents/carers

9. Expertise and training of staff

Training will be provided to teaching and support staff as required. The Senior Leadership Team and the SENDCo will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

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

- › Speech and language therapists
- › Specialist teachers or support services
- › Educational psychologists
- › Occupational therapists or physiotherapists
- › General practitioners or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)

11. Admission and accessibility arrangements

The trust's admissions criteria does not discriminate against pupils with SEND and each school has due regard for requirements set out in the School Admissions Code. For more information regarding school admissions please refer to the school's admission policy which can be found on the school website.

The trust has an ongoing commitment to improving accessibility for all users. For more information regarding accessibility please refer to the school's accessibility plan which can be found on the school website.

12. Complaints about SEND provision

Where parents/carers have concerns about their child's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to discuss their concerns with the SENDCo or a member of the Senior Leadership Team.

Formal complaints about your child's SEND provision should be made to the Principal in the first instance. They will be handled in line with the trusts complaints policy which can be found on the school website.

13. Monitoring and evaluation arrangements

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.

This policy will be reviewed by The Trust SEND Team every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the local governing board and the board of trustees.

14. Links with other policies and documents

This policy should be read in conjunction with other trust documents such as:

- SEND information report
- The local offer
- Admissions policy
- Accessibility plan
- Behaviour policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy