South East Essex Academy Trust

Special Educational Needs and Disabilities Policy 2026

Title	Special Educational Needs and Disabilities Policy
Author	Caroline Thornton
Owner	SEEAT
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School Information – Hadleigh Junior School

Please find below information relating specifically to Hadleigh Junior School

Name of SEND Co-Ordinator	Mrs Tanesha Baxter
Contact details for the SENDCo	tbaxter@hadleigh-jun.essex.sch.uk
Name of SEND Trustee	Email for send trustee
Name of SEND Link Governor	Andrew Green
When was the SEND Report last reviewed?	September 2026
Accessibility Plan	Hadleigh Junior School - Policies
Admissions Arrangements	Admissions booklets, policies and forms: Admission arrangements | Essex County Council
The Local Offer	Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer
Other Information	

Contents

	School Information Page
	SEEAT Aspirational Vision for SEND
	SEEAT Ambitious SEND Aims (by 2030)
	Code of Practice principles
1	Policy Aims and Objectives
2	Legislation and Guidance
3	Inclusion and Equal Opportunities
4 4.1 4.2 4.3 4.4 4.5	Definitions Special Educational Needs Disability The 4 Areas of Need Area of Need table When a child does not have a learning disability
5 5.1 5.2	Children with Specific Circumstances Looked after Children (LAC) English as an Additional Language (EAL)
6 6.1 6.2 6.3 6.4 6.5 6.6	Roles and Responsibilities The Board of Trustees and the Local Governing Board The Executive Headteacher, Headteacher and Head of School The SENDCo Class and Subject Teachers Parents and carers Children and Young People
7	Early Years Foundation Stage and Nursery (EYFS)
8	SEND Information Report
9 9.1 9.2 9.3 9.4	Our approach to SEND Support Ordinarily Available Provision Identification of SEND Assessing pupils with SEND needs Consulting and involving pupils and parents
10 10.1 10.2 10.3 10.4 10.5	SEND Graduated Approach SEND Graduated Approach Model Flow Chart SEND Graduated Approach Table – The 4 Steps Levels of Support Attendance and SEND Evaluating the effectiveness of SEN provision
11	Expertise and the Training of Staff
12	Joint Commissioning, Planning and Delivery

13	**Confidentiality**
14	**Supporting our Schools**
15	**Funding**
16	**The Local Offer**
17 **17.1**	**Admissions** **Pupils with Education, Health and Care Plans**
Annex 1	**SEND Areas of Need - Detailed**
Annex 2	**Links to other policies**
Annex 3	**School Specific SEND Information**

Our aspirational vision for SEND

At SEEAT, we aim to raise and sustain educational standards in our schools through high aspirations for all. We provide safe, structured, disciplined and nurturing environments where all pupils can flourish. The best place to learn is in the classroom, where every pupil can achieve excellent outcomes. Our knowledgeable and skilled staff deliver high quality teaching and targeted support. Challenging and stimulating catch-up and keep-up opportunities are provided outside of the classroom. Our rich and engaging learning opportunities matches pupils' needs and prepares them for life beyond school.

We are passionate about our pupils having enrichment experiences that help them to develop as well-rounded individuals alongside their academic studies. Regardless of their starting points, we aim to prepare all pupils to become active future citizens who contribute to society.

By fostering positive relationships with families, and working collaboratively with others, pupils develop academically, socially and emotionally. Through teamwork with parents, we aim to meet the needs of pupils, both in and out of school. Thus, setting them on the path to being resilient, independent adults.

Our commitment, at SEEAT, is to eradicate barriers and ensure equality, creating schools where diversity is welcomed and celebrated. Inclusion is at the core of all we do, for pupils, including those with special educational needs.

Our ambitious SEND Aims (by 2030)

First for pupils

- All pupils will be taught by the best teachers, ensuring they get the best quality provision in the classroom.
- Pupils will leave school having a broad range of experiences, which will prepare them for their future life.
- Pupils will have a firm understanding of risks and responsibilities, including how to keep themselves safe.
- Pupils will leave school with qualifications they can be proud of, which will support them onto the next stage of education or employment.

- Pupils will become active future citizens, they will have a firm understanding of service, community and democracy.
- Pupils will have at least age-appropriate reading skills. Pupils will enter Key Stage 2 having passed the phonics reading check.
- Pupils' attendance will be as high as those pupils without SEND.
- Pupils will behave as well as their peers. They will be resilient learners who can face challenges positively.

First for parents

- Parents will be supported to navigate the SEND system.
- Schools will share detailed information with parents about their SEND provision so parents can make informed decisions.
- Schools will provide parents with termly meetings to discuss the provision for their children.

First for staff

- SENDCos will be well trained. They will have the time and resources needed to do all aspects of their role. All SENDCos will sit on Senior Leadership Teams.
- Pupils will be taught by qualified and skilled staff. Teachers will be provided with frequent high-quality training in meeting the needs of pupils with SEND.
- The retention rate of education support staff will be high. The trust will offer progression opportunities to those who wish to advance, including supporting routes into teaching.
- Where schools use additional adults in the classroom, they will be well trained. They will not be a replacement for direct input from a class teacher but will further enhance the provision for all pupils.
- Staff will be well trained and developed so that they are excellent teachers of pupils with SEND.

Code of Practice principles

We work closely with the local authority to identify and meet pupils' needs. Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEND), must have regard to:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

1. Aims and Objectives

We strive to provide a consistent and systematic approach to special educational needs and disabilities, which is characterised by features such as:

- An inclusive environment in all classrooms with equality of opportunity
- a recognition that all teachers are responsible for meeting their pupils' special educational needs
- an ethos which combines a culture of praise, recognition of achievement and success within a disciplined and nurturing environment
- a variety of approaches to implementing the curriculum which incorporates adaptive teaching strategies and differentiated curriculums where appropriate, and develops pupils' academic confidence and self-esteem
- early identification, assessment and intervention as part of a structured, systematic process of support
- recording and regularly reviewing pupils' progress and needs to ensure high expectations for all so that pupils with SEND reach their full potential
- the integration of SEND pupils into all aspects of school life

Our policy aims to:

- Set out how our trust schools will support and make provision for pupils with special educational needs and disabilities (SEND) across all our schools
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- ensure the SEND policy is understood and implemented consistently by all staff
- ensure the Trust fully implements national legislation and guidance regarding pupils with SEND
- set out how our schools will:
    - 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
    - help pupils with SEND make a successful transition into adulthood (secondary schools only)
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

The core aims of this policy will be achieved by the following strategic and measurable objectives:

- To follow the graduated approach outlined in the SEND Code of Practice
- to monitor the progress of all pupils to aid the earliest possible identification of SEND

We will operate a system in all our academies for improving outcomes for children and young people with special educational needs and/or disabilities, by

- Prioritising leadership of SEND
- offering accurate identification
- effectively tracking progress
- successfully impacting on progress through effective interventions

- improving provision through the development of partnerships.

2. Legislation and Guidance

This policy and information report 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 SEN and disabilities
- The Special Educational Needs and Disability regulation 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEND Co-Ordinator's (SENDCo's) and the 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 Public Sector Equality Duty (section 149 of the Equality Act 2010), which set 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 do not 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

Note: The SEND Code of Practice (2015) remains the statutory guidance for organisations that work with and support children and young people with SEND.

The Special Educational Needs and Disability (Amendment) Regulations 2024 (legislation.gov.uk) The Special Educational Needs and Disability (Amendment) Regulations 2024 introduced changes to the qualification requirements for SENDCos and prospective SENDCos from 1 September 2024.

A list, although not exhaustive, can be found in **Annex 2.**

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

3. 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.

4. Definitions

4.1 Special Educational Needs

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability; that means they need special health and/or education support. This is a term that is shortened to 'SEND.'

The SEND Code of Practice 2015 and the Children and Families Act 2014 give guidance to health and social care, education, and local authorities to make sure that children and young people with SEND are properly supported. To best support every child with special educational needs and/or disabilities, it is important to clarify the definition of this.

A child has a learning difficulty if they have:

- Significantly greater difficulty in learning than most others of the same age.
- a disability or health condition which prevents or hinders them from making use of educational facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 settings
- has greater needs than most of their peers for support with their social and emotional, mental health and wellbeing

At SEEAT special educational provision is an educational or training provision that is additional to, or different from that made for other children or young people of the same age by mainstream schools including post-16 provision.

4.2 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.

4.3 The 4 areas of need

When reviewing and managing special educational provision there are four broad areas of need and support, namely:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory, Physical and/or Medical Needs

Pupils with SEND are grouped into the 4 broad areas of need. 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.

4.4 Area of need table

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.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

4.5 When a child does not have a learning difficulty

A child does not necessarily have a learning difficulty if:

- They are working towards age related expectation in some or most of their subjects
- they have gaps in their learning due to environment factors such as poor attendance
- the language of the home is different from the language in which he or she is or will be taught
- behaviour which does not meet the expectations of the Academy is prevalent

- this is diagnosed purely from a parents' perspective

5. Children with specific circumstances

5.1 Looked after children (LAC)

Children at the school who are being accommodated, or who have been taken into care, by the local authority are legally defined as being 'looked after.' The Trust recognises that children who are 'looked after' are more likely to have some form of SEN and of those children some will have an EHC plan. Every school in the trust has a designated member of staff for looked after children.

5.2 English as an Additional Language (EAL)

Schools give particular care to the identification and assessment of the SEN of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture, and community. Where there is uncertainty about an individual pupil, the school makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist. We appreciate that a lack of competence in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason.

The schools look carefully at all aspects of a pupil's performance in different subjects to establish whether the difficulties are due to limitations in their command of the language, or whether they arise from an additional need.

6. Roles and Responsibilities

All SEEAT schools recognise that the provision for Special Educational Needs and Disabilities is a matter for the school as a whole and is everyone's responsibility. We will work in partnership with health, social care, education and the local authority to secure effective outcomes for our children and young people. Our schools will:

- Cooperate with the relevant local authority in developing and reviewing its local offer
- make reasonable adjustments for disabled young people (including the provision of auxiliary aids and services)
- make arrangements to support those with medical conditions
- work with our academies, local and national providers to secure the services needed to improve outcomes for young people with SEND. Services may include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health, and social care professionals

6.1 The Board of Trustees and the Local Governing Body

The SEEAT Board of Trustees will make sure that their Trust complies with all aspects of discrimination law by applying the principles of fairness and equality in everything that the schools do.
The board will:

- Review and adopt policy, checking that it meets statutory requirements
- receive reports and evaluate full range of evidence, to ensure the needs of pupils with SEND are being met well

- ensure adequate resources, including staffing, and training are allocated to support pupils with SEND
- ensure the needs of pupils with SEND are sufficiently prioritised in the trust's overall strategic priorities
- challenge trust leaders where performance could be better

The Local Governing Body (LGB)

The local governing body for each school should, in co-operation with the Headteacher, adopt the trust policy and amend it to be school specific where indicated. They will scrutinise the effectiveness of provision for pupils with SEND and challenge local leaders where necessary

Together they will ensure:

- The strategic development of the SEND policy
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEND Code of Practice (2015)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in the Trusts/ schools ongoing self-evaluation
- they set up appropriate staffing and funding arrangements, and oversee the schools work for pupils with SEND
- they, and the organisation as a whole, are involved in the development and monitoring of this policy
- that SEND provision is an integral part of the school's development
- that the quality of SEND provision is regularly monitored

6.2 The Executive Head Teacher, Headteacher and Head of School

The Executive Head Teacher, Headteacher and Head of School have responsibility for:

- The management aspects of the school's work, including provision for pupils with SEND
- regularly providing information to the local governing body regarding SEND issues
- working closely with the SEND team within the school
- ensuring that the implementation of this policy and the impact of inclusion policies on the school are monitored and reported to governors
- ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND
- ensuring that the SENDCo has sufficient time and resources to carry out their functions
- providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school
- advising the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- monitoring to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- reviewing and evaluating 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
- appointing a designated teacher for looked after children (LAC), who will work closely with the SENDCo to ensure that the needs of the pupils are fully understood by relevant school staff

6.3 The SENDCo (Special Educational Needs and Disability Co-ordinator)

The Special Educational Needs Co-ordinator's (SENDCo) role is to co-ordinate a school wide approach to the education of pupils with special educational needs and/ or a disability or health need. The SENDCo will hold, or be working towards within the statutory timescale, the mandatory SENDCo qualification as required by current regulations.

The SENDCo is responsible for:

- The day-to-day operation of this policy
- working in partnership with the headteacher, the trustee responsible for SEND and local governing body to review and develop the provision in the school
- ensuring that an agreed, consistent approach to SEND is adopted throughout the school
- liaising with and advising teachers
- helping identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning difficulties
- supporting teachers in devising strategies and drawing up Pupil Passport/ISPs/IEPs/ One Page Profile/ Plans
- liaising with parents of pupils with special educational needs
- liaising with external agencies including the LA's support and educational psychology service, careers services, health and social services and voluntary bodies and any other agencies relevant to the pupil
- Co-ordinating and monitoring Annual Reviews for pupils with Education, Health and Care Plans, ensuring statutory timescales are met and that reviews are conducted using a person-centred approach.
- overseeing the records on all pupils with special educational needs
- assisting in the monitoring and evaluation of progress of pupils with special educational needs
- contributing to the training of teaching and support staff
- managing the SEND team
- liaising with the SENDCOs of other local schools and nurseries for the purposes of transition
- attend LA training as appropriate and keep abreast of changes to local and national guidance
- advising on the graduated approach to providing SEND support
- liaising with designated teachers for LAC with SEND
- liaising with the Designated Safeguarding Lead

6.4 Class and subject teachers

Classroom and subject teachers and support staff are at the heart of the SEND support system and are most equipped at identifying an initial need or concern. Teachers have a duty to identify the special educational needs and disabilities of individual children and young people. They are responsible for:

- Knowing which pupils in their class are on the SEND register and at what stage
- contributing to the reviews/meetings with parents (and child if appropriate) at least three times a year
- actively reviewing ISPs/ One Plans and monitoring progress against targets
- implementing and adapting the curriculum for SEND pupils to access knowledge at the highest possible levels
- creating an inclusive classroom for pupils with SEND that develops independence
- making themselves aware of this policy and the procedures for identifying, assessing, and making provision for pupils with special educational needs and/or disabilities
- providing high quality feedback to parents of pupils with SEND
- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupils themselves
- the progress and development of the pupils in their class
- working in partnership with the SENDCo, school leaders, and external agencies to achieve the best possible outcomes for pupils
- working closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working in partnership with the SENDCo to review pupil progress against targets and decide on the required changes to provision in line with the pupils EHCP (Education Health and Care Plan)/ One Plan or ISP

6.5 Parents or carers

Parents and carers should inform the school if they have any concerns about their child's progress or development. They are encouraged to keep the class teacher and the SENDCo up to date with new and changing information.

Parents and carers will receive regular (at least termly) updates and information from the school. They will be invited to participate in discussions and decisions about their child's education and asked to contribute ideas, review the provision in place, share their aspirations for their child and share a valuable insight on the impact of SEND provision outside of school.

6.6 Children and Young People

Pupils will be given regular opportunities to express their views about their special education needs, and the support provided to them. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Identifying and explaining their strengths and difficulties as they see them
- contributing to the setting targets and outcomes
- attending review meetings
- giving feedback on the effectiveness of interventions
- expressing their hopes and aspirations

7. Early Years Foundation Stage and Nursery provision (EYFS)

In our schools that have early years and nursery provision, the school SENDCo is responsible for coordinating the SEND approach. In some settings, there may also be a SEND assistant working in partnership with the SENDCo. The SENDCo ensures that monitoring and screening procedures are in place to identify children with SEND at the earliest opportunity. The SENDCo and the EYFS teacher will:

- Inform parents/carers when they are making special provision for a child
- work in partnership with parents/ carers to decide what support needed to secure the best outcomes
- adopt a graduated approach with four stages of action: assess, plan, do and review as set out in the SEND Code of Practice.
- work collaboratively with partner agencies, such as health visitors, children's centres and the local authority
- ensure transition is well planned and considers the individual needs of the child
- request the relevant local authority initiate a needs-based assessment for any child or young person for whom we believe this is necessary
- EYFS provision will be included in the annual SEND report on the SEND Policy implementation

8. SEN 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.

9. The SEEAT approach to SEND support

9.1 Ordinarily Available Provision

All SEEAT schools are committed to delivering high-quality inclusive teaching for all pupils. Before a pupil is identified as requiring SEND Support, schools will ensure that appropriate ordinarily available provision has been implemented, monitored and reviewed.

Ordinarily Available Provision (OAP) refers to the adaptations, strategies, reasonable adjustments and support that should be available to all pupils through high-quality teaching and effective school practice.

Ordinarily Available Provision may include:

- Adaptive teaching and curriculum adjustments
- Explicit instruction and modelling
- Use of visual supports and scaffolds
- Flexible grouping arrangements

- Targeted feedback and assessment for learning
- Appropriate environmental adaptations
- Behaviour and emotional support strategies
- Access arrangements and reasonable adjustments for disabled pupils
- Short-term interventions designed to address identified gaps in learning
- Support and guidance from the school's SENDCo and pastoral teams

The implementation of Ordinarily Available Provision will be monitored through regular assessment, pupil progress meetings and discussions with pupils and their parents/carers.

A pupil will not automatically be identified as having SEND because they are making slower progress than their peers. The school will consider whether difficulties are the result of gaps in learning, attendance, English as an Additional Language, social circumstances, medical needs, or other factors before determining whether special educational provision is required.

Where evidence demonstrates that a pupil requires provision that is additional to, or different from, that ordinarily available to pupils of the same age, the school will consider whether SEND Support is required and will follow the graduated approach outlined within this policy.

9.2 Identification of SEND

SEEAT believes that early identification of need is crucial in ensuring that pupils can achieve their best and become successful adults.

The SEND Code of Practice states that:

- High quality teaching that is adapted and personalised will meet the needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special educational provision is underpinned by high quality teaching and is compromised by anything less.
- 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.

Quality First Teaching consists of:

- Highly focused lesson design with clear objectives
- high expectations of pupils' involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling, and explaining
- high levels of engagement with pupils from the teacher, giving ongoing feedback and dynamically assessing progress
- an expectation that pupils will accept responsibility for their own learning and work independently

- regular use of encouragement and authentic praise to engage and motivate pupils

The classroom teacher should:

Have high aspirations for every pupil:

- Set clear progress targets for pupils and be clear about how a full range of resources are going to be used to help reach these

Focus on outcomes for the child or young person:

- Be clear about the outcome wanted from any SEND support

Be responsible for meeting special educational needs:

- Use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to improvement to the quality of education for pupils with SEND

Involve parents and pupils in planning and reviewing progress:

- Seek their views and provide regular updates on progress

9.3 Assessing pupils with SEND needs

Any concerns expressed by any adult having contact with the child - parents, teachers, support staff, health, or social services professionals - should be passed to the school SENDCo. The contact details for the SENDCo can be found on the school information page at the front of this policy.

Formal assessments are used in conjunction with teacher assessments. 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.
Teachers regularly assess pupils and identify pupils whose progress is:

- 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 despite interventions

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 with adapted high-quality teaching. If progress does not improve the teacher will raise the issue with the SENCO 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 pupil's parents or carers, consider consulting an external specialist.
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, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.
When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. 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.

If a pupil is new to the school, and:

- their previous setting has already identified that they have SEN
- 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 pupil starts at the school, so support can be put in place as early as possible.

9.4 Consulting and involving pupils and parents/carers

Our schools will put the pupil and their parents at the heart of all decisions made about special educational provision.

Parents and carers of pupils with SEND are encouraged to share their knowledge of their child; the headteacher and SENDCo will give them confidence that their views and contributions are valued and will be acted upon.

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

- 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

Notes of these early discussions will be added to the pupil's record and given to their parents.
We will formally notify parents when it is decided that a pupil will receive special educational provision.

9.5 Co-production

SEEAT schools are committed to a co-production approach when supporting children and young people with SEND.

Co-production means working in genuine partnership with pupils, parents/carers and relevant professionals to ensure that decisions are informed by the views, wishes, feelings, strengths and aspirations of the child or young person.

Children, young people and their families will be encouraged and supported to participate meaningfully in:

- Identification and assessment processes
- Planning and reviewing SEND support
- Setting outcomes and targets
- Annual Reviews of Education, Health and Care Plans
- Transition planning
- The development and evaluation of SEND provision within the school

Our schools recognise that parents and carers are experts in their child's needs and that effective partnership working leads to improved experiences and outcomes for children and young people with SEND.

Through co-production we aim to ensure that support is person-centred, strengths-based, and focused on preparing children and young people for successful future lives.

10. SEND Graduated Approach

Once a pupil has been identified as having SEN, we will remove any learning barriers 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. The graduated response ensures pupils' needs are met in a way which supports them in an appropriate way, whilst benefiting from the whole curriculum. The graduated approach refers to the assess, plan, do and review model below.

10.1 Graduated Response

10.2 The Four Steps of the Graduated Approach

Assess	• Teacher and the SENDCO carry out a clear analysis of the pupil's needs • Teacher and the SENDCO carry out reviews (minimum termly) of the pupils and previous targets/outcomes • 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 every term as a minimum in order to make sure that the support in place is matched to the pupil's need
Plan	• In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions, targets and support will be put into place, alongside 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 in SIMS/Class Charts/Provision Map and will be made accessible to staff in a Pupil passport/individual education plan /individual support plan/ one 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
Do	• The pupil's class or subject teacher retains overall responsibility for their progress • Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain 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 • The SENDCO will support the teacher and support staff in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively
Review	• The effectiveness of the support and interventions in relation to targets set 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. This evaluation will be based on: o The views of the parents and pupil o The level of progress the pupil has made towards their outcomes o The views of teaching staff who work with the pupil • The teacher and the SENDCO 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

10.3 Levels of support

School-based SEN 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. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.
On the census, these pupils will be marked with code K.

Education, health, and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document describing the pupil's needs, 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, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
On the census, these pupils will be marked with code E.

10.4 Education, Health and Care Plan Annual Reviews

Pupils with an Education, Health and Care Plan (EHCP) will have their provision and progress reviewed at least annually in accordance with the Children and Families Act 2014 and the SEND Code of Practice.

Annual Reviews will be organised by the school and conducted in a person-centred manner, ensuring that the child or young person, their parents/carers and all relevant professionals are actively involved in the process.

The purpose of the Annual Review is to:

- Review progress towards agreed outcomes
- Consider the effectiveness of current provision and support
- Review the appropriateness of the EHCP in meeting identified needs
- Consider the views, wishes and aspirations of the child or young person and their family
- Review progress towards preparation for adulthood outcomes, where appropriate
- Identify any amendments required to the EHCP

Schools will gather advice and information from parents/carers, pupils, teachers and involved professionals in advance of the meeting.

Following the review meeting, a report will be completed and submitted to the Local Authority within statutory timescales. The school will support the Local Authority in considering whether the EHCP should be maintained, amended or ceased.

Where concerns arise regarding provision, placement or progress, an early review may be requested before the annual review date.

For children and young people approaching adulthood, Annual Reviews will increasingly focus on preparation for adulthood, including education, employment, independent living, community participation and health outcomes.

10.5 Attendance and SEND

SEEAT recognises the strong link between attendance, wellbeing and educational outcomes. Pupils with SEND may face additional barriers to attending school regularly and punctuality may be affected by factors related to their special educational needs and/or disabilities.

Schools will monitor the attendance of pupils with SEND carefully and will identify emerging concerns at the earliest opportunity. Attendance information will be considered alongside progress, wellbeing, behaviour and safeguarding information to ensure that pupils receive the most appropriate support.

Where attendance concerns arise, schools will work in partnership with pupils, parents/carers and relevant professionals to understand the underlying causes and remove barriers to attendance.

Particular consideration will be given to pupils experiencing:

- Anxiety-related attendance difficulties
- Emotionally Based School Avoidance (EBSA)
- Social, Emotional and Mental Health (SEMH) needs
- Medical needs and disabilities
- Communication and interaction difficulties
- Transition-related anxieties

Where appropriate, an Attendance Support Plan may be developed. This may include:

- Identifying barriers to attendance
- Reasonable adjustments
- Graduated reintegration arrangements
- Pastoral or therapeutic support
- Multi-agency involvement
- Regular review meetings with parents/carers and the pupil

Schools will adopt a supportive and solution-focused approach, recognising that attendance difficulties are often a symptom of unmet need rather than a behavioural concern.

10.5 Evaluating the effectiveness of SEN provision

The class and subject teachers and the SENDCo collect, analyses and tracks data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness of the provision for pupils. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, the provision is judged to be effective. We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- carrying out the review stage of the graduated approach in every cycle of SEN support
- using pupil questionnaires
- pupil observation and assessment
- monitoring by the SENCO
- holding annual reviews for pupils with EHC plans
- getting feedback from the pupil and their parents

11. Expertise and training of staff

A key component in ensuring that pupils with SEND are successful is ensuring that the staff in our schools are equipped with the appropriate knowledge and skills to appropriately support them. This includes, but is not limited to:

- National updates to SEND legislation
- local updates pertaining to the SEND local offer
- updates on internal systems, procedures and protocols linked to monitoring pupils with SEND
- key updates on individual pupils
- sharing of best practice by external experts
- sharing of best practice from other SEEAT schools and colleagues

Ensuring that pupils who are disadvantaged – including those with SEND – is a key priority for all SEEAT schools.

Training, through continuing professional development (CPD), is planned and sequenced in line with school and SEEAT priorities.

CPD can include formats such as:

- After school training sessions
- sharing best practice
- Staff meetings and briefings
- INSET days and SEEAT conferences
- online webinars
- external courses
- National Professional Qualifications (NPQs)

- Early Career Teacher (ECT) Framework
- SEEAT SEND Community Meetings
- coaching
- mentoring

Training will regularly be provided to the teaching and support staff. School leaders and the SENCOs 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.

12. Joint commissioning, planning, and delivery

SEEAT is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as opportunities for future employment/ training and living as independently as possible. Every school collaborates with local the local authority, education, health, and social care services to ensure pupils get the right support.

The schools assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Schools draw on the wide range of local datasets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data.
- prevalence data for various kinds of SEND among children and young people at the national level.
- numbers of local children with EHC plans and their main needs.
- the numbers and types of settings locally that work with or educate children with SEND.
- an analysis of local challenges/sources of health inequalities.

13. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents/carer, except for the purposes of disclosure:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- on the order of any court for the purpose of any criminal proceedings.
- for investigations of maladministration under the Local Government Act 1974.
- to enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- to Ofsted inspection teams as part of their inspections of schools and LAs.
- to anyone connected with a pupil's application for the pupils with disabilities allowance before taking up a place in higher education.
- to the headteacher (or equivalent position) of the institution where the pupil intends to start their next education phase

Every school is committed to resolving disagreements between pupils and their school. In carrying out of duties we:

- Support early resolution of disagreements at the local level
- explain the independent disagreement resolution arrangements in our Complaints Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals

14. Supporting our Academies

We shall offer SEND support to all our academies to advise and support them in the implementation of the SEND Policy and in the improvement of outcomes for all children and young people with SEND. The offer will include:

- SEND audits and reviews of provision
- legal advice
- support for identification and intervention
- staff training and continuous professional development
- SEND community meetings to inform and share best practice
- fostering of partnership working and the brokering of support services
- pre-Ofsted preparation

15. Funding

Schools will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.
Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

16. Local Offer

In developing and reviewing the Local Offer schools will adopt the following approach:
Collaborative: The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school must also co-operate with those providing services.
Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and well publicised.
Comprehensive: Parents and pupils will know what support can be expected to be available across education, health, and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice, and support, and how to make complaints about provision or appeal against decisions.
Up to date: When parents and pupils access the Local Offer, the information must be up to date.

17. Admissions

Every SEEAT school will ensure it meets its duties under the School Admissions Code by:

- Following the consultation process for children with an (EHC) plan
- considering applications from parents of children who have SEND but do not have an EHC plan

- not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs
- not refusing admission for a child on the grounds that they do not have an EHC plan
- adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHC plan

17.1 Pupils with Education, Health and Care Plans

An Education, Health and Care Plan is a plan made by the local authority under Section 37 of the Children and Families Act 2014 specifying the special education, health and social care provision required for that child. The school will follow the relevant local authority consultation process for all plans that name the school.

Our family of schools includes provision for children and young people aged between two and eighteen years of age and includes a grammar school. Distinct types of provision may have a different admissions process and set of criteria. Please see the 'School Information Page' on page two of this policy for further details.

Arrangements for the fair admission of pupils with SEND are outlined in the Admissions Policy and are published on the school websites.

The entry requirements for a selective place at grammar school place can also be found here.

18. Transition and Preparation for Adulthood

SEEAT recognises that effective transition planning is essential to ensure that children and young people with SEND are well prepared for the next stage of their education and future life. Transition arrangements will be planned carefully and tailored to the individual needs of the pupil.

Phase Transfer

Transition arrangements will be implemented whenever a pupil moves between classes, key stages, schools or educational settings. Relevant information regarding a pupil's SEND, provision and successful strategies will be shared with receiving staff and settings to support continuity of provision.

Additional transition support may include:

- Enhanced transition meetings
- Additional visits
- Transition booklets and visual supports
- Personalised transition plans

- Multi-agency planning meetings where appropriate

Year 6 to Year 7 Transition

The Trust recognises that the move from primary to secondary school can be a significant change for many pupils with SEND.

Schools will work collaboratively with pupils, families and receiving schools to ensure transition arrangements are carefully planned. This may include:

- Additional transition visits
- Meetings with key staff
- Sharing of SEND records and strategies
- Opportunities for pupils to familiarise themselves with the new environment
- Individualised transition programmes where required

Post-16 Transition

For pupils approaching the end of compulsory education, planning will focus on supporting successful progression into further education, training, employment and independent living.

Schools will work with pupils, families, careers advisers and relevant agencies to support informed decision-making and future planning.

Preparation for Adulthood

From the earliest appropriate stage, schools will support pupils with SEND to develop the knowledge, skills and confidence required for adult life.

Preparation for adulthood may include support relating to:

- Higher education, employment and training
- Independent living skills
- Community participation and inclusion
- Health and wellbeing
- Decision making and self-advocacy

For pupils with Education, Health and Care Plans, preparation for adulthood outcomes will form an important part of annual review discussions and future planning.

Annex 1

SEND Areas of Need
Communication and interaction Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, because they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the various aspects of speech, language, or social communication at various times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.
Cognition and learning Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.
Social, emotion and mental health difficulties Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.
Sensory or physical needs Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multisensory impairment, diabetes, epilepsy, and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN. These conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision. Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability: • A tendency to set fires • A tendency to steal • A tendency to commit physical or sexual abuse towards others • Exhibitionism • Voyeurism • Tattoos and piercings

Annex 2

The SEEAT Special Educational Needs and Disabilities Policy links to the policies listed below. Please follow the link for further information.

Policies	Link
SEEAT Attendance Policy 2026	
Behaviour Policy (Local)	
SEEAT Statement of Intent and Guiding Principles for Behaviour	
Complaints Procedure	
Equality and Diversity Policy	
Health and Safety Policy	

SEEAT Safeguarding and Child Protection 2026	
SEEAT Suspensions and Permanent Exclusions Policy 2026	
SEEAT Supporting Pupils with Medical Conditions Policy 2026	
Accessibility Policy	

Annex 3
School Specific SEND Information

Appendix 4 – Information and Support for Parents