



# SEND Policy

<b>Date of Approval:</b>	July 2025
<b>Approved by:</b>	Board of Trustees
<b>Review Date:</b>	July 2026

## Policy Information:

<b>Date of last review</b>	New Policy	<b>Review period</b>	Annually
<b>Date approved</b>	July 2025	<b>Approved by</b>	Board of Trustees
<b>Policy owner</b>	Director of Education	<b>Date of next review</b>	July 2026

## Updates made since the last review:

<b>Review date</b>	<b>Changes made</b>	<b>By whom</b>
N/A	New Policy	Director of Education

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## **1. Introduction**

Forward Education Trust promotes inclusion for all pupils where provision is tailored to the needs and abilities of all, whatever their additional needs are.

We are committed to making sure all pupils have the chance to thrive and supporting them to reach their full potential.

The Forward Education Trust SEND policy contributes to a clear and shared vision of our purpose in learning which enables us to effectively meet the needs of all pupils.

We aim to:

- Prepare pupils for their lives now and in the future
- Enable pupils to be happy, successful, feel safe and be keen to learn
- Provide pupils with a variety of high quality educational experiences that are accessible to all
- Enable pupils to develop effective communication skills, in order to express wants and needs
- Provide a safe and positive environment in which pupils can work towards achieving their best
- Enable pupils to build in confidence, develop self-esteem and self-reliance, and make informed choices
- Offer a range of curriculum pathways that are well researched, broad and balanced, based on statutory requirements, whilst being appropriately adapted to meet the needs of all pupils
- Encourage the development of effective social skills, so that pupils are able to develop friendships and become sensitive to the feelings and needs of others
- Develop the moral, cultural and spiritual awareness of all pupils which supports in preparing them for life in Britain, helping them to maintain fundamental British Values
- Work closely with parents and carers as partners, to ensure that there is effective communication and sharing of information between parents and schools
- Promote a range of effective partnerships, involve outside agencies and the wider community
- Help pupils fulfil their aspirations and achieve their best

## **2. Legislation and Guidance**

This policy 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.

This policy is also based on 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 the school's duties to make reasonable adjustments for pupils with disabilities

The Academy Trust Governance Guide which sets out Trustees' responsibilities for pupils with SEND

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's 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 having a disability) and those who don't share it

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

### **3. Inclusion and Equal opportunities**

In our schools 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, resources, opportunities and the school environment to make sure that all pupils are included in all aspects of school life.

### **4. SEND policy and safeguarding**

Forward Education Trust ensures strong safeguarding practices in its establishments. As a specialist MAT, we are aware that the young people who attend our schools may be particularly vulnerable due to possible physical, cognitive, communication, sensory and/or intimate care needs. We recognise that pupils with SEND can face additional safeguarding challenges and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our Trust and schools' Safeguarding & Child Protection Policies.

### **5. SEN Information report**

Every school in the trust publishes a SEN 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 in accordance with the SEND Code of Practice.

## **6. Expertise and training of staff**

All staff have access to a programme of professional development which includes mandatory training in:

- Safeguarding & Child Protection
- PREVENT
- Team Teach (where relevant)
- Health & Safety including Fire Training
- Medical needs e.g. asthma, epilepsy etc

Training needs are a key area within each school's improvement plan, all schools are committed to staff development to ensure that all staff have the skills and knowledge to meet pupils needs.

The Trust have staff with specialist knowledge and training in particular areas of learning or needs and these staff share best practice across the schools. Examples of specialist training are:

- Attention Autism
- Intensive Interaction
- Trauma Informed Practice
- Picture Exchange Communication (PECS)
- Sensory Circuits
- Makaton

## **7. Roles and responsibilities**

Schools will ensure that all learners access a curriculum that maps the knowledge and cultural capital they need to succeed in life. All pupils will have the same opportunity to partake in all areas of school life. Reasonable adjustments, where possible, must be made to ensure equal opportunity to participate.

Schools will ensure there is high ambition for learners 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 or life.

Class and subject teachers, supported by the Senior Leadership Team, will make regular assessments of the progress for all learners and identify appropriate next steps.

Schools will work with relevant local authorities in a timely manner to undertake annual reviews of EHCPs (Education, Health, and Care Plans), 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 or carer.

### ***Board of trustees***

The Board of trustees has delegated responsibility for oversight of SEND to its Education Committee. Some specific responsibilities have been further delegated to Local Academy Councils.

The **Education Committee** is responsible for making sure the following duties are carried out at each school.

- 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 gets the support they need
- Make sure that arrangements are in place in our schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date records of the provision made for pupils
- Determine their approach to using their resources to support the progress of pupils
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

Each school's **Local Academy Council** will monitor some aspects of the above, and is responsible for making sure that the following duties are carried out in their school:

- Publish information on each school's website about how the school is implementing the SEND policy, in an 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 school's accessibility plan

## **8. Parents/carers/staff working together**

The Trust recognises that parents/carers have a unique overview of their child's needs and how best to support them. As reflected in the Trust Parent Code of Conduct, we make a strong commitment to work in partnership with parents, spending time listening to their concerns, needs and aspirations for their child or children post 16 and beyond. Schools invite parents to discuss their child's progress as well as to involve them in their child's learning journey. This cycle also incorporates the child's voice.

## **9. Links with external professional agencies**

Forward Education Trust recognises the important contribution that other specialists make in assisting to support children's learning and well-being. Working together for the benefit of all pupils, we may ask other professionals to provide specialist support and/or intervention. These professionals include:

- Speech and language therapists
- Educational psychologists
- Behaviour specialists
- Occupational therapists
- School nurses

- Child and adolescent mental health services
- Social services and other local authority provided support including Early Help

## 10. Definitions

### *Special educational needs*

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

### **Disability**

Pupils 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.

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.

### **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.

Interventions 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	<p>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 not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

Area of need	
Cognition and learning	<p>Pupils 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"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul>
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"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <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"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 11. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision at a school in our trust, they should first raise their concerns informally with the senior leaders in school. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in any of our schools should be made to the headteacher in the first instance. They will be handled in line with the trust's complaints policy.



If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

## **12. Monitoring and evaluation arrangements**

### ***Evaluating the effectiveness of the policy***

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 pupils SEND needs at the start of the autumn term
- Pupils' progress and attainment
- Whether pupils feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

### ***Monitoring the policy***

This policy will be reviewed by the Director of Education 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 board of trustees.

## **13. Links with other policies and documents**

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour and relationships policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Trust and each school's Safeguarding and Child Protection Policy
- Complaints policy