

SEND Policy

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Working together to be exceptional in all that we do so that we may have life and live it to the full (John 10:10)

School Ethos and Vision

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 5 core values of:

- Act Wisely
- Build Community
- Embrace Opportunities and experiences
- Help others
- Show kindness

These core values underpin our policies, procedures, and the way we treat one another in our community. As a community we are working together to be exceptional in all that we do, so that we may "have life and live it to the full". (John 10:10)

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Introduction

Statement of intent

- 1.1.1 This policy sets out our vision and principles for children and young people with SEND and our expectations for all of our academies across our Trust. The offer in our curriculum and wider activities within each of our Academies can be found in the SEND Information Reports which are published on our Academy websites.
- 1.1.2 These expectations will ensure we are compliant with the requirements and ethos of the current SEND statutory framework and serve to improve outcomes for all learners.
- 1.1.3 Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding, and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve, and participate fully in the life of the Academy. Inclusion focuses particularly on those groups of children who have historically been marginalised or who have underachieved. Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs – this is equity in learning.
- 1.1.4 Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. All children, including those identified as having special educational needs and / or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.
- 1.1.5 All schools in England must have regard to the Code of Practice (2015) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEND (Special Educational Needs) or disabilities in light of the guidance set out.
- 1.1.6 Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.
- 1.1.7 The Teachers' Standards (2012) makes clear the expectation for all teachers to "adapt teaching to respond to the strengths and needs of all learners." Teachers must "have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)
- 1.1.8 Terminology
- Our Trust means Authentic Education
 - Academy means an Academy within Authentic Education
 - Principal means the Headteacher or Head of school

- CEO (Chief Executive Officer) means the executive officer of Authentic Education

Audience

This policy applies to all education staff, as well as professional services staff when considering reasonable adjustments, funding, and provision for learners with SEND.

Revision history

Issue	Date	Author	Changes
V0.01	03/09/2025	Simon Tanner and Rachel Yetton	Updated from previous Trust policy
V0.02	01/09/2026	Simon Tanner	Reviewed for 2026–27 academic year to reflect updated statutory attendance guidance, OFSTED inspection arrangements, SENCo qualification requirements and national SEND reform developments.

Definitions

Definition of SEND (Special Educational Needs and Disabilities)

- There is a clear distinction between ‘underachievement,’ often caused by a poor early experience of learning, and ‘special educational needs. Some learners may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these learners ‘catch up.’
- A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children and young people of the same age by mainstream schools and early years’ settings.

Definition of disability

- Many children and young people with SEND may also have a disability. A disability is described in law (the Equality Act 2010) as ‘a physical or mental impairment, which has a long-term (a year or more) and substantial adverse

effect on their ability to carry out normal day-to-day activities.’ This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

- The Equality Act requires early years’ providers, schools, colleges, other educational settings, and local authorities to:
- Not directly or indirectly discriminate against, harass, or victimise disabled children and young people.
- Make reasonable adjustments, including the provision of auxiliary aids and services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as ‘anticipatory.’

Ethos

At Authentic Education, we believe that every child has the right to an inclusive, empowering, and high-quality education. Our SEND provision is guided by a strong moral purpose and the belief that children wherever possible can attend their local community Academy and that difference should be recognised, respected, and valued. We are courageous in our commitment to advocating for learners with SEND, challenging inequality, and removing barriers to learning so that all children can thrive in an environment where they feel supported to develop.

Our ethos also embraces being innovative in how we meet the needs of learners. We use creative and evidence-based approaches to personalise support and continually reflect on our practice to improve outcomes for all. Alongside this, we strive for excellence in everything we do, ensuring our staff are well trained and our expectations for every learner remain ambitious. Through this shared commitment, we foster a culture where every child is enabled to reach their full potential.

Our aim is to ensure every learner has the opportunity to achieve his or her best. We do this by always placing the child at the forefront of everything we do and reinforcing our Academy values.

We are committed to providing an inclusive curriculum to ensure the best possible progress for all our learners whatever their needs or abilities. Not all learners with disabilities have special educational needs and not all learners with SEND meet the definition of disability, but this policy covers all these learners.

We aim to achieve this through the removal of barriers to learning and participation. We want all our learners to feel that they belong and are a valued part of our Academy community.

Through appropriate curricular provision, we respect the fact that learners:

- Have different educational and behavioural needs and aspirations.

- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers and support staff respond to learner needs by:

- Providing support for learners who need help with communication, language and literacy.
- Planning to develop learners understanding through use of all their senses and through varied experiences.
- Planning for learners' full participation in learning, in physical and practical activities.
- Helping learners to manage their behaviour and to take part in learning effectively and safely.
- Helping learners manage their emotions and to take part in learning.

Legal framework

This policy is compliant with the following legislation and regulation:

- The Special Educational Needs and Disability Code of Practice 2015
- The Equality Act 2010
- The Children and Families Act 2014, Part 3
- The Special Educational Needs and Disability Regulations 2014

Education Act 1996

School Attendance Regulations 2024

Working Together To improve School Attendance (statutory guidance, updated July 2026)

Statutory guidance concerning children unable to attend school because of health needs

Supporting pupils at school with medical conditions

Current statutory exclusions/suspensions guidance

Children Missing Education: statutory guidance for Local Authorities and schools (September 2025)

Learners with SEND

The Code of Practice (2015) makes clear the four broad areas of Special Educational Need; these are:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

- 4.2 A diagnosis is not required for a learner to be identified as having SEND or to receive SEND Support. Identification should be based on the learner's needs, barriers to learning, progress and the special educational provision required.

4.3 Difficulties related solely to attendance, English as an additional language, disadvantage, adverse childhood experiences or gaps in prior learning do not in themselves constitute SEND. However, these factors may coexist and interact with SEND and should be considered carefully as part of assessment and identification.

4.4 In line with the Code of Practice, all schools follow the graduated approach to a learner's special educational needs. This support should take the form of "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes." This is referred to as Assess, Plan, Do, Review (APDR)



4.5 Our academies gather information regularly about every learner's progress, alongside national data and expectations of progress. Academic data is updated following assessment windows and shared with learners and parents/carers. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:

- be significantly slower than that of their peers starting from the same baseline
- fail to match or better the learner's previous rate of progress
- fail to close the attainment gap between the learner and their peers
- widen the attainment gap.

Learners may also be identified via pastoral and academic meetings where attendance and behaviour data are considered. Where teachers decide that a learner is making less than expected progress despite high quality, inclusive and adaptive teaching and use of the graduated response. Learners should be identified in line with our Academy's identification process following support from the teacher, head of year/phase lead.

- 4.6 The Academy demonstrates strong leadership and responsibility for SEND (Special Educational Needs and Disabilities) through a clear and strategic approach to provision. Key staff members are identified and recognised for their roles in supporting SEND, and ongoing professional development and performance reviews are used effectively to improve outcomes for pupils with SEND.
- 4.7 Where appropriate and evidence is either provided or identified, our academies will implement appropriate access arrangements for our learners which will be used as 'normal way of working'. Any award will be made in line with the Joint Council for Qualifications (JCQ) guidance for Secondary academies and the Standards and Testing Agency for Primary academies.

Enjoyment and innovation for learners with SEND is well evidenced through high-quality teaching and intervention. Teachers are expected to anticipate and identify barriers to learning and adapt teaching, resources, environments and assessment appropriately while maintaining ambitious curriculum expectations.

- 4.8 The aspiration and development of learners with SEND is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners are well-prepared for the next stages of their educational journey.
- 4.9 Collaboration and inclusion are well evidenced when the provision for learners with SEND is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which is different from and/or additional to that already offered and which secures effective partnership working for all involved – including parents/carers.
- 4.10 The Academy is committed to acting with honesty and with integrity in the appropriate and early identification of learners' needs; where the SEND register is an accurate and regularly updated 'live document' and where specialist support is available 'at the right time'.

Academies will monitor the extent to which learners with SEND belong, participate and achieve within their Academy; whether barriers to learning, attendance and participation are identified and removed; whether adaptations enable learners to access an ambitious curriculum; and whether SEND learners experience the wider life of the Academy equitably, including enrichment, personal development, careers and preparation for adulthood.

Academies will recognise the relationship between SEND, barriers to attendance and persistent or severe absence. SENDCo, attendance, pastoral and safeguarding leaders will work collaboratively to identify and address barriers to attendance for learners with SEND. Attendance interventions will take account of individual needs, reasonable adjustments, the voice of the learner and family and, where appropriate, advice from external professionals. Academies will recognise that children missing education and unexplained or prolonged absence can constitute a safeguarding concern and will

follow the Trust's attendance, safeguarding and Children Missing Education procedures accordingly.

5 Children with health needs who cannot attend school

- 5.1 Authentic Education aims to ensure that all children who are unable to attend school due to medical needs, and who would not receive suitable education without such provision, continue to have access to as much education as their medical condition allows, to enable them to reach their full potential.
- 5.2 Due to the nature of their health needs, some children may be admitted to hospital or placed in alternative forms of education provision. We recognise that, whenever possible, learners should receive their education within their Academy, and the aim of the provision will be to reintegrate learners back into school as soon as they are well enough.
- 5.3 Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school. The Principal, SENDCo and designated safeguarding lead will be responsible for making and monitoring these arrangements.

Where it becomes clear that a learner is likely to be unable to attend school for 15 school days or more, whether consecutively or cumulatively, because of health needs, the Academy will work promptly with the Local Authority so that it can fulfil its responsibilities under section 19 of the Education Act 1996 and appropriate educational provision can be arranged where the statutory duty applies.

A meeting will be held with parents/carers to discuss arrangements for working from home or hospital. A modified curriculum plan (MCP) will be drawn up detailing agreed actions from the discussion; the plan will be signed by the Academy and parents/carers. The plan will then be carried out and reviewed regularly to deliver education to the child. The attendance team will support as agreed on the MCP. This will always be completed with the full support of medical professionals.

- 5.4 Arrangements could include sending work home, attending a hospital school or designated provision signposted by the Local Authority.
- 5.7 A part-time timetable will only be used in exceptional circumstances and where it is in the best interests of the learner. It will form part of a clearly defined support, health or reintegration plan, agreed with parents/carers, regularly reviewed and normally include a proposed end date with the ambition of returning the learner to full-time education as soon as appropriate. Where a learner has an EHCP, the Academy will involve the Local Authority so that the provision specified within the plan can be considered and reviewed where necessary.

6 Policy statement

6.1 Authentic Education's three core values of being Courageous, Innovative and Excellent are at the heart of all we do, and this policy strongly advocates that.

- Partnership working across academies and utilising Trust expertise, local, and specialist agencies, as well as a meaningful child and family centred approach ('Innovative').
- High aspirations and opportunity ('Excellent').
- A commitment to legal compliance; and a genuine desire to support all children and young people ('Courageous' and do everything we can to make sure that a child with SEND gets the support they need).

6.2 We will ensure that:

- All academies have regard for the voice of the child or young person with SEND as well as those of the parent/carers, and take into account their feelings, wishes and views.
- Academies will work closely with the Local Authority to assist them in fulfilling the obligations under Part 3 of the Children and Families Act 2014 and its associated guidance.
- All academies have procedures and professionals in place to enable them to fulfil their statutory duties and to drive the ethos and vision that runs through the SEND Code of Practice.

6.3 Support for our Academies

6.3.1 The Director of School Improvement (SEND) will ensure that the strategic direction of SEND is followed across all of the academies as well as developing and sustaining effective systems and structures to maximise outcomes for learners with SEND. This will include training for all staff and direct support for SENDCo's, inclusion leads and teaching assistants

6.3.2 The services offered to academies may include:

- Training for senior leaders.
- Training, guidance, coaching and mentoring for SENDCo's.
- SEND reviews.
- Support in identification and intervention.
- Specialist assessment.
- Legal advice.
- Whole staff training and conferences.
- SEND audits and reviews of provision.
- Brokering of support services within regions.
- Pre-Ofsted or JCQ inspection preparation.
- Cluster meetings to inform and share best practice.
- Parent/carers consultation groups.

6.4 Education and Health

- 6.4.1 All academies must work jointly with education and health care professionals and agencies to secure the best possible outcomes for the children and young people in their setting. Academies will work with local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services might include speech and language therapy, physiotherapy, occupational therapy, educational psychology assessment, mental health services, and other health and social care professionals.
- 6.4.2 All academies will make reasonable adjustments for disabled children and young people and will make arrangements to support those with medical conditions. For example teaching, curriculum access, assessment, behaviour and attendance arrangements, communication, enrichment, educational visits, physical access and participation in the wider life of the Academy.
- 6.4.3 Each Authentic Education Academy will cooperate with the relevant Local Authority in developing and reviewing its local offer.

6.5 What our academies will do

- 6.5.1 Academies will ensure that learners with SEND are treated fairly within admissions arrangements. A learner will not be refused admission simply because they have SEN, because the Academy considers itself unable to meet their needs, or because they do not have an EHCP. Where an Academy is named in an EHCP, the Academy will admit the learner in accordance with its statutory duties.
- 6.5.2 Academies will designate a qualified teacher as SENCO in accordance with statutory requirements. Where the SENCO has not previously completed an applicable mandatory SENCO qualification, they must complete the current mandatory qualification, the National Professional Qualification for SENCOs (NPQ for SENCOs), within three years of appointment, subject to the transitional arrangements contained within the SEND Regulations and associated DfE guidance.
- 6.5.3 Academies will prepare and publish a SEN Information Report in accordance with the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice. The report will set out how the Academy implements this Trust SEND Policy and its arrangements for identifying, assessing and meeting the needs of learners with SEND. It will be reviewed annually and updated as soon as possible where changes occur during the year.
- 6.5.4 Mainstream academies will develop and publish an Inclusion Strategy Statement for the 2026–27 academic year by 31 December 2026, in accordance with the conditions of grant for the Inclusive Mainstream Fund. The strategy will identify commonly occurring and predictable needs within the Academy's cohort and barriers to learning and participation; set out the Academy's approach to ordinarily available and inclusive provision; and identify the activities, approaches, planned investment and budgeted costs used to strengthen inclusive practice. The Inclusion Strategy Statement will be reviewed through appropriate governance arrangements, including scrutiny of the use and impact of Inclusive Mainstream Funding.

- 6.5.5 Academies will ensure that all teachers accept that SEND is their responsibility and, in particular, that class and subject teachers take full responsibility for the progress of the children and young people with SEND whom they teach.
- 6.5.6 Academies will ensure that learners with SEND acquire the knowledge and cultural capital they need to succeed in life. They will have the same opportunity to partake in all areas of school life. Reasonable adjustments must be made to ensure that disabled learners are not placed at a substantial disadvantage and have equitable opportunities to participate in all areas of Academy life.
- 6.5.7 Academies will ensure there is high ambition for learners with SEND and ensure they are not provided with a reduced curriculum. It will be broad and balanced and support progression to the next phase of education.
- 6.5.8 Academies will employ a variety of assessment and screening tools to assess a child or young person's skills and attainment to identify and build on information received from previous settings in consultation with their parents/carers. This could lead to learners being placed on 'SEND support' (see Appendix A)
- 6.5.9 As part of the screening process, academies will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.
- 6.5.10 Learners with SEND will be supported to communicate their views, aspirations, strengths, needs and experiences in ways appropriate to their age and communication needs. Academies will be able to demonstrate how learner voice influences individual provision and wider SEND strategy.
- 6.5.11 In their settings, academies will ensure that children and young people with SEND engage in all activities alongside those who do not have SEND unless a particular provision or arrangement is agreed with the parents or carers, and the child or young person.
- 6.5.12 Class and subject teachers, supported by the SENDCo, Inclusion lead, pastoral, curriculum leaders and Senior Leadership Team, will make regular assessments of the progress for all learners and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment.
- 6.5.13 Academies will inform parents/carers when they are making special provision for their child and shall then work in partnership with them to establish support needed and specialist input, to secure best outcomes, taking full account of their views and wishes. For all children and young people on 'SEND Support,' academies will make arrangements for an appropriate member of staff, with input from the SENDCo and Inclusion lead as appropriate, to meet with the parents/carers at least three times a year to review progress and support. Academies will actively promote co-production with parents/carers, and learners, including those preparing for adulthood, through their review process and support.
- 6.5.14 Academies will ensure that a graduated approach using the 'Assess, Plan, Do, Review' cycle (as set out in paragraphs 6.44-6.56 of the SEND Code of Practice, see Appendix A) is in place for all young people on 'SEND Support'.

- 6.5.15 After consultation with the parent/carer and the child or young person, an Academy will request the Local Authority to undertake an Education, Health, Care needs assessment for any child or young person for whom we believe this is necessary.
- 6.5.16 Where a learner has an EHCP, the Academy will use its best endeavours to secure the special educational provision required and will work with the Local Authority and relevant partners to ensure that the provision specified within the EHCP is delivered. Any concerns regarding the sufficiency or appropriateness of provision will be raised promptly with the Local Authority and considered through the statutory review process where appropriate. Annual reviews will consider progress towards the outcomes in the EHCP, whether the provision remains appropriate, the learner's aspirations and, where appropriate, preparation for adulthood and transition to the next phase of education.
- 6.5.17 Academies will work with relevant local authorities in a timely manner to undertake annual reviews of EHCPs (Education, Health, and Care Plan), so that they are conducted within the statutory timeframes and so that they take into account the views of the child or young person and those of the parent/carer.
- 6.5.18 Academies will support effective transition between Key Stages including inclusive pathways into post-16 settings, specialist settings and AP, with appropriate SEND support and planning.
- 6.5.19 Preparation for adulthood and building towards the four key areas of Employment, Independent living, Community Inclusion and Health will be supported and delivered through curriculum development. This will mainly take place from year 9 onwards, while recognising that developing independence and aspiration begins from primary age.
- 6.5.20 Academies will prepare, publish and regularly review an Accessibility Plan in accordance with Schedule 10 of the Equality Act 2010. The plan will set out how the Academy will increase disabled learners' access to the curriculum, improve the physical environment and improve access to information.

7 Training

- 7.1 Academies will ensure training is provided to all staff on identifying special educational needs. They will learn about and develop best practice in supporting learners with SEND both inside and outside of the classroom. The collaboration within and across our academies will support the sharing of best practice for SEND.
- 7.2 Authentic Education will provide training for SEND staff to ensure they are skilled in completing evidence-based interventions both in small groups and one-to-one where applicable. Where possible, this will also include the sharing of best practice across our academies.
- 7.3 Academies will ensure that all staff receive appropriate and ongoing professional development to develop their knowledge, confidence and expertise in identifying and meeting SEND. This will include, as appropriate to role, adaptive teaching, reasonable adjustments, the graduated response, implementation of EHCP provision and

understanding barriers to learning, participation and attendance. The impact of professional development will be evaluated through Trust and Academy assurance processes.

8 Learners with English as an Additional Language (EAL) and learners from Minority Ethnic Groups (MEG)

- 8.1 The term EAL learner is often used interchangeably with 'bilingual learner' (DfES 2007); the government definition of a bilingual learner is that it refers to 'all learners who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages. (DfES 2003).

- 8.2 To ensure equity of learning for our EAL and MEG learners, it is important that recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. "EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs."

English as an Additional Language (EAL) is not considered a Special Educational Need. High-quality adaptive teaching and appropriate language-development support must be provided for children who are learning English as an Additional Language as part of our provision for vulnerable learners; this may be underpinned by the approaches highlighted for the disadvantaged and more-able, where appropriate.

- 8.3 The Office of National Statistics (2003) states that 'in British government research, minority ethnic groups are differentiated based on a combination of categories including 'race', skin colour, national and regional origins and language...this is based on the assumption of an 'ethnic majority' that is white, of British origin, and English-speaking'.
- 8.4 Responsibility and leadership, which enhances provision for EAL and MEG learners is evidenced when there is a clear strategic approach, with key personnel identified and recognised, and where CPD and performance management are successful in improving outcomes for EAL and MEG learners.

Enjoyment and innovation for EAL and MEG learners is well evidenced through high-quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, and actively promotes a safe environment where risk taking is encouraged to enhance independence.

- 8.5 The Aspiration and development of EAL and MEG learners is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners and all languages are equally valued and respected.
- 8.6 Collaboration and inclusion are well evidenced when the provision for EAL and MEG learners is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which capitalises on opportunities for active and practical learning experiences and which secures effective partnership working for all involved. This actively includes parents/carers so that they feel confident that their home and community language, and the narratives and culture in which their language is embedded, is respected by the school. Academies will consider the intersection of SEND with other characteristics (e.g., EAL, disadvantage, trauma) when planning support and will use culturally responsive pedagogy and inclusive resources.

- 8.7 Honesty and integrity are well evidenced in the appropriate and accurate identification of needs specific to EAL and MEG learners, where an ethos of Respect for All is promoted and a where all languages are equally valued and central to the development of identity and belonging in contemporary British society.

9 Responsibilities

9.1 The following responsibilities apply in relation to this policy:

- Principals are responsible for ensuring an appropriately qualified member of staff is the designated SENDCo within their Academy.
- Principals are responsible for enabling the SENDCo to work strategically within their Academy to ensure the best possible education for learners with SEND.
- SENDCo's are responsible for ensuring the education within the Academy is compliant with the Authentic Education SEND and Learning Policy, as well as supporting parents/carers and learners in meeting their responsibilities.
- Teachers are responsible for working in line with the DfE Teachers' Standards and providing appropriate education for all the learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2015. Curriculum and senior leaders will quality assure this to ensure implementation in the classroom.
- The Board of Trustees has strategic oversight of the Trust's compliance with its duties towards learners with SEND and disabilities. Trustees will assure themselves that academies are fulfilling their duties under the Children and Families Act 2014, Equality Act 2010 and associated regulations, including appropriate SENCO arrangements, SEN Information Reports, accessibility planning, reasonable adjustments and the use of their best endeavours to secure appropriate SEND provision. Trustees and Academy governance arrangements will provide appropriate scrutiny of Inclusion Strategy Statements, including the planned use and impact of Inclusive Mainstream Funding.

9.2 All academies are committed to providing:

- High Quality Teaching (HQT) which meets the needs of all learners, and which is appropriately adapted.
- Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all learner groups.
- Opportunities to extend and challenge all learners, so that they can achieve their potential.
- Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family

9.3 Academies will maintain appropriate systems through which SEND priorities, provision and improvement actions can be identified, implemented and evaluated. This should include, as appropriate to the context of the Academy:

- a SEND improvement/action plan, or clearly identified SEND priorities within the Academy improvement plan;
- an appropriate system for mapping and evaluating additional provision; and
- clear links between SEND, disadvantage and wider Academy improvement priorities.

9.4 It is best practice, but not a requirement, for all schools to also have the following:

- SEND Action Plan for Improvement.
- A coordinated provision map, which identifies additional support / strategies by learners, and which can be filtered according to learner characteristics.
- Links to disadvantaged, SEND and more-able learners in the whole-school Improvement Plan.

10 Monitoring and compliance

Principals will monitor compliance with this policy within their academies. Through the agreed assurance activities, Director of School Improvement (SEND) will scrutinise the impact of this policy in supporting SEND learners and in meeting the SEND Code of Practice.

Assurance will consist of but not limited to:

identification and SEND-register accuracy

quality of APDR/support plans

quality and consistency of adaptive teaching

EHCP provision

attendance and persistent absence

suspensions and exclusions

academic and wider outcomes

learner/parent voice

participation and belonging

preparation for adulthood

intervention impact

accessibility and reasonable adjustments

staff development

destinations/transitions.

10.2 Where assurance activity identifies non-compliance, inconsistency or insufficient impact, the Principal and SENDCO will be required to agree appropriate improvement actions with the Director of School Improvement (SEND). Actions will be proportionate to the level of concern, clearly identify responsibilities and timescales, and be subject to

follow-up assurance. Significant or persistent concerns will be escalated through the Trust's school improvement and governance arrangements.

11 Related documents

11.1 This policy is compliant with the following documents:

- Equality and Diversity Policy
- Academy SEND Information Report
- Academy Equality Objectives (Academy specific)
- Pupil Mental Health and Wellbeing Policy
- Supporting Students with Medical Needs Policy

Authentic Education will continue to monitor national SEND reform and will review this policy where changes to legislation, statutory guidance or national expectations require amendments to Trust practice.

Academies will ensure that Universal, Targeted and Specialist provision is available within their setting. This is known as the Graduated Approach or Response.

Universal: Teaching learners with differing needs requires a whole Academy approach and teachers will plan, teach, assess, and evaluate in ways that will meet the range of abilities, aptitudes, and interests of the learners through high-quality adaptive practice. A whole Academy sanctions and rewards system that provides structure, boundaries and opportunities for success is an example of a whole Academy provision that is carefully designed to support the range of learners within an Academy. Universal provision may also be in the form of training such as sessions on supporting children and young people with a diagnosis of ADHD (Attention Deficit and Hyperactivity Disorder.)

Targeted: Targeted support within class from a learning support assistant, slightly adapted timetables (for example being allowed to leave a lesson 5 minutes early in order to have more time to get changed) or small group teaching and intervention are examples of targeted provision. A learner on 'SEND support' whose needs have been identified will often have a learner passport or support plan document that outlines the targeted provision that is in place to enable them to access learning and achieve success.

Specialist: Despite receiving targeted support and provision, a learner might still struggle to make progress and access learning. Specialist support, guidance, training and one to one provision may then be applied for or put in place. This could also include advice and guidance from external specialists.

SEND Support and Assess Plan Do Review

The Code of Practice 2015 outlines the 'Assess, Plan, Do, Review' cycle. The SENDCO and other appropriate teachers within the Academy will use a range of assessment tools, which can include summative assessments (conventional tests), screenings such as a dyslexia portfolio screening, learner and parent/carer voice, observations, external reports and Learning Support Assistant input, to decide on the level of support a child or young person might need **['Assess']**.

Appropriate provision is then planned (for example a phonics intervention, adapted resources or additional 1:1 support at key transition points of the day) **['Plan']**.

This support plan is then delivered over a set period of time **['Do']**, with a review date at the end of a delivery cycle (for example after an 8-week period) **['Review']**.

At the Review meeting, there will be reassessment information to inform those supporting the child or young person regarding whether the support plan is effective. Provision will either be

continued, changed, or increased depending on progress made. Additional assessment may also be sought such as input from a specialist assessor or a specialist advisory team.

If a learner is unable to make progress or access learning, despite being supported via SEND Support, then it might be appropriate for a request for an EHC needs assessment (EHCNA) to be submitted to the Local Authority.